

Below is a question used in a discussion forum meant to provide students with an opportunity to compose a “paper” synthesizing readings from the textbook and external research in addition to student research. Students then post their “paper” and interact with one another online, providing critical analysis of statements, bringing in outside experience, etc. Students are provided with the discussion forum rubric and a table of the critical thinking skills that the instructor looks for throughout the course of the discussion.

Your task is to conduct a content analysis of part of this discussion with the assigned critical thinking skills, looking for both positive and negative indicators within the text.

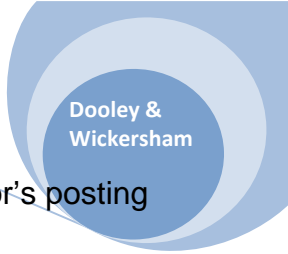
Get Motivated! Instructional activities (motivation, orientation, information, application and evaluation) are at the heart of the teaching and learning process. For this question, I would like you to focus upon motivation and describe a scenario in which learners exhibit a low degree of self-efficacy (at what point do they groan about having to learn a particular concept? Or say, "I can't possibly learn this?")

Using Keller's ARCS model provided under the instructional activities resources, outline and describe what you would do to:

- Gain attention (A)
- Make instruction relevant (B)
- Increase confidence (C)
- Increase learner satisfaction (S), in an attempt to increase students' self-efficacy and their motivation towards learning the concept.

Try to integrate some form of technology in any or all parts of the model and explain your rationale for your selection.

Finally, how did you score on the Motivated Strategies for Learning Questionnaire (MSLQ)? What can you imply from the results about your motivation in this course and more importantly, what are some implications that might exist with your students regarding their motivation and learning?



Original Author's posting

ETEC 561—Week 4

My accounting students have a difficult time grasping the purpose and objective of keeping an up to date balance in their check register while studying our banking unit. This has been one of the most challenging and frustrating steps in our banking unit for the students and for me to get across to them. The response is “it takes to much time.”

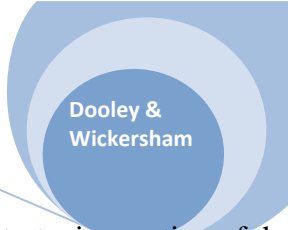
Gain attention (A)—I display a list of factious checks in my student’s names that have been written to a factious business in town. The checks are listed one by one and I project these through my projector for everyone in the class to see. The caption at the top of the list reads “Hot Check Writers.” I want to capture their attention and put them into a real life scenario to demonstrate the importance of always knowing the balance in their bank account so they will not write a hot check and find their name posted on the wall of a local business.

Make instruction relevant (B)— Even though the checks are not real—I demonstrate this scenario to my students because a similar display like this does actually exist at a local business in town. The students are prompted again about the relevancy of this step in our banking unit and are instructed to correct their mistakes. Everything I do in this class is life application so more importantly I want the students to relate this instruction to their own future situation and my goal and objective is to clearly help them see that not keeping good records with your money can have a major affect on their own personal life in the future.

Increase confidence (C)—One of the best things I have found to help increase my students confidence and help develop a plan that will result in accomplishing this goal is to let them use Microsoft Excel to create their checkbook register. I tell my students that even though we are not a “core” subject, we walk hand in hand with the Math classes when we are adding and subtracting in our check register and that is basically all there is to it. When I let them use Excel to help create their checkbook they seem to have more confidence in what they are doing and it is good to use technology to help build their confidence and of course typing on the computer is so much more fun than writing by hand. But, I do want them to learn to do it by hand.

Increase learner satisfaction (S)—To help increase the student’s motivation to learn the importance of the concept I will encourage the students to continue to use Excel to help them and also I will continually provide frequent reminders to my students that this particular lesson we learn is also a skill that will be used in a realistic setting in their near future in their own lives.

The results from the MSLQ focused first on Study Attitudes. I scored high on the intrinsic motivation and high on interest. The results indicated I find the coursework highly motivating and one that presents a challenge to me but motivated to complete. I had a medium score pertaining to the test anxiety. That did not surprise me because I do stress concerning testing.



The Study Strategies portion of the quiz resulted in a high score for elaboration and critical thinking and a medium score for organization.

The two Work Habits section resulted in a high score and suggested that I was a good time manager. This area did focus on my organization. I do use a lot of organizational aids to help me stay on track.

