

Teaching From Within

Engaging Students Intrinsically (In-Depth Workshop Schedule)

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www.teachingfromwithin.com



1:00 intro:	“Touchstones”	
1:05 discuss:	Intrinsic Motivation... Why? Video clips: Hollywood Video clips: HS students Survey: What type of school do WE want? Activity: Human Histogram	(whole group) (whole group) (whole group) (independent) (whole group)
2:05	Break	
2:15 film:	Teaching From Within	(whole group)
3:15	Break	
3:20 reflect:	Rewards Fear Coercion Discussion: What do we do with this?	(whole group)
4:00:	How to Start 12 Understandings www.teachingfromwithin.com	
4:45:	Feedback / Evaluation	



Human Histogram Activity: What Type of School?

Questions:

1. What school did you attend?
2. In which school do you currently work?
3. In which school do you want to work?
4. Which school do you want your kids (or grandkids) to attend?

**if you answer "D" below, write your school description on the next page.*

- A. In this school, our objective is to get kids to perform. To do that, we have to engender a healthy fear: fear of failure, fear of an unknown future. They won't perform well if we don't hold their feet to the fire. We aren't here so they will like us, but rather so they will learn from us.
- B. In this school, students know the requirements from day one, and they know those requirements are non-negotiable. Success is almost guaranteed IF they do what is required. If the main victory in our school is to get students to do more work, and to do it according to directions, then we have at least managed to teach them a sense of responsibility.
- C. In this school, we practice the power of positive reinforcement. Without a well-structured incentive program, most students simply won't work. We want learning to be fun; sometimes that means off-setting tedious or boring material with a popcorn party, some free time or a "homework pass."
- D. In this school... (*none of the above*)*

*Fold and tear along line after answering below
Do NOT put your name on this answer sheet*

Answers:

1.

2.

3.

4.



Human Histogram Activity: What Type of School?

My school description:

This refers to the type of school... (circle one)

I attended in which I currently work in which I want to work which I want my kids (or grandkids) to attend

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Teaching From Within: Engaging Students Intrinsically, a TIE Media Production
A Designated Listener Protocol for Small Group Discussion

Circle the section your group is discussing: **Jaeger/Rewards** **Lewiston/Fear** **Lugo/Coercion**

1. Discussion One: 15 Minutes

Divide your group in half designating one group as those who will be discussing and one group to be listeners. Circle (if logistics allow) the listeners around the outside of those who will be having the first discussion. Listeners will take silent notes on the main points that come up. Those in the discussion will take no notes, but will all actively participate in the conversation. Discussion One's purpose is to expose or bring out all the important or particularly interesting issues in the film section (at least all the points that were important to those in the discussion). Discussion One will last for 15 minutes.

2. Switch: 2 Minutes

Listeners will switch places with Discussion One members. Discussion One members now become Designated Listeners.

3. Discussion Two: 15 Minutes

While the new Designated Listeners take silent notes, the Discussion Two participants spend 5 minutes sharing with each other the highlights in their notes concerning Discussion One. Then, they spend the next 10 minutes discussing any new ideas that didn't come out in Discussion One, or any extensions of ideas that were discussed in Discussion One.

4. Planning Discussion Three: 15-20 Minutes

The two groups join and spend 5 minutes listening to and discussing the notes that were taken during Discussion Two. The remaining 10-15 minutes are spent establishing which topics are important for sharing with the entire large group, and who will be responsible for sharing those specific topics.

My Notes on Discussion One Two (circle one):



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Notes continued:

Planning Discussion Notes:

How to Start *Teaching From Within*...

