

Getting Students Interested

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Introduction

In this section:

- *A brief history of Dr. Keller's ARCS Model*
- *A new view of teaching and learning*
- *A review of study aids*
- *About this manual*

About ARCS

Getting Students Interested presents a simplified version of Dr. John Keller's ARCS Model of motivation. ARCS stands for:

Attention

Relevance

Confidence

Satisfaction

Dr. Keller developed ARCS at Syracuse University (although he is now at Florida State University) in the early 1980's. His motivational model consists of a list of motivational strategies, or tips and tricks, that can be used to help students find the motivation they need to succeed in learning. In Dr. Keller's original version of the model the strategies were organized into the ARCS categories listed above.

A New View of Teaching and Learning

In *Getting Students Interested* the strategies are expanded and organized according to a view of learning and teaching that respects and preserves the student's agency. In other words, this extension of Keller's original work recognizes that while you can bully a student into doing what you want by threatening her (with grades, for example), you cannot force her to be positively motivated – she has to motivate herself. *Getting Students Interested* consists of methods for helping students foster curiosity and see the natural relevance in what they are learning.

Study Aids

This manual has a number of features designed to help you in your study. The right side of each page has been left blank so that you can make notes as you go through the manual. **Important terms**

will be bolded when they are first introduced, and important ideas will be underlined. *Tips are italicized.* A brief look at the ideas discussed in a section is located at the beginning of the section, and a conclusion reviewing the highlights of the section is found at the end of each. Review questions appear at the end of each section so that you can check your progress as you go.

Review Items are included at the end of each section of the manual, and a **Final Assignment** is included at the very end. These items should be completed in the accompanying workbook. Sample answers to the Review Items are provided in the back of this manual. Remember, *Getting Students Interested* is not graded by anyone, so there's no reason to cheat. If you want to learn anything from this manual you should record your answers to the Review Items in the accompanying workbook before looking at the sample answers!

About this Manual

Getting Students Interested is licensed under the Open Publication License (see <http://opencontent.org/openpub/>). This means that you may redistribute this manual to as many people as you like! Feel free to photocopy, e-mail, and otherwise freely give this manual to as many people as you can!

If you have ideas for ways GSI can be improved, please e-mail them to David Wiley at dw2@opencontent.org online. Improvements can be anything from fixing spelling or syntax errors to coming up with new strategies for helping students take an interest in their learning. Be famous! Show up in the credits!

Getting Started with *Getting Students Interested*

In this section:

- *What should I know before I start working with GSI?*
- *When is it appropriate to use the principles in GSI?*
- *What do you mean by ‘agency’?*

What should I to know before I start working with GSI?

If you’ve ever taught before, or are teaching now, then you’re ready to learn about the GIS model of motivation. If you’re interested in learning about more teaching methods like GIS, look into **instructional design**. Instructional design is the field that studies different methods of teaching and their effectiveness. There’s a wonderful book by Dr. Charlie Reigeluth called *Instructional-Design Theories and Models*. Dr. Keller’s ARCS model was included in the first edition.

When is it appropriate to use the principles in GSI?

Because motivation to learn is not specific to any one subject like math or English, you can use GSI principles with your students no matter what subject they are studying. A healthy degree of motivation is very important to successful learning. Consider the following:

*If a student does not want to learn, they will not –
Even in spite of good teaching.
If a student wants to learn, they will –
Even in spite of poor teaching.*

A student’s attitude is all-important. As a teacher you can spend hours preparing to teach, but if a student doesn’t want to learn you may never reach him. Traditionally, instructional designers (folks who create teaching materials for a living) have worked on different approaches to teaching, like memory aids, to improve students’ learning, but have focused very little on the students themselves. For many years methods similar to those used to train mice and pigeons in a research lab were used with students because “they had been proven to work.” GSI suggests that more emphasis should be put on the students’ agency, feelings, and attitudes, because regardless of the teaching technique used, students will only learn when they want to learn.

