



Po'okela

"Po'okela serves HPU faculty and an outside mailing list of readers interested in our work, with the intention to prompt community-building and reflection on professional practice, and to encourage innovation in teaching."

Hawai'i Pacific University • Teaching and Learning Center • <http://tlc.hpu.edu>

Contents

- 1 Support Your Local Teaching Center
- 3 The Motivating Word
- 4 Peer Instruction: Getting Students to Think in Class
- 5 Motivating Today's College Students
- 7 When Educators Speak

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The *Po'okela* newsletter is a bimonthly publication featuring articles of interest to faculty regarding pedagogy, scholarship, and service at Hawai'i Pacific University.

Opinions in this newsletter are those of the authors. Articles are chosen for their power to encourage reflection and discussion and do not reflect endorsement by the Teaching and Learning Center or Hawai'i Pacific University.

Support Your Local Teaching Center

Advice on teaching in the college classroom

by James M. Lang



James M. Lang

It's just about time for newly hired, tenure-track faculty members to begin panicking in earnest. As the adrenaline rush of their job-search triumph fades, the questions and uncertainties about the coming year loom large.

I remember my own concerns about whether I would have enough time for my writing and about how I would take the research I had done in graduate school and turn it into published material that would count toward tenure. I had questions about service responsibilities, too—such as, how much should I take on in order to demonstrate my commitment to the department and the college?

But, by far, the most pressing anxieties I had centered on teaching. How many students would I face? Would they be intellectually curious, eager to participate, hostile, apathetic? What would happen if I bombed in my first semester? How much time was I going to spend on preparation, teaching, and grading? And should I just glue my zipper to the top of my pants to ensure that I never walked into class with my fly open?

New faculty members of every kind share those concerns. Don't be surprised when they begin to surface in your dreams, either. Nightmares about walking into class unprepared, or naked, or in the wrong discipline are common among teachers at every level.

And I don't mean to add to your worries, but I can guarantee you this: You will have problems, and, worse still, you will encounter problems you didn't even realize existed. That's the nature of the first semester—you only realize the full extent of the challenges after you've been through it.

Because they're academics, many new faculty members will turn to books, and a handful of excellent guidebooks on college teaching are available. But no printed guidebook, Web site or discussion group will ever deal with your exact situation, which is teaching for the first time at this point in your life, at this institution, in this discipline, with these students, in this year.

Fortunately, there is a place you can turn to where people will understand the particulars of your situation: the teaching center on your new campus.

It won't be called the Campus Teaching Center, of course—that would make life too simple. It will be called the Center for Teaching and Learning, the Center for Teaching Excellence, the Teaching, Learning, and Technology Center, and so on, with all of the subtle linguistic variations that imaginative academics can muster.

On some campuses, the teaching center will be an office, or a suite of offices, with dedicated space and staff members. On other campuses, the center might consist of a single faculty member or administrator whose job description includes working with colleagues on teaching development.

If they're doing their job well, you will have heard from the folks who run your center before you ever step foot in the classroom. They will invite you to an orientation session, send a brochure or an e-mail describing their services or announce an open house. Possibly, a department head or dean will mention the teaching center to you at a general orientation.

You will be overwhelmed with information in the coming months, so any invitation or mention you might hear will probably register at about the same level of attention as the invitation you received to tour the new campus recycling center.

But whether you have been invited to the teaching center or you have to seek it out on your own, it deserves a closer look from new faculty members as well as professors at every stage of their careers.

continued on page 2

Support Your Local Teaching Center *continued*

The center's services are free, of course—not an unimportant point for new faculty members, adjuncts and graduate students who will not want to have to dip into their ramen-noodle budget to become better teachers. And you will not be putting anyone out by seeking advice from experts at the center. They are there to help you, and all of the teaching-center denizens I have met and worked with have a passion for teaching and working with other teachers.

So what will happen when you locate the center and seek out guidance on how to become a better teacher?