from Bob Sullo's *The Motivated Student*



● *Eliminating External Rewards*

1. Immediately give up as many external rewards for learning as possible.
2. Move from rewarding to affirming. Have students identify the positive feelings they experience when they are successful. The natural desire to learn will be strengthened when students realize how good they feel when they succeed. Once students identify that achievement feels good, affirm their success. Never dilute this powerful discovery with the presentation of a tangible external reward.
3. Talk with students about the kind of learners they want to be. When they discover that they want to be successful students who work hard, learning will become its own reward.
4. Distinguish between rewards and celebrations. I supervised teachers who created a reward program that required students to read a certain number of pages in two weeks in order to earn the right to watch a movie. The students grudgingly complied, but reading was reduced to a “hoop” that needed to be jumped through. With my encouragement, the following year the teachers abandoned the reward program. They told the students they were going to chart how much reading they completed during a two-week period because they were curious how much the students read. At the conclusion of the two weeks, the students watched a movie, but it was not something they earned based on how much reading they had done. The results? Students read as much the second year and made more positive comments about the reading they had completed instead of complaining that they “had to read.” Maintain your celebrations, but give up reward programs that diminish the joy and value of learning.
5. If you insist on giving rewards to your students, don't give things like a “homework pass” which communicates to them that it is desirable to avoid working hard and learning.

● *Eliminating Fear*

1. Examine the language you use with students. “If you don't do well on the upcoming test, you are in danger of failing” can be switched to “By doing well on the upcoming test, you can earn a better grade.” Both statements are true, but one deflates students by utilizing the language of fear, while the second statement encourages students by emphasizing the possibility of a positive outcome.
2. Rather than cultivating an environment of fear, build a culture of success. Adopt the following three key messages, articulated by Saphier and Gower: “This is important,” “You can do it,” and “I won't give up on you.”
3. Student behavior and performance mirror our expectations. Messages that induce fear communicate to students that we expect them to do poorly. “You can do it” and “I won't give up on you” communicate our belief that students will succeed.
4. Many of our fear-driven practices are so habitual that we are unaware of them. Make it a practice to observe and be observed by a trusted colleague. Look for instances in which you unintentionally engage in behavior that creates fear in the learning environment. Together, you can discuss ways to

change these destructive practices by replacing them with more positive messages that support learning.

5. Don't confuse fear with a healthy respect for authority. It's crucial that students respect you and your authority, but they don't need to be afraid of you.
6. Put yourself in your students' shoes by regularly learning new things. Learn to play a musical instrument. Study a foreign language. Intentionally put yourself in a situation where you are less skilled and you must meet externally imposed standards. When teachers find themselves being judged by others under circumstances in which they feel less than fully competent, they can better appreciate how vulnerable we feel when asked to learn something new and how destructive fear is to the learning process.
7. Above all, remember that all new learning requires that students become vulnerable and take a risk as they move out of their comfort zones. When students are afraid, they focus on self-preservation rather than the acquisition of new knowledge and the development of new skills. By removing fear from the classroom, you encourage your students to take risks and learn more.

Minimizing Coercion

1. Because coercion will always be a part of the educational landscape, balance it with as much choice as possible. Choice in the classroom can be as simple as giving your students the option of doing two equally valid assignments. Remember that every choice you offer acts as a counterweight to the requirements and nonnegotiable that exist in every classroom.
2. There is a fine line between being structured and organized and being coercive. Effective teachers are organized and provide sufficient structure for their students to be successful in an environment that minimizes coercion and allows for student choice.
3. Give your students as much freedom as they can responsibly manage. Be honest with your students, telling them that you will give them as many choices and as much freedom as you can while maintaining the educational integrity of the classroom. Let them know that there will be times when there will be no options provided and you will ask them to do it "your way." Students who have sufficient freedom and choice rarely grumble when they are occasionally unavailable.
4. Engage students when developing class rules and routines. Giving them a sense of control over this part of their school day will result in fewer discipline problems and greater acceptance of the rules you develop.
5. Provide as much choice as you can without sacrificing your authority or the educational objective of your lesson. In one school I know, students can create their own alternative to any assignment as long as the alternative they create addresses the same educational objective as the assignment created by the teacher. The teachers in this school report to me that the vast majority of students complete the teacher-created assignments. The simple fact that the students have an option removes the coercion from the situation. Those few divergent thinkers who create alternative assignments simply help teachers expand their repertoires for subsequent classes.
6. Be certain that your students are conscious of the choices you offer. When students perceive the classroom as providing adequate freedom, it immediately feels less coercive. The result will be fewer power struggles and more on-task behavior.