What do you mean by ‘agency’?

Agency is an individual’s ability to make – and take accountability for – their own choices. Traditionally instructional designers and teachers worked to “make those kids learn one way or another,” without regard for whether they wanted to or not. GSI suggests that we should spend more time helping students want to learn than developing ways of trying to force them to learn (which we can’t do, anyway). You might say, ‘but I don’t have enough time to teach as is... How am I supposed to find time to use GSI?’ I would answer that when students want to learn learning happens faster. Students are better behaved, they work harder, and the quality of their work is higher. At least that’s been my experience, having used GSI principles in teaching at the undergraduate and graduate level.

Conclusion

Because motivation to learn is not specific to any one subject, GSI principles can be used with students studying any subject. GSI suggests that teachers should put more emphasis on students’ agency, feelings, and attitudes. It also suggests that we should spend more time helping students want to learn, rather than trying to develop ways trying to force them to learn.

Review Items

Record your responses to the following items in the appropriate page of your workbook.

1. Briefly describe the goal of “instructional design.”
2. Describe why the following statement is a justification for the existence of the GSI model.

*If a student does not want to learn, they will not –
Even in spite of good teaching.*

*If a student wants to learn, they will –
Even in spite of poor teaching.*

3. Compare and contrast the statement in item 2. with the traditional thinking of instructional designers and teachers.
4. Briefly define individual agency.

The GSI Learning Model

In this section:

- *What is the GSI learning model?*
- *So what are the Necessary Learning Activities?*
- *So what are the Facilitating Activities?*
- *How does this all fit together?*
- *A sample learning scenario*

What is the GSI learning model?

The GSI learning model is a series of steps that describe the learning process. It is made up of two groups of steps, or activities, called the **Necessary Learning Activities** (NLAs for short) and the **Facilitating Activities** (FAs for short). The Necessary Learning Activities are things a student *must* to do in order to learn (hence the name *Necessary*). The Facilitating Activities are activities that can help the student complete the Necessary Learning Activities. A main point of the GSI learning model is that teachers don't teach students, they help them learn. Teaching or instructing is something you do *to* someone. Facilitating or helping is something you do *for* someone. When a teacher does the Facilitating Activities she is encouraging students to do the things necessary for them to learn.

Tip: As you read the following sections, try summarizing the NLAs and FAs in your own words in the right margin.

So what are the Necessary Learning Activities?

There are three necessary learning activities a student has to engage in to learn.

1. Ask
2. Accept
3. Apply

Ask means that the student must want to know something. The *student* must be the one who wants to know what, why, who, when, where, how, etc. This is in contrast to the usual arrangement where the teacher says “here’s what you’re going to learn” without considering the student’s interests or wants. In the book about instructional design theories described in the Introduction, Reigeluth says that there are three standards that teaching methods should be judged by. They are the methods’ (1) effectiveness, (2) efficiency, and (3) appeal. While

instructional designers and teachers have traditionally focused on the first two, little attention has been paid to the third. GSI stresses that before any learning can occur the student has to want to learn. This is the idea summed up by Ask.

Accept means that after a student Asks and receives an answer, they need to believe that the answer is plausible. Even if they aren't convinced that the answer is correct, they have to believe that it is at least possible. Part of the student's willingness to Accept an answer will be their trust in its source, another part will be their understanding of the way the answer can be Applied. GSI stresses that if a student cannot Accept an answer they will probably not be willing to Apply it.

Apply means that a student must actually use the answer supplied to their Asking before they can know whether the answer is correct. Much of a student's willingness to Apply will be based on the perception that their success in Applying will be based on their effort and the quality of the answer, and not on luck or being the teacher's pet. GSI stresses that a student must Apply an answer before they can really understand it.

So what are the Facilitating Activities?

There are four Facilitating Activities that can help a student accomplish the NLAs.

Note: Don't forget to summarize the FA's in the margin!

1. Prepare
2. Answer
3. Invite
4. Follow-up

Prepare helps the student want to Ask. This can often be accomplished by helping the student realize there is more to learn than they already know, that they will have some choice in the kinds of goals and assignments that are involved, and that the material is interesting and relevant to them. Prepare the student to want to Ask.

Answer means that when a student Asks the teacher presents a solution of some kind. This activity is similar to most of the teaching we normally do, but is different in two ways. First, we're normally Answering a question none of the students

have Asked. Second, to Answer in the GSI manner means to present the Answer in way that the student can Accept. This means Answers should be presented so students can understand both the Answer and the way to Apply it. Once the student Asks, provide an Answer which the student can Accept.

Invite encourages the student to Apply an Accepted Answer. In other words, once the student has an Answer they believe to be plausible, help them more fully understand the answer by using it in a meaningful way. Invite is similar to assigning homework or other exercises in that it provides students an opportunity to “practice.” However, rather than thinking of this as homework, GSI suggests thinking of this as providing the student with an opportunity to try out and get familiar with their Answer. This experimenting should happen in an environment where the student is free to ask questions and get help without being penalized or made to feel “stupid.” Invite also differs from traditional homework assignments in that GSI recommends giving the student some flexibility and choice in the type of Application, or practice, they engage in. Once the student Accepts, Invite her to Apply the Answer.

Follow-up involves checking with the student to determine whether or not they have Applied, and reviewing the success of their Application. If the student has not Applied, jump back in the process to troubleshoot and discover what step was not successfully completed. Perhaps the student was never motivated enough to Ask. Perhaps they were unable to Accept the Answer for some reason. Perhaps they did not understand how the Answer could be Applied. Although Follow-up is listed as the final Facilitating Activity, it is best to be Following-up throughout the entire learning process. Once you have Invited a student to Apply, Follow-up to help them succeed.

How does this all fit together?

The Facilitating Activities encourage a student to do the Necessary Learning Activities, so an FA comes before each of the NLAs, as shown in Table 1 below.

<i>Teacher (Facilitating Activities)</i>	<i>Student (Necessary Learning Activities)</i>
Prepare	
	Ask
Answer	
	Accept
Invite	
	Apply
Follow-up	

Table 1. The Necessary Learning Activities and Facilitating Activities of the GSI model of instruction.

The process could also be explained by a list like the following.

1. The teacher Prepares the student to Ask.
2. The student Asks a question.
3. The teacher provides an Answer to the question.
4. The student Accepts the Answer.
5. The teacher Invites the student to Apply the Answer.
6. The student Applies the Answer.
7. The teacher Follows-up on the Invitation extended to the student.

If a teacher consistently uses the GSI learning process model in their work, students can begin to understand the way it works. The ultimate aim of the GSI model is to pass the Facilitating Activities off to the students, so they can become independent, life-long learners.

A sample learning scenario

As part of an introductory computer course for 8th graders, Mrs. Burgess teaches a high-level overview of cryptography. In the past her students have shown little interest in the presentation and have done poorly on the corresponding portion of the test. She decides to restructure her cryptography lesson around the GSI learning model in hopes that students will do better. She changes a very traditional “stand and deliver” lecture in the following ways.

Tip: Try summarizing the way Mrs. Burgess applies the NLAs and FAs in the right margin.

Prepare

Mrs. Burgess begins by relating a recent news story about Russian hackers and how they have been able to access and

steal plans for top-secret military weapons. She then explains that as part of the heist they had to crack several complex codes. Finally, she explains that recently the sixteen-year-old daughter of two Irish mathematicians independently developed a way of encrypting information equal in strength to the encryption used by the US government.

Mrs. Burgess feels that this introduction will pique her students' interest and better Prepare her students to want to know more about encryption and cryptography. Assuming that this introduction helps them move into a state of Asking, she proceeds to the next step.