The process generally begins when the center notifies the administration that you have sought help, thereby marking you out as a bad teacher. Then you will be forced to attend seminars where you will be asked to wear a pointy hat and describe what kind of tree you would be, if you were a teaching tree. Just kidding.

But during the years I worked in a teaching center, I sometimes wondered whether the faculty had such perceptions about our work, since far fewer of them visited us than we would have liked. In fact, most teaching centers have a policy of confidentiality, so they cannot tell department heads or administrators that you have availed yourself of their services. And we saved the pointy hats for the annual holiday party.

What you will find at your teaching center, in most cases, are at least five categories of services for both newcomers and more experienced professors who need assistance with pedagogical issues or just want to continue their growth as teachers.

First, the specialists at the center will offer some form of observation and consulting. They might offer to sit and observe your classes. Afterward, they will review with you what they saw and offer suggestions.

Being observed in the classroom, and having the chance to discuss the experience, can resolve most problems faced by new instructors. You might think that a problem you are encountering is unique but, chances are, an experienced observer will have seen it before and will have some practical strategies to help you overcome it.

Second, they will have resources on teaching for you to consult—articles and books on the topic, online tutorials and links to online resources, computer programs, and so on. The keepers of those resources will usually have enough experience and familiarity with the literature on teaching in higher education that, if they don't have a resource to address your specific concern, they will know how to help you find a few.

Third, they will sponsor campus events devoted to teaching: lectures and workshops with visiting and local faculty members discussion groups, reading circles, orientation sessions, and

brown-bag lunches. Some of those will be formal events at which you will learn specific ideas and teaching strategies; others will be glorified kvetch sessions, in which you'll be invited to discuss whatever problems you're having in the classroom.

Either way, the events are worth attending. You will discover soon enough, if you haven't already, the therapeutic benefits of kvetching about your students and your teaching problems around the copy machine or coffeemaker. The center's organized events simply put a title, a time and a place on that time-honored tradition, and you will leave feeling a little less alone in the teaching universe.

Fourth, your teaching center may offer grant money for developing new courses or conducting research on teaching, or for attending conferences on the subject.

Finally, the center may offer a mentoring program, in which it connects new teachers with more-experienced ones who can provide sustained and personal guidance through the pre-tenure years. Securing a mentor will not only ensure help with your teaching, but it will have the side benefit of helping you build connections with your senior colleagues—one of the many challenges you'll face as a new faculty member.

So support and patronize your local teaching center, in whatever form you might find it. Even if your tenure case depends largely on your research output, you will still find yourself, at least a few times a week, standing in front of a sea of young faces, and you will want to do your best for them. Teaching centers can help.

And if your case—or your promotion, or your contract renewal for next semester—depends upon your teaching, nothing will make as significant a difference to your livelihood as the personal guidance of an experienced professional who will welcome the opportunity to help you become a more effective teacher. 🍎

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This article originally appeared in the Chronicle of Higher Education, July 20, 2007, online at <http://chronicle.com/jobs/news/2007/07/2007072301c/careers.htm>. Reprinted with permission.

Editor's Note: You may find out more about HPU's Teaching and Learning Center through our FAQ link at http://faq.hpu.edu/tlc/faqpro/index_hpu.php?action=category&cat_id=011 or come by our center at MP 139 (through the Learning Assistance Center) to meet us.

*The TLC would like to wish its Po'okela readers a
Happy Thanksgiving and Happy Holidays!*



The Motivating Word

by Laurie Grimes

I teach an online section of our student success course and am always on the lookout for ideas that will make good discussion board topics. I use the discussion board as a way to both introduce and also “dive deeper” into the weekly topic. I look for prompts that will inspire students to exchange ideas and personal perspectives. Coming up with prompts that will generate interest, excitement and resulting discussion is a must!

A little over a year ago, I read a great story on a listserv about a football coach who had inspired his team to victory in a unique way: by using a special word. I immediately pondered how I could adapt this story for use in my class. Since we were about to tackle a unit on self-motivation, dreams and goals, it struck me that this story would be perfect for the weekly discussion board. It seemed like a fun way to arouse interest and introduce the concept of motivation.