12 Understandings

1. Teaching From Within is Learning From Within

The teaching / learning dynamic isn't unidirectional. The most powerful role a teacher can play is that of learner; likewise the most engaged role a learner can play is that of teacher. Learning and teaching are flip sides of the same coin.

*"To be a teacher in the right sense is to be a learner. I am not a teacher, only a fellow student."
--Soren Kierkegaard*

2. A Culture of Compliance Doesn't Promote Learning

External motivators like punishments and rewards aim toward compliance. Over time, they construct a culture of compliance that defines learning in narrow, measurable terms. True learning always moves in surprising and unexpected ways, and the promise of discovery, not compliance, is core to human motivation. We are explorers at heart.

"Compliance is simple to measure, simple to test for and simple to teach. Punish non-compliance, reward obedience and repeat. Initiative is very difficult to teach to 28 students in a quiet classroom. It's difficult to brag about in a school board meeting. And it's a huge pain in the neck to do reliably. Schools like teaching compliance. They're pretty good at it. To top it off, until recently the customers of a school or training program (the companies that hire workers) were buying compliance by the bushel. Initiative was a red flag, not an asset. Of course, now that's all changed. The economy has rewritten the rules, and smart organizations seek out intelligent problem solvers. Everything is different now. Except the part about how much easier it is to teach compliance." --Seth Godin

3. The Brain is Designed for Perpetual Growth

The brain has the capacity to grow and expand throughout our lives. It is a dynamic organ, capable of adapting to new uses and expanded connections.

*"The brain is remarkably plastic...Even in middle or old age, it's still adapting very actively to its environment."
--Kurt Fischer, Harvard University*

4. The Brain Grows In the Manner it is Exercised

More complex challenges only lead to higher cognitive activity when they are taken on by the learner for their own sake, not coerced by rewards or punishments. We are either exercising our capacity for

self-directed inquiry and growth, or we are exercising our capacity to obtain rewards and avoid punishments.

"If your child has been courageous enough to stand up for someone else, don't reward them, thank them and talk to them about what they did, how they think the victim felt, how they felt themselves, and what more they can do." --Barbara Coloroso

5. We Learn Best As We Connect With Stories

Stories engage us in ways that spark empathy, compassion and emotional awareness. Information gained through story is stored in ways rich with connection and personal meaning.

"One lesson we can learn from pre-industrial peoples is the power of storytelling. I am struck by how important storytelling is among tribal peoples; it forms the basis of their educational systems. The Celtic peoples, for example, insisted that only the poets could be teachers. Why? I think it is because knowledge that is not passed through the heart is dangerous: it may lack wisdom; it may be a power trip; it may squelch life out of the learners. What if our educational systems were to insist that teachers be poets and storytellers and artists? What transformations would follow?" —Mathew Fox

6. Rewards Render Us Passive

Rewards engage us in reactive ways; they engage and exercise the part of the brain that is adept at responding quickly, but incapable of higher cognitive functions like divergent thinking, creative problem-solving or compassionate inquiry.

"External rewards extinguish intrinsic motivation, diminish performance, crush creativity, crowd out good behavior, encourage cheating, become addictive, and foster short-term thinking." --Dan Pink

7. Learning Requires Trust

In an environment lacking in trust, we will attend first to self-protection. We will not take risks. We will play it safe. To learn we must already feel our community's embrace, then we are free to venture out and fail with safety, take what was learned and venture out again.

"We do not believe in ourselves until someone reveals that deep inside us something is valuable, worth listening to, worthy of our trust, sacred to our touch. Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit." — E.E. Cummings

8. Extrinsic Motivation Produces Short Term Results

We continue to use extrinsic motivators because they work: they achieve short-term results. But in the long-term they destroy internal motivation, produce animosity toward the teacher, and develop a habit for low-level, reactive thinking within students.

"Extrinsic rewards can positively impact student behavior, but only for short periods of time. Over time, larger and larger rewards are needed; when the reward is removed, the desired behavior is often

extinguished... Blame is then placed on the person providing the reward..." --from Transforming Climate & Culture the CHARACTERplus Way

9. Coercion is Violence

We sometimes justify coercive methods because we believe they are justified by the ultimate goal or target, but coercion dehumanizes and teaches students to dehumanize others. The “learning target” is only valuable if the learner’s path to that target is authentic, internalized and respectful of the learner’s humanity.