Answer

Mrs. Burgess then presents the bulk of her lesson on cryptography, stressing ways in which it is useful to people (like allowing them to use credit or ATM cards in stores or on the Internet) and ways that the students themselves can use it in their own lives (like developing secret codes for communicating with friends).

By making her presentation in terms her students can relate to and by demonstrating some knowledge of the subject, Mrs. Burgess hopes her students will be able to Accept her Answer. She moves on to the next step.

Invite

Mrs. Burgess finally tells the class they will have their choice of several assignments for the day after next. She distributes a handout of two pages. The first page is a list of significant historical events. One option students may select is to write a one-page report about the role of cryptography in the event, and what would be different now if the codes involved could not have been broken. The second page is an encoded message one paragraph long she ensures the students is encoded with a simple code. The second option students may choose is to break the code and turn in the decoded message the next day. The final option students may choose is to develop their own code and turn in an encoded message along with a key.

By allowing students to choose from different assessments, Mrs. Burgess hopes that they will be able to Apply the Answer they have received about cryptography in a way they will see as relevant to them.

Follow-up

The next day Mrs. Burgess Follows-up by asking for and answering students' questions about the assignments.

By Following-up in this non-threatening manner, Mrs. Burgess hopes to increase the chances of her students' success in the Application of their new information about cryptography.

Conclusion

You should now be familiar with the GSI learning model, a model which preserves students' agency and gives them greater choice and accountability in their learning. The next section of this manual will introduce the motivational strategies associated with each of the Facilitating Activities.

Review Items

Record your responses to the following items in the appropriate page of your workbook.

1. List and summarize the Necessary Learning Activities of the GSI learning model.
2. List and summarize the Facilitating Activities of the GSI learning model.
3. Recall an instructional situation from your past in which you were the student, and briefly describe it. Rewrite the scenario from the teacher's point of view, changing it to include elements from the GSI learning model. Describe how you feel your changes will increase the students' chances of success.

The GSI Strategies

In this section:

- *Introduction to strategies*
- *“Prepare” strategies*
- *“Answer” strategies*
- *“Invite” strategies*
- *“Follow-up” strategies*
- *How to use the strategies*

Introduction to strategies

The motivational strategies listed below are presented as guidelines or rules-of-thumb for you to follow as you try to help students successfully complete the Necessary Learning Activities. Many of them are taken directly from Keller’s ARCS model, some of them represent combinations of Keller’s recommendations, and a few are new suggestions. A few words of caution before you proceed:

1. These strategies are not guaranteed to work and you should not expect each one to work for each student. One of the key points of the GSI model is that students have agency. These strategies do not remove the students’ agency by forcing them to be interested, attentive, hard workers. They are presented solely as ways that should be useful for reaching *many* of your students *most* of the time.
2. Some of the strategies suggest that you demonstrate certain feelings or attitudes toward the material you are helping your students learn. It is extremely important that you do not try to fake these attitudes or feelings if you do not really have them. Your students will catch you for sure!
3. Many of these strategies are useful for more than one Necessary Learning Activity. However, they will only be listed below once (the first time they are applicable). Just because a strategy is listed under Prepare doesn’t mean you can’t use it for Invite, etc.

With that said, let’s get on to the strategies.

Tip: Try writing in the margin next to each strategy an experience from your past when you have seen the strategy used effectively.

Prepare strategies

A teacher can Prepare a student by helping them gain four attributes: intellectual humility, choice, interest, and relevance.

Intellectual humility describes a student who will openly admit that they don't know everything about a subject. Although this recognition is prerequisite to the student ever wanting to learn anything new, it is not the desire to learn itself.

Strategy 1: Facilitate intellectual humility in the student by cultivating it in yourself. Share your appreciation for the richness and complexity of the topic. Express your own sincere desire to know more about the topic and genuine excitement for the opportunity to learn more about it with the student. Be careful to neither make the subject seem too difficult or make yourself seem too unknowledgeable.