“Here’s an example of the word one student guessed: “I think the word is BELIEVE. By believing in yourself, you have already won half the battle. In order to win, you need to believe. By believing in yourself, others will believe in you also.”

Here’s the (supposedly) true story that I posted for my students’ responses:

If you’re a college football trivia buff, you know that the annual Rose Bowl competition started over 100 years ago, in 1902, when the University of Michigan trounced Stanford, 49 - 0. What is perhaps unknown to most people is the story behind that amazing win for Michigan.

In the year 1900, the University of Michigan had a football team that wasn’t winning many games. Consequently, they fired their coach and searched for a new one. At about the same time, Stanford had to dismiss their coach because of a new rule that allowed only alumni to serve as coaches. Michigan hired Stanford’s former coach, a “quiet man of few words,” named Fielding Yost.

As soon as the new coach arrived on campus, he granted an interview to the local newspaper. During the interview, he boldly claimed that his team would be undefeated the next season and the combined scores of the opposing teams for the entire season would be 49 points or fewer. When they heard about his interview, the Michigan team protested loudly. They complained to the coach that he was setting them up to be the laughing stock of football. Yost immediately ordered every member of the team to take off his uniform and stack it in the corner of the locker room.

Then he marched to the blackboard and wrote one word. He instructed the team that they could retrieve their uniforms and play football only when they understood the meaning of that word. That year Michigan was undefeated at 11 - 0 and outscored their opponents 550 - 0, averaging 55 points per game. And yes, they

later went on not only to the first Tournament of Roses football victory, but three more national championships in the next three years.

What was the word the coach wrote on the blackboard?

As a tool for introducing the concept of motivation, I found this story very useful. My students were quick to respond and were eagerly engaged in trying to guess the word Yost had used. They supported and expanded on each other’s choice. After everyone had posted their choices, I asked them to post their personal dreams and talk about what motivated them. This resulted in further discussion and a great deal of support for each other’s goals.

Here’s an example of the word one student guessed: “I think the word is BELIEVE. By believing in yourself, you have already won

half the battle. In order to win, you need to believe. By believing in yourself, others will believe in you also.”

Later, in response to identifying dreams and goals, this same student wrote, “I have different levels of dreams. I dream of doing something meaningful with my life. Going on, day to day, at a ‘job’ that takes up the majority of your life is no way to live. I had a career I just absolutely loved, but due to circumstances beyond my control, I had to switch gears. But sometimes bad things happen for good reasons. Now I have the chance to follow another set of dreams. I have the opportunity to go to college and get my degree.

In this exercise, after all of my students had an opportunity to post a word and their explanation, I posted the actual word that Fielding Yost used to motivate his players. Did YOU guess it yet?

Well, as the story goes, the coach wrote the word “love” on the blackboard. Legend has it that, as he explained it, you have to love the game, love your opponent (they challenge you and make you better), love the hard work it takes to be successful and get to your dreams and love what you do.

In the same vein, I encourage students to love their studies, love the opportunity they have of going to college, and most of all, love the challenging situations they are bound to find at college. I tell them they are more likely to grow through experiences when they love the challenge and look for good outcomes.

Furthermore, I suggest that even though there’s one “right” answer regarding the word that Fielding Yost used with his team, there are no wrong answers in this exercise. I invite them to reflect on the word they each chose in terms of what it says about them and their own motivation. From my experience, people usually

continued on page 4

choose a word that is personally meaningful—one that is perhaps one of their own personal goals or a means to their goal or a key to their success. I remind my students to hang onto their word when the going gets tough, and use their word to inspire themselves to keep up the hard work and get to their dreams.

As a way of introducing the topic of motivation, generating discussion and engaging students, this approach worked well! Their participation in the follow-up questions on dreams and goals was more enthusiastic than I had seen previously, and the level of self-reflection seemed enhanced. I believe you could also use this story to generate discussion on commitment, collective vision, supportive relationships (success teams), visualization, goal-setting and the use of affirmations.

As I mentioned above, the students “loved” this activity! They chose such words as pride, integrity, determination, dedication, loyalty, respect, believe, faith, trust, discipline, etc. By the way, not one of them had ever guessed “love,” but, of course, it doesn’t matter—there’s really not just one right answer! 🍏

Laurie Grimes is a counselor/ assistant professor of Enrollment Services at Lorain County Community College (OH). This article first appeared in the Online Course Newsletter: Innovative Learner-Centered Strategies for Promoting Student Success and Retention Across the Curriculum, January 31, 2007. Reprinted with permission.

Peer Instruction: Getting Students to Think in Class

by Dr. Eric Mazur



Dr. Eric Mazur

The first time I taught introductory physics, I spent much time preparing lecture notes, which I would then distribute to my students at the end of each lecture. The notes became popular because they were concise and provided a good overview of the much more detailed information in the textbook.

Halfway through the semester, a couple of students asked me to distribute the notes in advance so they would not have to copy so much and could pay more attention to my lecture. I gladly obliged, and the next time I was teaching the same course, I decided to distribute the collected notes all at once at the beginning of the semester. The unexpected result, however, was that, at the end of the semester, a number of students complained that I was lecturing straight out of my lecture notes.

Ah, the ingratitude! I was at first disturbed by this lack of appreciation but have since changed my position. The students had a point: if they had read the textbook, they might also have noticed that my lecture notes followed closely the material in the book. Research showed that my students were deriving little benefit from the lecture if they had read my notes beforehand. Had I lectured on Shakespeare instead, I would ask the students to read the plays before coming to class, and I would use the lecture periods to discuss the plays and deepen their understanding of and appreciation for Shakespeare.

Year after year, I had written on the blackboard that pressure is defined as force per unit area—a definition that is printed in the book and in my lecture notes. Year after year, the students

copied it from the blackboard into their notebooks. What a waste of time, both for the students and the teacher! What inefficiency! And the students believed this lecturing constituted “teaching!” What a fallacy!

In most introductory science courses, we require students to buy textbooks of encyclopedic dimensions and then use lecture time to present what is printed in the text. Small wonder, then, that student opinions of introductory science lectures are very poor. Reading a science textbook is quite different from reading a novel. Most students tend to read their textbooks too quickly—without pausing to ponder the meaning of what they have just read. If one does not lecture during class time, what does one do?

During the past five years, I have tried to address these problems by radically changing my teaching strategy. First, I assign pre-class reading for each lecture period. To make sure the students carry out the reading, I quiz them on the material they have read. I then devote the remainder of the class time to 10-15 minute long periods, each devoted to one of the main points of the reading. I might begin each period with a very brief lecture on a point I wish to get across or with a lecture demonstration. This is followed by a conceptual question (ConcepTests) which tests the students’ understanding of the idea or point presented. I give the students one minute to select an answer. Each student must individually commit to an answer—I do not allow the students to speak to each other during this minute. After the students have recorded their answer, I ask them to try to convince their neighbors of the answer. The ensuing discussions are surprisingly animated. After a minute or so, I again ask the students to select an answer. The proportion of students who chose the

continued on page 5

correct answer always increases after the discussion, suggesting that the students are successfully explaining their reasoning, and in the process, are teaching each other. No lecturer, no matter how engaging or lucid, can achieve this level of involvement and participation simply by speaking.

I have successfully applied this method to large classes of about 250 students. The results are very encouraging. What's more, attention and student involvement is high and there is never a gulf between the class' understanding and the teacher's expectations. Best of all, testing shows that this teaching style engenders a better understanding of the fundamental concepts, discourages rote memorization and promotes an exclusive focus on problem solving. The students' energy and enthusiasm during the discussion is contagious. Once one has experienced it, it is difficult to revert to lecturing to a passive and mostly silent audience.

I believe the days of straight lecturing in introductory science courses are numbered—we can no longer afford to ignore the inefficiency of the traditional lecture method, regardless of how inspiring our lectures are. The time has come to offer our students more than a mere regurgitation of printed material. 🍎

This article was extracted from Chapter Two of Dr. Mazur's book Peer Instruction. This chapter is online at <http://mazur.www.harvard.edu/email/download.php?c21leWVYQGhwdS5lZHU=&MjQ0>. Eric Mazur is a Gordon McKay Professor of Applied Physics and Professor of Physics at Harvard University. More on Dr. Mazur and his work can be found at his web site, <http://mazur-www.harvard.edu>.

Motivating Today's College Students

by Ian Crone and Kathy MacKay

With an early December wind chill topping out at 11 degrees and the setting sun quickly fading behind the carillon of our campus chapel, it may seem like a strange time to contemplate student motivation on our small midwestern campus of Elmhurst College. Yet, as we observe the initiative, dedication and persistence of the eight undergraduate students who have spent the past three hours lining our campus walkways with 1000 luminaries, we wonder why these students are so dedicated and others are not.

At a time in the academic year when most students' motivation for learning and involvement has shifted from inquisitive exploration to exhausted survival, the members of the Walk for Hope steering committee are inspired by, and dedicated to, their task of placing the paper bag luminaries, each sponsored by a community member to raise money for the American Cancer Society. Are these students motivated to raise money for a good cause or to surpass the amount last year's steering committee raised? Perhaps it's the opportunity to do something with their immediate group of friends or do something to invoke the pride of their family? Little separates these students from today's average undergraduate. Yet, at this moment they exhibit what seems an increasingly scarce resource desperately sought by faculty and student affairs administrators nationwide, a trait that fuels academic success, engagement and learning: student motivation.

Conversations with faculty and staff colleagues at small private and large public institutions over the last several years have echoed themes of frustration concerning the need to compete for students' time and attention. Students appear to spend

hours surfing web sites, hanging out in groups and updating their *Facebook* sites. They compete for multiple leadership positions from which they often fail to gain all they could because few focus fully on their responsibilities. They forfeit deeper engagement in academic research to earn minimum wage at a retail store in a nearby mall.

Identifying Student Needs

Whether you believe the characteristics commonly attributed to the Millennial Generation or not, it is clear that the manner in which students are motivated to engage in higher education has been changing and will continue to change rapidly. The priority students affix to their education is too often usurped by increasingly demanding and time-intensive life priorities such as work, family or emotional/psychological needs. Many members of this generation of students continue to live in an age of convenience and consumption. A college education has become commodified, understood as yet another acquisition to be made rather than a process in which you engage. Yet, as the Association of American Colleges and Universities describes in *Greater Expectations* (AAC&U 2002), students need to become intentional architects of their own learning, actively setting goals, exploring, reflecting and integrating acquired knowledge and experiences into existing worldviews. In today's environment of convenience and consumption, how can students be persuaded to move beyond "commodity" thinking and fully engage both in and out of the classroom in activities that enhance their learning? How can they be inspired to become immersed in learning?

continued on page 6

Motivating Today's College Students *continued*

Elmhurst College is a small liberal arts college, but its student body defies easy classification. Each fall, the college attracts a first-year class of approximately 5000, approximately 3000 transfer students, and a number of adult students. Over 50 percent of students live off campus and many work at least one job. Because very different reasons underlie students' decision to enroll at Elmhurst, inspiring student success and learning requires understanding motivation from a variety of perspectives. In fact, when we discuss student motivation, what we are really talking about is whether or not students have made educational activities a true priority: whether they have chosen to fully invest their time and energy in their college experience. Likewise, once students do demonstrate motivation, we are interested in understanding this commitment itself. How do they take initiative, apply effort, persist to overcome obstacles and, ideally, reflect on their accomplishment once they have succeeded?

initiative and effort.

Today's students often ask what to do before thinking through their own plans. It seems they want things to be fixed or done so they can move on to the next project. We have found that the most successful advising style has been to ask questions that lead students to formulate their own ideas. Whether in the classroom or in a leadership experience outside of class, this use of inquiry forces students to make the educational experience their own by requiring that they reflect on the challenge at hand and develop a solution of their own. The energy generated by these students' realization motivates them to take action where providing the answer would not.

Increasingly critical to student motivation is an informed perspective on the diversity of students. For example, many campuses traditionally have held overnight or weekend retreats as a way to get students away from the day-to-day activities to

“...many students carefully budget the minimum amount of time necessary to allow them to achieve the grades they desire while fitting in as many other activities as they possibly can.”

When we consider the motivation of undergraduates, it is important to consider characteristics commonly attributed to this generation of traditional-age students. Respecting the power of relationships is critical to student motivation. Today's students appear to be the recipients of a great deal of family involvement and attention, and it is not unusual for the expectation of this involvement to continue after they enroll in college. Many students continue to have regular, sometimes daily contact with their parents, calling to provide updates or seek consultation on even minor decisions. While partnering with students' families, particularly the notoriously labeled “helicopter parents,” may invite a loss of student autonomy, we have found that strategic, carefully crafted invitations that enlist limited parental support serve us well. We have begun to provide a consistent message to families during the admissions, advising and orientation process, linking student success to the appropriate use of time, and urging the family members to support student initiative and responsibility in the process of learning. Families are also frequently invited to help students overcome obstacles. We honor the Family Educational Rights and Privacy Act (FERPA) restriction on sharing specific student information, but we enlist family members' help by educating them about campus resources, such as our Learning Center and Counseling Center, and we encourage them to talk to their children about taking advantage of the services available. In both of these instances, we employ the student's relationship with his or her family to help make learning a priority.

Finally, we have, on more than one occasion, wondered if students transfer the expectation of involvement with their parents to the college. Are they expecting the same kind of support or parenting from faculty and staff? Frequent communication and an engaged academic adviser or student organization adviser are among the keys to maintaining student

begin to develop as a team and focus on their group and responsibilities. However, for students who are not comfortable staying away from home overnight for reasons involving disabilities or cultural values, this may not be a viable option. Because of increasing student diversity, it is critical for staff and faculty to know their student population well enough to know what unique obstacles and incentives may inspire or discourage motivation.

Many students come to college accustomed to a frantic schedule of academic, work and co-curricular activities. While these students' frenzied schedules may create the impression that they are highly engaged in their college experience, in fact some students have created a rigid compartmentalization of many seemingly disconnected experiences. Rather than expend the time necessary to encounter new ideas, reflect and make connections with their existing worldview, many students carefully budget the minimum amount of time necessary to allow them to achieve the grades they desire while fitting in as many other activities as they possibly can. As a result, students sometimes end up overwhelmed when something in their schedules shifts unexpectedly. But we can help students be more sensitive to how they use their time, and in turn, help them use their time to immerse themselves more fully in the experience of learning. For example, by scheduling regular, brief, one-on-one meetings with the student leaders, we are able to compel them to stop and reflect, refocus and connect. In this sense, we hope that the disconnected parade of class, work and co-curricular activities can begin to dissolve into a more seamless educational experience.

One generational characteristic we have observed in many students is a significant achievement orientation. However, while students may want good grades for graduate school

continued on page 7

admission, too often they may not want to focus on learning what they need to be successful in graduate school. They may have long lists of honors, awards and leadership positions in clubs without understanding that what they have learned in their positions (i.e., public speaking, critical thinking or intercultural awareness) is what will make them successful. If they cannot articulate what they learned in the organizations listed on their résumés, they will not get the jobs or have the skills the employer is expecting. One technique we've found to be successful in provoking greater effort and reflection involves a tool often used in the classroom—persistent inquiry.

Engagement through Experiential Opportunities

Much like service learning, experiential education allows for increased educational outcomes. Experiential learning is particularly useful for this generation, which exhibits a much higher sensitivity to issues related to social justice and a marked desire to do good. It is not unusual to be able to appeal to an individual student's philanthropic orientation to inspire initiative. When we are able to help students see that a project in which they are involved—such as planning a lecture on the impact of fair-trade coffee—is achieving a greater good, they are much more inclined to persist until the project is complete.

