Dr. Sabra Sabio
Fall 2019 Semester

SABBATICAL REPORT

FORMAL CLASS WORK:

Institution of study: University of La Verne

Courses taken: EDUC 710Z-Behavior Modification – 3 units

EDUC 713J-Motivating Students Who Don't Care – 3 units

<u>EDUC710Z- Behavior Modification</u>

This course was designed to provide students in the class with a working knowledge of the theory of behavior. The Curriculum included exercises for developing skills in self-analysis and provide information on how to achieve behavior changes for themselves and their students. The primary goals of the class were to achieve more self-determination, more "willpower", and move control over life goals and choices. Several learning concepts were applied using thoughts, feelings and behaviors. Modifications techniques I used were made to improve self-confidence, time-management, start an exercise program, or improve relationships with others. Additionally, I worked specifically on antecedent thoughts and how they effected student behavior especially in conjunction with procrastination.

I had to develop a plan that could be utilized into my counseling class. Of the behaviors I focused on was changing the behavior of chronically late students. I examined several options to modify behavior which included: locking the classroom door ten minutes after the start of class; students would go to front of classroom upon arrival and sing a song or jingle; start a daily quiz within the

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first ten minutes of class starting. I chose the latter option to experiment to write up and analyze for this class.

The second part of the class required me to choose a personal behavior or goal I wanted to change for myself. I chose to implement a walking regime. For this exercise I had to keep a four-week daily log which included: date, time leaving, time returning, antecedent thoughts and after activity reflection. At the conclusion of the four weeks, I had to graph the results and submit a written analysis to the professor.

I learned modifying behavior is a complicated process. It almost seems like the old argument of the chicken and the egg- which came first? Similarly do antecedent thoughts change behavior or does behavior change antecedent thoughts? Antecedent are thoughts that occur prior to a decision being made as whether a behavior should be taken. I noticed several techniques played an important part in my success, such as, having a support system, creating a daily routine, setting up a reward system, and being flexible to changing your plan.

EDUC713J- Motivating Students Who Don't Care

Motivating students who don't care is one of the biggest problems faced by all levels of education today, whether it be in pre-school, K-12 or post-secondary education. This course began by examining different types of motivation, attitudes of both teacher and student as it relates to learning. Class

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work included exercises on encouraging instructors to develop new and innovative models to motivate and change behaviors in the classroom.

In essence, this class focused primarily on getting instructors to "think outside of the box" when it comes to utilizing traditional models of teaching and learning.

The first part of the class was dedicated to examining and drafting a model for changing demotivation to motivation. Each of the five categories had sub-categories for which I had to give multiple examples of what I would do in a classroom.

- **Attitudes and Perceptions about the Learning**
  - Ensure students feel accepted by their instructor and peers in the classroom.
  - Ensure students perceive the classroom as comfortable and orderly
  - Ensure the students experience the learning through the senses
  - Ensure students are a part of the learning process
  - Ensure that my grading procedures are fair and consistent
- **The Self-System**
  - Routines for beginning class
  - Importance of the task
  - Efficacy

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- o Positive Emotion

- **The Metacognitive System**

  - o Goal Specification

  - o Process Specification

  - o Process Monitoring

- **Changing Temporary Learning States**

  - o The Activity

  - o The Environment

  - o Mode of Presentation

  - o People

- **Working with Diverse Learners**

  - o Inner-City Learners

  - o Students form Generational Poverty

  - o English Language Learners

The second part of the class involved using the examples from the draft above, a motivational model that I planned on implementing in a future class was developed. Here are some ideas what I would incorporate in a future class;

1. Icebreakers during the first week so they could get to know their classmates.

2. Invite each student during the first few weeks to a five minutes meet and greet so we can get to know each other better.

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3. Treasure Hunt to identify campus resources, their location, contact information and services provided.

4. Career Activity called "Reality Check" this activity that was held in a computer lab. This provides students with a change of class environment; it is a hands-on activity which includes an interactive dialog among their classmates and professor.

5. As this is a vastly diverse group of students ranging from disabled to ESL as well as to students who are experiencing poverty related issues, I will make myself more available before and after class to address their needs.

In addition to the work above there was a research project which involved finding three websites that further explained or clarified the text. There were vocabulary tests as well as chapter quizzes for each of the eight chapters.

Websites on Motivation:

I. **Center for Teaching (Vanderbilt University)** https://cft.vanderbilt.edu/

II. **Edutopia (George Lucas Educational Foundation)** https://www.edutopia.org/about/core-strategies

III. **The Cult of Pedagogy** https://www.cultofpedagogy.com/