Choice represents the students' perception of control over their own learning. For example, when studying theater some students may prefer designing lighting, building scenery, creating costumes, or directing to actually being on stage.

Strategy 2: Facilitate student choice by providing meaningful alternative methods for completing assignments, meeting goals, and organizing work.

Interest can be defined as the state a person is in when they desire to know more about a subject. According to this definition, a person can only be interested in something they already know about. That is, to want to know *more* about a subject, they must already know *something* about it, regardless of how little. The following strategies outline ways to help students develop curiosity or interest.

Strategy 3: Facilitate student interest toward material by helping her see how it relates to what she already knows. Do this by using concrete, real-life examples which will be familiar to the student, or when that is difficult, by using allegories or metaphors.

Strategy 4: Facilitate student interest by using humor, and having students participate in games, role-playing, or simulations, and by varying the methods, mediums, and styles you use in teaching.

Strategy 5: Facilitate student interest by building inquiry activities into the teaching process through problem solving and other activities that help the student explore creative or unusual relationships or associations to the material.

The desire to “learn more” is often the result of the perception that “something’s wrong” in the student’s environment. For example, if a science teacher were to fill a glass of water, place a sheet of paper on top of the glass, and then turn the glass upside-down above the head of a student, the class would probably become very interested in why the water did not come spilling out all over him.

Strategy 6: Facilitate student interest by creating situations and events that they must actively engage to understand. Create unfamiliar, paradoxical, or conflicting experiences for the student to participate in. Use faulty reasoning to “logically” draw deductions that the student will find obviously false. Play devil’s advocate. Focus initial discussions of a subject on facets that seem the least believable.

When employing Strategy 6 it will be important to monitor students and make sure that none of them permanently Accept any of the incorrect material you use with this strategy. When working with students who have never been taught using this approach, begin by drawing deductions that are obviously false. A mathematical proof which results in “2 equals 3” is a good example. The obvious falsity of the result will cause many students to critically examine the proof to try to find where it went wrong. As students’ skill in detecting falsehood in your statements develops, use statements that are increasingly devious and subtle, so that the students have to truly engage the content and think critically in order to find what’s wrong. When students are properly prepared, this interaction can become a type of game that students really enjoy. However, when subtle examples are used from the very beginning with no preparation, students will quickly become frustrated and (even worse) may Accept false information as being true. The powerful potential of Strategy 6 must be balanced against its potential for damage when not implemented improperly.

These strategies may themselves seem to be in conflict at first, as Strategy 3 calls for the use of the familiar and Strategy 6 calls for the use of the unfamiliar (are *you* interested now?). However, common sense and experience will reveal that both the known and unknown must be employed for learning to take place.

Relevance can be defined as a student’s recognition that the subject has application in their real life, outside the classroom. Keller describes it as the “perceived likelihood of a task to satisfy a basic

need, motive, or value.” So helping a student see the relevance of some material becomes a matter of helping them see how the instruction will fulfill one of their basic needs, motives, or values. Means, Jonassen and Dwyer (others university types who write about motivation) have suggested that relevance is the most important part of designing motivational instruction.

Strategy 7: Facilitate the understanding of relevance of the material in the student by providing concrete examples that demonstrate the way real people with whom the student can associate (famous persons, movie characters, etc.) use the material to fulfill needs, motives, or values common with the student.

Strategy 8: Personally model enthusiasm for the subject matter and describe why it is relevant to you.

Strategy 9: Help students see the relevance of subject material by distinguishing between present and future applications of the material, and giving concrete example of both.

Strategy 10: Have your student brainstorm ways in which the content is relevant to them personally, and discuss these ideas with the student. Group discussion may also work well, as it will allow students to inspire each other through positive peer influence.

Answer Strategies

The Answer to a student’s Asking is the instructional content you provide the student. It is the least motivation-intense of the four FAs because it focuses mostly on facilitating understanding – that is, Answer is mostly an instructional facilitation. However, it is not the same as just teaching because Answer includes the motivational needs that help the student continue the learning process (Apply). Before the student can Accept an Answer they will often need to have a relationship of trust with the teacher, and they will always need to be able to understand the manner in which the Answer is to be Applied, if not the Answer itself.

For example, when a history teacher Answers, “the War of 1812 occurred in 1812,” most students will Accept this statement without too much difficulty. However, a student in a science class may have difficulty accepting that water can go below the freezing point without becoming a solid, or that a solid can change directly

into a gas without passing through a liquid phase. Now, is GSI suggesting that students need to Accept every utterance of their instructor as truth? No! (See strategy 6.) However, GSI does suggest that when a teacher has a relationship of trust with their students, Acceptance may be less of a hurdle. Also, in situations like this and others when students may have difficulty Accepting an Answer, remind them that Acceptance does not imply wholesale belief, only a willingness to admit that the Answer could *possibly* be correct.

Strategy 11: Facilitate trust in the student by consistently acting with integrity and honesty in and out of the classroom. For example, providing students with clear criteria prior to testing them, and then applying the criteria consistently in scoring the test will help students trust you. State intentions and expectations clearly up front, and then consistently teach and test students by those intentions and expectations.

Facilitating understanding is really the crux of what the GSI model is all about. (If we weren't going to facilitate understanding in our students once they were motivated, why would we motivate them?) GSI suggests, however, that there are occasions when it is unrealistic to expect to facilitate full understanding of the subject initially. For example, on the first day spent on a topic in Calculus, the instructor may not hope for more than simply helping students understand how the Answer is to be Applied. This is why only helping students understand the method of Application of an Answer is acceptable: because Application can lead to full understanding of the Answer when nothing else can.

Strategy 12: Facilitate understanding in the student by choosing instructional approaches that are developmentally appropriate and matched to his or her learning style. In other words, “insert your favorite teaching method here.” Try to make sure that, if nothing else, the student at least understands how to apply the material being taught, even if they do not understand the material itself.

Invite strategies

When the student has Accepted the teacher's Answer to their Asking, the teacher Invites the student to Apply their new knowledge, skills, attitudes, etc. This is in harmony with the proverb, “I hear, I forget. I see, I remember. I do, I understand.”

Confidence can be defined as a student's recognition that their success in Applying is proportional to their effort. This may seem contradictory since some students succeed with seemingly "little effort." However, comparing students does not help them learn. Student effort is either sufficient for success or it isn't.

Strategy 13: Facilitate student confidence by providing experiences in which the student can discover that their success in learning is proportional to their effort. If there are occasions when "success" depends on other factors (such as the random selection of a "child of the week"), try to help the student understand the difference between these random events and real educational success.

Strategy 14: Help students feel confidence by organizing work so that it becomes increasingly difficult, providing them meaningful opportunities to experience success early on. Allow them opportunities to learn new skills in low-risk situations, but allow them to practice well-learned skills in real-life, relevant (even if it means difficult) situations.

Student *confidence* can also be increased by timing feedback better. Another man who wrote about motivation, Tosti, said that you should draw a distinction between "motivational" or positive feedback, and "formative" or constructive feedback. When you use each at specific points in the learning process, the effectiveness of feedback in creating confidence is greatly increased.

Strategy 15: Facilitate student confidence by providing positive feedback immediately after the student Applies, and providing formative feedback immediately before the student is about to Apply. In other words, let positive feedback "sink in" for long periods of time, and give constructive feedback when it will be immediately useful.

Confidence can also be increased through the simple perception that someone cares, or that "I'm worth caring about." Strategy 16 may seem obvious, but it is not applied as widely as you may suspect.

Strategy 16: Give personal attention to students. Learn their names (and interests as much as time permits). Praise them individually and as a group when they accomplish tasks. Encourage them to praise each other when tasks are done well.

Follow-up strategies

When a teacher Follows-up on a student, he first checks to see if the Invitation to Apply has been completed. If the student has not yet Applied, their chances of succeeding with the next instructional unit will be significantly decreased in many subject areas. So it is important to help students Apply before moving on, when possible.

Strategy 17: When Follow-up reveals that the student has yet to Apply, return to the Invite stage and troubleshoot. Try to figure out why the student did not Apply by first checking to see if the Asking and Accepting steps have been completed. Does the student feel that the information is relevant to him? Does he understand how to Apply the Answer? These and similar questions about the previous NLAs will be useful. If any of the steps are unfinished, return and help the student complete the step. Once these steps are all met return to Invite and try again to facilitate student Application.

When Follow-up reveals that the student has Applied, help the student Ask about the outcome of their Application. Was it successful? If so, why? If not, what needs to be done differently? This type of Asking involves the student in the evaluation process and helps train them to take control of the Facilitating Activities themselves.

Strategy 18: When the student has Applied, guide him through an evaluative Asking process. Prepare the student to Ask about the success or quality of their Application. Begin the learning process again, this time having the Asking be about the Application of the answer to the previous Asking.

How to use the strategies

There are four simple steps to using these strategies in your teaching: decide, brainstorm, choose, and use. These steps are explained below.

Tip: Summarize these four steps in the margin.

Decide. First you should decide whether your students need extra motivating or not. Not only under-motivation can keep people from learning – over-motivation can be just as bad. Over-motivation happens when people *really* want to succeed, like on college entrance tests like the SAT or ACT. Sometimes students are so motivated to do well that worry and nervousness get in the

way of their performing as well as they can. The first step is to know your students and decide whether or not they need extra motivational help.

If you decide that your students need some extra help, decide what kind of help they need. Do they need a little extra help finding the curiosity or interest to Ask? Do they seem interested in class, but seldom turn in assignments (they have trouble Applying)? Not every student or class will need extra help in every area. Decide which types of motivating your students need.

Brainstorm. Once you have decided on the type of motivational help you can give, select appropriate strategies from the list of 18 above. For each of the strategies you choose, brainstorm four or five ways you could use the strategy to help your students. Write down these ideas so that you don't forget them.

Choose. Once you have generated some ideas, go back and choose the specific strategies you will use to help your students. Keep in mind the time and cost it will take to prepare to use the strategies, you almost certainly won't be able to use them all! Make sure that the strategies you choose are closely related to the material you're teaching.

Use. Take the strategies you have chosen and work them into your lesson. You will need to decide which comes first and how long to spend on each one. This job will be easier if your lesson is already designed around the learning model, Prepare, Answer, Invite, Follow-up. Don't let your lesson turn into all-motivation-and-no-teaching! Remember, the whole purpose of helping students get motivated is to help them learn!

Conclusion

Now that you are familiar with the strategies you are ready to begin applying the GSI learning model and motivational strategies in your own teaching!

Final Assignment

Record your responses to the Final Assignment on the appropriate pages of your workbook.

Take a lesson you have previously created or are now working on and adapt it to the GSI learning model (Prepare, Answer, Invite, Follow-up). Decide what type of motivational help your students

need, brainstorm some ideas, choose an appropriate number of motivational strategies, and work them into your lesson. Length isn't important – just make sure that the outline is long enough for you to demonstrate your ability to integrate the learning model and strategies in your teaching. Good luck!

Review Item Sample Answers

Getting Started with GSI

1. Briefly describe the goal of “instructional design.”
Your answer should include comments like “instructional design tries to improve instruction by applying research findings and scientific knowledge to teaching methods.”
2. Describe why the following statement is a justification for the existence of the GSI model.

*If a student does not want to learn, they will not –
Even in spite of good teaching.
If a student wants to learn, they will –
Even in spite of poor teaching.*

Because motivation can cause or prevent learning, in spite of how well a teacher prepares or teaches, models that help students’ motivation are needed.

3. Compare and contrast the statement in item 2. with the traditional thinking of instructional designers and teachers.
Traditional instructional design thinking focuses more on the instructional designer or teacher than the student, working to improve the instruction itself. The GSI model focuses on the learner, working to improve their ability to receive the instruction.
4. Briefly define individual agency.
Answers should be something like ‘an individual’s ability to make - and take accountability for - their own choices.’

The GSI Learning Model

1. List and summarize the Necessary Learning Activities of the GSI learning model.
Ask – the student must want to know something
Accept – the student must believe that the answer is *possibly* true
Apply – the student must actually try using the answer
2. List and summarize the Facilitating Activities of the GSI learning model.
Prepare – help the student want to ask about something
Answer – help the student find possible solutions to his question
Invite – help the student find meaningful ways to apply their new answer

Follow-up – do what is necessary to help the student complete each of the Necessary Learning Activities

3. Recall an instructional situation from your past in which you were the student, and briefly describe it. Rewrite the scenario from the teacher's point of view, changing it to include elements from the GSI learning model. Describe how you feel your changes will increase the students' chances of success.

Responses should include a brief description of an instructional scenario in which your agency was not valued or preserved. Your rewrite should include information from the NLAs, FAs, or Introduction. The description should clearly describe why your rewrite better preserves the student's individual agency.

GSI Strategies

Your final assignment should contain specific plans for accomplishing the Facilitating Activities, a list of brainstormed motivational strategies, a list of strategies to be used, and plans to use the strategies.

Getting Students Interested (Workbook)

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Review Items from Getting Started with GSI

- Record your response below the item. Do not look at the manual while answering.
- Compare your answer with the sample answer provided in the back of the manual.
- If your answer does not match the sample, return to the manual and restudy the section on this topic. Then try answering again.
- When you have successfully answered all the items for this section, go on to **The GSI Learning Model**.

1. Briefly describe the goal of “instructional design.”

Review Items from Getting Started with GSI

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 - When you have successfully answered all the items for this section, go on to **The GSI Learning Model**.
2. Describe why the following statement is a justification for the existence of the GSI model.

*If a student does not want to learn, they will not –
Even in spite of good teaching.*

*If a student wants to learn, they will –
Even in spite of poor teaching.*

Review Items from Getting Started with GSI

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3. Compare and contrast the statement in item 2. with the traditional thinking of instructional designers and teachers.

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4. Briefly define individual agency.

Review Items from The GSI Learning Model

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 - When you have successfully answered all the items for this section, go on to **The GSI Strategies**.
1. List and summarize the Necessary Learning Activities of the GSI learning model.

Review Items from The GSI Learning Model

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- Compare your answer with the sample answer provided in the back of the manual.
- If your answer does not match the sample, return to the manual and restudy the section on this topic. Then try answering again.

When you have successfully answered all the items for this section, go on to **The GSI Strategies**.

2. List and summarize the Facilitating Activities of the GSI learning model.

Review Items from The GSI Learning Model

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- Compare your answer with the sample answer provided in the back of the manual.
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When you have successfully answered all the items for this section, go on to **The GSI Strategies**.

3. Recall an instructional situation from your past in which you were the student, and briefly describe it. Rewrite the scenario from the teacher's point of view, changing it to include elements from the GSI learning model. Describe how you feel your changes will increase the students' chances of success.

Review Items from The GSI Strategies

- Record your response below the item.
- *You may use the manual when answering.*
- Return your manual and workbook to the teacher.

Take a lesson you have previously created or are now working on and adapt it to the GSI learning model (Prepare, Answer, Invite, Follow-up). Decide what type of motivational help your students need, brainstorm some ideas, choose an appropriate number of motivational strategies, and work them into your lesson. Length isn't important – just make sure that the outline is long enough for you to demonstrate your ability to integrate the learning model and strategies in your teaching.