“We must come together in ways that respect the solitude of the soul, that avoid the unconscious violence we do when we try to save each other, that evoke our capacity to hold another life without dishonoring its mystery, never trying to coerce the other into meeting our own needs.” --Parker J. Palmer

10. Misguided Measuring Can Distract Us From What’s Important

The push for accountability in education has led to more and more measuring. Much of what is most valuable in Learning is at best difficult to measure. The more attention we give to the narrow band of easily quantified student data, and the more accountability we feel for servicing those narrow measurements, the less capable we will be of even seeing the most important elements of student growth.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing it is stupid.” – Albert Einstein

*“We can become so adept at measuring the height of the stem that we miss the bloom.”
--Teaching From Within*

11. Learning is Natural

It is our nature to inquire, to explore, to push boundaries and to grow. Teaching is not a matter of developing incentives toward learning, but a matter of removing obstacles between learners and learning. Often, the obstacles have grown out of our own attempts to motivate students externally.

“Children do not need to be made to learn about the world or shown how. They want to, and they know how.” – John Holt

12. Learning is Often About Un-Learning

Our traditional educational practices have developed in us the false notion that learning is tedious and difficult, and happens only with much planning and ubiquitous reminders of consequence or rewards. We must give time and energy to the un-learning of these assumptions. Simply adding new external motivators on top of the old external motivators will only deepen the problem.

“Education consists mainly in what we have unlearned.” – Mark Twain

“To attain knowledge, add things every day. To attain wisdom, remove things every day.” --Lao Tzu

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The best teacher is the one
Of whom the students are hardly aware.
Next best is the one they love and praise.
Next, the one they fear.
Last, comes the one they despise and defy.

When the teacher shows no faith
In the students,
The students will be unfaithful.

The wise teacher is humble and sparing in words.
When the task is accomplished
And everything is complete,
The students say, "We did it!
We did it all on our own!"



adapted from

Lao Tzu

Camas Lilies

Consider the lilies of the field,
the blue banks of camas
opening into acres of sky along the road.
Would the longing to lie down
and be washed by that beauty
abate if you knew their usefulness,
how the natives ground their bulbs
for flour, how the settlers' hogs
uprooted them, grunting in gleeful
oblivion as the flowers fell?

And you — what of your rushed
and useful life? Imagine setting it all down —
papers, plans, appointments, everything —
leaving only a note: "Gone
to the fields to be lovely. Be back
when I'm through with blooming."

Even now, unneeded and uneaten,
the camas lilies gaze out above the grass
from their tender blue eyes.
Even in sleep your life will shine.
Make no mistake. Of course
your work will always matter.

*Yet Solomon in all his glory
was not arrayed like one of these.*

~ Lynn Ungar ~

“What lies behind us and what lies ahead of us are tiny matters compared to what lives within us.”
–Henry David Thoreau

Notes:



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Professional Development Feedback & Evaluation

Session Title	Teaching From Within: 12 Understandings
Session Facilitator(s)	Dr. Scott Simpson
Date	April 21, 2013
District/School	TIE Conference In-Depth
Type of Session	Film and workshop on Intrinsic Motivation

Mark your response to each statement:	Strongly agree	Agree	Disagree	Strongly disagree
This workshop has changed my thinking about motivating students				
I'd recommend the film, <i>Teaching From Within</i> , to other teachers				
This workshop will change what I do in my classroom				
I would like to know where I can find more resources on this subject				
I'm interested in a longer workshop of this sort				
I'm interested in learning more about Parker Palmer's work				
I'd like to see more educational films of this sort				

I'd love for **the next TIE film /workshop** to be about:

Quality of the Professional Development Program Please rate the following:	Very Good	Good	Fair	Needs to Improve
Knowledge/expertise of the presenter(s)				
Design of the session: planning, organization, delivery, interaction				
Quality of instructional materials				
Relevance to my everyday job				

One or two "positives" from the session:

One or two things that would make the session better: