

COURSE TITLE: INCREASING MOTIVATION & SELF ESTEEM IN STUDENTS

WA CLOCK HRS: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

OREGON PDUs: 30

PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Michael Sedler
mike@communicationplus.net

COURSE DESCRIPTION:

This course emphasizes the critical nature of self-esteem in each person. According to Abraham Maslow, self-esteem is one of the basic needs we have in our life. It is the pillar on which we are built. Too often, schools see children with low esteem that then interferes with their education. By examining motivational theory and strategies, we will find ways to increase the self-esteem and motivation in children. In addition to examining your own behavior style, each educator will learn successful ways of planning for a students' success. This class will quickly illustrate ways to make a difference in your school and classroom.

Through hands on applications within the schools, reading materials and analyzing case studies, each student will be able to develop effective strategies for students.

This course is designed to be effective for all K-12 educators, regardless of teaching level or job description.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Stated the aspects of positive self-esteem.
2. Recognized aspects of depression and low self-image that may lead to peer problems.
3. Developed activities to increase self-esteem in students.
4. Analyzed and synthesized aspects of motivational theory and strategies.
5. Investigated their own areas of self-esteem to find areas of personal growth.
6. Listed, analyzed and developed a plan for supporting students in the area of motivation.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Chosen text from Bibliography plus all handout materials, case study, and samples. Text may be purchased directly from publishing companies.

List of all companies and phone numbers are located in the back of the student manual.

Student Manual is located on the instructor's website.

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Increasing Motivation". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. Or, you may borrow one from a friend or check one out at the public library for free.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Read the Manual.

Read all materials in the manual.

Assignment #2: Read Your Chosen Text.

Read one of the selected texts from the Bibliography in back of the manual.

Write a 2-3 page summary of main ideas and key points. If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Motivation #2.?

Assignment #3: Complete Worksheets in Manual.

Complete all handouts and worksheets, including the "type your behavior" worksheet.

Photocopy or scan and

Send to instructor: mike@communicationplus.net, Subject Line to read ?Motivation #3.'

Assignment #4: Discussion.

Discuss areas of focus and difficulty in motivating students and increasing self-esteem with other educators.

Write a 2-page summary.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Motivation #4.?

Assignment #5: Discussion With Sports Coach.

Discuss with a sports coach at school or in your community ways they motivate and build self-esteem.

In a short report compile and summarize all responses similar to those in #4 that you may use with your students.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Motivation #5.?

Assignment #6: Literature Review.

Review 3 separate journals or articles on the topic of motivation.

Choose one and write a 2- page summary of the article.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Motivation #6.?

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #7: Student Candidate.

Choose a student who lacks in specific area(s) of motivation.

Write out areas of concern and develop a program to help him/her (use examples in manual and from your chosen text.)

Initiate the program over a 2-3 week period. Sample outline in manual.

To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

Assignment #8: Student Program.

Write a 2-3 page paper explaining the program developed for the student in assignment #7.

Send to instructor: mike@communicationplus.net, **Subject Line to read ?Motivation #8.?**

Assignment #9: Lesson Development.

Assignment #9: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: **(SEND commentary to Instructor)**

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 2 page commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.

(The following is encouraged but not required):

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

OR

Assignment #B: **(SEND lesson and summary to Instructor)** Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

(The following is encouraged but not required):

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Yvonne Hall \(yvonne@hol.edu\)](mailto:yvonne@hol.edu) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)

Send to instructor: mike@communicationplus.net, Subject Line to read ?Motivation #9 (A or B.)?

Assignment #10: (500 Level ONLY)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A) Choose another student and develop a different program. Write a 2-3 page paper that includes your observations and send to instructor.

Send to instructor: mike@communicationplus.net, **Subject Line to read ?Motivation #10-A.?**

OR

Option B) Another assignment of your own design, with the instructor's prior approval.

Send to instructor: mike@communicationplus.net, **Subject Line to read ?Motivation #10-B.?**

C. INTEGRATION PAPER

Assignment #11: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

BIBLIOGRAPHY

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