I would love to be able to give my students the same questionnaire. I think it would be a wonderful assessment for me to have concerning the courses I teach them. I would love the feedback from them and the end result would only help me better prepare the instruction.

Student response

19 Sep 07 6:01 PM MST

What great activities. This is a necessary skill that is probably often overlooked because of the ease of online banking and the use of ATM cards. The real world connections you use are definitely attention getters and makes it very relevant to their lives. The use of Excel spreadsheets is a great method to organize their information and accomplish the goal of keeping an up to date balance.

Technology is a great tool that makes life alot easier. However, we depend on it so much that sometimes the "basics" get left behind.

Good job!

Original author

19 Sep 07 8:04 PM MST

You are right--technology is great but some of my students even my own two sons will look at the account online and see the balance and think that is exactly what they have in the bank. They forget about the check or ATM use about one hour before they went online.

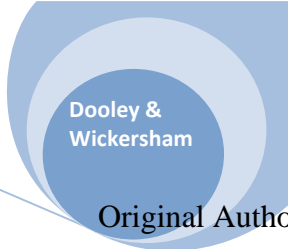
I am all for the technology but I think we still need the basics. I try to incorporate both with instruction--by hand and also using the computer.

Thanks for your input.

Instructor response

19 Sep 07 6:52 PM MST

My first thought was, do they even know what checks are anymore?? I'm assuming they do, but anymore, it's the ATM cards; however, the same concepts/rules still apply. Balancing that account!



Original Author

19 Sep 07 7:56 PM MST

You are so right!! What seems interesting each year I teach this is that very few even have a checking account. I may have two or three out of a class of 15. Those who do have checking accounts do write checks but they also have an ATM card.

Our next discussion is then helping them see that an ATM receipt is just like a check and they must write those down also. Some realize this when we have the lesson in class.

Times change but you are right--they still have to balance. I was amused when one student told me the other day they would receive their bank statement but they never knew what to do with it.

Student response

19 Sep 07 8:32 PM MST

I have met some adults, even a few in my family, that do not balance their checkbook. It is hard to show students the importance of knowing what you have when they see adults who do not know or care. It might be more alarming to them if they were to see adults who are in jail for writing bad checks or have their checking account privileges revoked.

One of my kids' math teacher used a checkbook concept in the classroom as a reward system. At the beginning of the year, each student was given "X" amount of money and provided with a checkbook register and blank checks (of course, no account numbers or anything). The students would have to write checks for late papers, misbehavior, and extra restroom breaks through out the six weeks, but they could make a deposit for various reasons as well. They were encouraged to have a certain amount left at the end of the six weeks for a reward of somekind.

I thought this concept was great. Both of my kids had this teacher and they both know the importance of knowing how much money they have before they spend it.

Student response

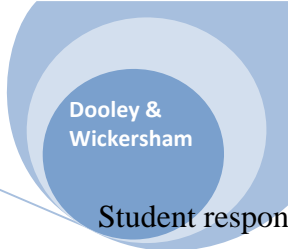
19 Sep 07 8:43 PM MST

That is a fabulous extra credit concept! It teaches responsibility, basic skills such as account management and ties in math skills as well. Fun!

Original author

20 Sep 07 7:53 AM MST

I like that idea of the reward system!! Thanks for the idea!



Student response

20 Sep 07 12:35 PM MST

I love that idea. If you don't mind, I'm going to borrow it and share with some of my friends that teach math.

Student response

20 Sep 07 11:50 AM MST

This is a great lesson! I wish my son that's in college would have taken your class because I'm still trying to stress the importance of balancing a checkbook to him. Another way you could get your students attention is to present them with an overdraft notice from the bank, showing them that \$25.00 is deducted from their balance every time a check is presented and there aren't enough funds to cover it. After I confronted my son with \$100.00 in NSF charges he decided he might could find the time to write down his withdrawal amounts when he uses his debit card. That's another thing, nowadays the kids use debit cards instead of writing checks so they really have a hard time keeping up with their balance, but I'm sure you cover that in another lesson. Good job.

Instructor response

21 Sep 07 12:29 PM MST

That's an excellent idea, Rae. Presenting with the negative side of this issue is a sure attention getter!

Original author

21 Sep 07 12:36 PM MST

I like that--thanks so much!! I like the discussion forums Dr. W because we can get so many good ideas!!

Thanks all