This generation of college students has been raised on interactive technology and entertainment-style communication. We have been told by our students that straight lectures or power-point presentations rarely hold their attention. Experiences that involve students and require them to interact as a part of their own learning are more likely to maintain their interest.

Finally, one timeless aspect of out-of-class education that can provoke a great deal of initiative and encourage persistence is reality, and the realistic dangers of failure. It is critical to help students understand the realistic, albeit sometimes indirect, steps between the generally comfortable routine of college life and the upsetting reality of failure, whether it manifests itself in diminished prospects for employment, disappointed family members, or a failure to raise as much money for a cause as the group the year before. By helping students see—perhaps for the first time in their lives—that the work in which they are engaged is meaningful work that is important for them to accomplish, we can help students take the initiative, avoid failure and learn.

In 1954, when Abraham Maslow attempted to organize human motivation in the hierarchy of needs, *Facebook* was not an obstacle to self-actualization. But just as the society challenges educators to think of innovative ways to inspire students to take initiative and persist to success despite their daily distractions, so too does it provide new avenues to promote learning. While placing one thousand luminaries on a bone-chilling night may, at first, appear daunting, the persistence of these students illustrates that student engagement is often the first step on the path to student motivation. 🍎

The full version of this article first appeared in Peer Review, Winter 2007, Vol. 9, No. 1, a publication of the Association of American Colleges and Universities. Ian Crone is assistant dean of students and director of the Frick Center at Elmhurst College. Kathy MacKay is dean of students at the same college. Reprinted with permission.

WHEN EDUCATORS SPEAK...

SUCCESSFUL STUDENTS...

1. ...ACCEPT SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences.
2.DISCOVER SELF-MOTIVATION, finding purpose in their lives by discovering personally meaningful goals and dreams.
3. ...MASTER SELF-MANAGEMENT, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
4. ...EMPLOY INTERDEPENDENCE, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).
5. ...GAIN SELF-AWARENESS, consciously employing behaviors, beliefs and attitudes which keep them on course.
6. ...ADOPT LIFELONG LEARNING, finding valuable lessons and wisdom in nearly every experience they have.

STRUGGLING STUDENTS...

1. ...see themselves as victims, believing that what happens to them is determined primarily by external forces such as fate, luck and powerful others.
2. ...have difficulty sustaining motivation, often feeling depressed, frustrated and/or resentful about a lack of direction in their lives.
3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ...are solitary, seldom requesting, even rejecting offers of assistance from those who could help.
5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.

continued on page 8

WHEN EDUCATORS SPEAK... *Continued*

SUCCESSFUL STUDENTS...

7. ...DEVELOP EMOTIONAL INTELLIGENCE, effectively managing their emotions in support of their goals and dreams.
8. ...BELIEVE IN THEMSELVES, seeing themselves capable, lovable and unconditionally worthy as human beings.

STRUGGLING STUDENTS...

7. ...live at the mercy of strong emotions such as anger, depression, anxiety or a need for instant gratification.
8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

Taken from On Course Principles, online at <http://www.oncourseworkshop.com/On%20Course%20Principles.htm>.

The creator of the On Course Workshops is Skip Downing, Ph.D., an international consultant in the field of faculty development and student success strategies. His popular text, On Course: Strategies for Creating Success in College and in Life (Houghton Mifflin) is used in both student success courses and college writing courses. The American Community College Trustees has recognized Dr. Downing as its Northeast Region Teacher of the Year. He is a recipient of the NISOD Community College Leadership Award for Teaching Excellence, and he was named in USA Today as one of the 50 best community college teachers in the United States and Canada. Dr. Downing's teaching, writing and consulting are all guided by his belief that the greatest mission of any educational institution is empowering its students to live rich, personally fulfilling lives. Reprinted with permission.

We would like to hear from you! If you have an original quote or anecdote that you would like to share with other faculty about your teaching experiences here at HPU, please send them to the Teaching and Learning Center along with your name, your title, and your permission to publish it in the *Po'okela*.



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