

TEAM LEARNING EXPERIENCES PRESENTATION—(TEAM NUMBER ONE)

I. INTRODUCTION OF PRESENTATION (Ashley) (2 minutes)

A. Catchy beginning: Possibly a story or example to get attention and engage audience of how you all worked as a team during this past summer session. Maybe cute and humorous, if possible.

1. Many teachers try so hard to “make” students learn. But, as we have learned throughout this class, you can’t “make” a student learn, you must *motivate* your students to learn.
2. How far would you go to motivate students to try, work hard, and learn?
(<http://www.youtube.com/watch?v=vznKW0c3kfA>)

B. Indicate that your team has collaborated to select the theories and examples that will be presented. Be sure to relate value of topic to audience - emphasize WII-FM (what’s in it for me)

1. The books that we will cover are:
 - a) Hunter, M. (1967). *Motivation theory for teachers*. Thousand Oaks, CA: Corwin Press, Inc.
 - b) Hunter, M. (1967). *Retention theory for teachers*. Thousand Oaks, CA: Corwin Press, Inc.
 - c) Hunter, M. (1990). *Discipline that develops self-discipline*. Thousand Oaks, CA: Corwin Press, Inc.
 - d) McLean, G. N., & Chadd, J. (2011). *Teaching keyboarding* (4th ed.). Little Rock, Arkansas: Delta Pi Epsilon.
2. We have collaborated during this semester to bring you the highlights of each book so that you may use this knowledge to become the best teachers you can be.

C. Possibly, preview the theories that will be presented.

II. BODY 12 minutes

A. MOTIVATION THEORY FOR TEACHERS (Ashley) (4 minutes)

1. Explain the overall summary of why the theory is useful and important in lesson planning and curriculum development

- a) According to Hunter (1967), motivation is “state of need or desire that activates the person to do something that will satisfy that need or desire. It is a state of an unresolved need or desire existing within the child” (Hunter, 1967, p. 4). Motivation is internal and cannot be taught, it is a driving force behind behavior. It is more of an urge to fill a need, whatever that need may be. Needs or desires that drive or strengthen motivation can be powerful and are, at times, hard to alter or manipulate. There are many variables that can affect motivation. These variables are interest, success, difficulty, knowledge of results, and relation of the activity to an internalized goal (Hunter, 1967, p. 7).
- b) Motivation is a powerful factor in any day to day activity. It is what drives students. Teachers need to encourage motivation in students because “No one can make a child or anyone else learn” (Hunter, 1967, p. 1). Teachers cannot make students do something unless they want to or choose to do it. Manipulating motivational factors such as fear, encouragement, positive reinforcement, etc. will allow a person to be more inclined to do something, but the ultimate choice is up to the individual.

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2. Offer an example (MUST be a business education-related example)

- a) Example: In the business education classroom, I will have students keep a portfolio of their work so that they can present this work as samples of their abilities and prowess using computer applications. However, the portfolio serves another purpose as well. By collecting their work in one place, students are keeping a record of their progress in the course. It is important for all students, especially the unmotivated students, to keep records of their progress so that they are influenced by the knowledge of results.
- b) Example: In the creation of lessons for students, interest must play a large part. I plan to make my lessons interesting by including real-world problems into lessons or assigning real business documents for creation in a keyboarding course. For a marketing lesson, I would ask students to create a product of their choice. They could create a jingle, a billboard design, advertisement for the newspaper, or write a press release introducing the product to the world.

3. Indicate why these are good examples of this theory in YOUR opinion

- a) Knowledge of results in the first example is a powerful motivator. Another name for knowledge of results is feedback. The knowledge of results or feedback should occur immediately, and with portfolios, students can analyze their own work to see if they have progressed. Students, teachers, faculty, and staff can all look at a student portfolio and see progress or monitor for areas that need improvement at a moment's notice. Students need to know how they are doing, where they are successful, and where they need improvement. The first example shows that students who are unmotivated have the opportunity to learn from their work, or lack thereof, in order to try harder or gain motivation to do better.
- b) When lessons, assignments, or projects are interesting to students, they are more motivated to complete them. Students learn better and are more motivated when they feel that the lessons address the "What's in it for me?" question. In the second example, I addressed the interest of the students by differentiating the products that the students could submit for a project. When the students have choices, they are more likely to choose an assignment that interests them, be more motivated to complete the assignment, and learn more in the process of completing the assignment.

B. RETENTION THEORY FOR TEACHERS (Antoinette) (4 minutes)

1. Explain the overall summary of why the theory is useful and important in lesson planning and curriculum development

- a) How many times have you stayed up all night cramming for a test, just to get to class the next day and you have forgotten everything? This happens more often than teachers would like. That is why we chose the theory of retention to be important. Hunter (1967) states, "To attack the problem of 'I don't remember', teachers should plan lessons that are more probable to have retention occur" (p. 1).

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- b) The Retention theory for teachers taught us how to incorporate five factors into your lessons to make remembering more probable and forgetting less likely (p. 5)
 - c) The five factors are:
 - i. Meaning
 - ii. Degree of original learning
 - iii. Pressure of feeling tone
 - iv. Positive and negative transfer
 - v. Schedule of practice
- 2. Offer an example (MUST be a business education-related example)**
- a) Example:
 - i. All of the factors are equally important but the two we believe to be the most important when trying to promote effective instruction are meaning and practice. Meaning is important in all lessons because, even as college students, we are more apt to remember material which is meaningful to us than material which has no meaning (Hunter, 1967, p. 5). If the material has no meaning, we as teachers are wasting our time and the time of the students because they will more than likely forget the concept.
 - ii. For example, I will tell Ashley, “Take out a pen and paper to write down the word “Valiant.” The next week I will ask Ashley, “Do you remember the work I told you to write down?” More than likely, unless she has that same piece of paper, she will not remember, because I did not give her the meaning of the word or the reason for writing it down. Now let’s say I change the way I presented this new word to her. Hunter (1967) states, “the easiest way to invest learning with meaning is to relate it to the learner’s own life and experience” (p. 5). Using the word, “Valiant” with the learner’s name is a powerful technique, but it is seldom used. An example being: “Ashley you made a *valiant* effort to help your team’s presentation on how to effectively use Excel.” This will not only help Ashley remember the word, but it will build her confidence. Using a relationship to the student will help them remember it longer (Hunter, 1967, p. 6).
 - b) Example
 - i. The question presented to us multiple times throughout this class was, “Does practice make perfect?” When I was growing up this was something I heard all the time so my initial answer was “Yes, it does.” But after reading the Retention Theory book my mindset changed. Practice does not make perfect because there are multiple decisions that have to be made to make practice meaningful and have it relate to retention. Practice is related to retention, but there are three questions that must be answered first. They are:
 - (1) How much?
 - (2) How many times?
 - (3) How often?

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- ii. For example, when teaching a student how to write a memo it is best to answer the first question how much? How much of the memo should be taught depends on how much of it would make the learning meaningful. This means should part one and two be grouped together, or how much of part one should be taught at the same time. The how many times comes into play when you are teaching a lesson over multiple days. This means how many times should the teacher go over the memo and how long should they a day should the memo be scheduled so that learning is occurring. The how often must be answered because it determines how many times should a student continue to go over something and how frequently. At the beginning of any new lesson of the memo, the teacher should practice frequently. Then once it has been learned the practice period should start to space out because, once the memo is learned, distributing practice usually ensures longer retention (p. 42).

3. Indicate why these are good examples of this theory in YOUR opinion

- a) These are good examples for the Retention Theory book because retention is the beginning of learning. If the lessons do not have meaningful learning, then the student will not remember, and it is a waste of the teacher's and students' time.
- b) To be a successful teacher, you want what you teach to be remembered and by doing that you should follow these five steps:
 - i. Provide maximum meaning.
 - ii. Try to achieve pleasant feeling tones.
 - iii. Provide for an adequate degree of learning.
 - iv. Maximize positive transfer, minimize negative transfer.
 - v. Schedule practice so it is massed at the beginning and then distributed.

C. **DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE** (Antoinette) (4 minutes)

1. Explain the overall summary of why the theory is useful and important in lesson planning and curriculum development

- a) Hunter states: When we discipline for self-discipline, we convey the following messages to the student:
 - i. You are in control of your behavior and therefore are accountable for it.
 - ii. You are in control of making choices within an acceptable range.
 - iii. You are competent to make these choices wisely.
 - iv. You are responsible for what happens as a result of your choice.
- b) With self-discipline, the teacher is the one setting the parameters; but the best choice is provided by the student. This book was important to us, especially as new educators, because it gave us examples on how we can reinforce discipline and how frequently it should be reinforced (Hunter, 1990, p.1). This book provided us with ways on how to plan and discuss with a parent at a disciplinary conference. Not only does it provide us with knowledge about how a teacher should schedule reinforcement, but it provides a way of how to make bad behavior become extinct. This book was also useful in explaining that, just because one technique may work for your high school students, it does not

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mean it will work for your elementary students (Hunter, 1990, p. 24). Different strategies should be used for different age groups and students with different learning styles.

2. Offer an example (MUST be a business education-related example)

- a) Example: Hunter (1990) states, “when students are learning to elect to use a new behavior or a behavior they know but seldom use, that behavior needs to produce satisfying results every single time it occurs” (p. 24). To promote hand raising you may do the following example: When you are giving instructions to a lesson, Sally continues to blurt out questions. All students know that they should raise their hands when they want to ask a question; therefore, you reiterate this after answering Sally’s question. When John raises his hand, you tell John “Thank you for raising your hand.” The next time Sally raises her hand you must immediately thank her for raising her hand. This will make for faster learning. Once Sally has learned the behavior of raising her hand, the reinforcement should be spaced further apart so that the student will manifest the replacement behavior without a reinforcer, which will result in self-discipline.
- b) Example:
 - i. Jaylyn and Kierra continue to talk to each other while others are asking questions about the lesson. This gets other students off task and causes confusion when it is time to perform the required task on the keyboard. What can you do to discipline the behavior? Before reading the Retention Theory Book, I would have called their names out loud and told them to stop talking. This particular practice, according to Hunter, could result in undesirable, dignity restoring tactics, such as “It wasn’t me talking,” which starts a verbal tug of war between you and the student (p. 74).
 - ii. There are positive ways to diminish this type of behavior, such as:
 - (1) Proximity
 - (2) Use of the Student’s Name
 - (3) Signaling the Student
 - (4) Private Reminders to the Student
 - (5) Recording Student Behavior

3. Indicate why these are good examples of this theory in YOUR opinion

- a) Discipline is something that every teacher will have to deal with, whether we like it or not; but the best thing to know is how you can reinforce positive behavior and how to diminish bad behavior. From the Retention Theory book we have learned that sometimes there are some students that will keep poking us until we “wiggle.” By having these practices we can change some students behavior by providing reinforcement when they do display the required behavior such as raising their hands. I have learned that not every comment requires a reaction. I was the type, when I heard someone groan about an assignment, I would always ask, “What is the problem?” But little did I realize, I was creating a habit for the student to always groan, in order to get a reaction from me. The retention book was reinforcement for me, in my current job,

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because the techniques that were discussed in the book are what I am being taught in my current job.

D. **TEACHING KEYBOARDING “TOP 10 LIST” OF IMPORTANT DO’S** (Ashley) (4 minutes)

1. Explain the overall summary of why it is important to have strategies when teaching keyboarding.

- a) Just as with any class, preparation strategies, teaching strategies or techniques, rewards, rules, and policies all are important in the Keyboarding classroom.
- b) Strategies for teaching keyboarding are important because teachers need to have some working framework to organize standards and requirements for students and teachers to follow (McLean & Chadd, 2011, p. 20). By organizing skills and strategies into a framework of positive/working strategies and approaches that do not work, the outdated or obsolete ways of instructing students are easier to identify and update appropriately. In other words, students should be taught in the most up-to date manner that benefits them. Lessons should include real-world applications, and strategies that are designed to ensure that that transpires are incredibly important.

2. Go through the TOP 10 LIST in descending order (beginning with 10 and ending with 1). Indicate why these are good strategies for “best practice” in teaching keyboarding.

- a) Top 10 List, and why they are important:

Number	Best Practice	Why It is Important?
10	Focus first on the development of speed (with generous error limits), then accuracy (recognizing that there will be some decrease in speed).	We think that this would be easier for students, so they are more likely to put forth an effort. This strategy slowly increases the degree of difficulty.
9	Permit sight in keying in the beginning, but encourage students to watch their copy as soon as they are able.	Students need to see and use their senses as they are learning a new task. This allows students to learn in multiple ways at the same time.
8	Use class time for keyboarding applications.	Students need time to practice in a guided situation where they can get immediate feedback.
7	Use meaningful letter sequences in teaching the keyboard.	The keyword is “meaningful.” Students can better relate and understand full words that they would use in everyday language, thereby learn more. I don’t really believe in the “f-g-f, f-g-f, f-g-f, f-r-f,” technique.

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6	Teach keyboarding when students are ready to use the skill.	They have to be ready to use it or it will be worthless.
5	Use massed practice in beginning stages and distribution of practice later.	By practicing more and efficiently in the beginning, students will be able to learn more, faster. Practice can then lessen as the activity is mastered.
4	Establish goals for each activity.	Without goals, the activity is pointless.
3	Move constantly about the classroom identifying student errors and providing models for student as soon as the task is completed.	By moving around the room, teachers can give student immediate feedback and monitor behavior more effectively.
2	Be innovative and creative in meeting the needs of your students.	You need to be able to be innovative and creative to keep interest and make lessons meaningful.
1	Use sufficient practice material like that encountered in the real world (i.e., handwritten, typed drafts, composition) to develop competency.	Real world applications are the most meaningful applications/lessons that students can be affiliated with and learn.

E. HUNTER SERIES BOOKS “TOP 10 LIST” OF VALUABLE POINTS (Ashley/Antoinette)

- 1. Explain the overall summary of why it is important to have strategies when teaching keyboarding.**
 - a) Strategies provide guidance to teachers that promote motivation, discipline, transfer, teaching students more information at a faster rate, and retention. It is important to know these strategies so that you are creating an effective learning environment that leads to the success of your students.
- 2. Go through the TOP 10 LIST in descending order (beginning with 10 and ending with 1). Indicate why these are good strategies for “best practice” in teaching keyboarding.**
 - a) Top 10 List, and why they are important?

Number	Best Practice	Why It is Important?
10	Schedule practice so it is massed at the beginning and then distributed.	Massed practice makes for fast learning and distributing practice makes that learning endure.
9	Maximize guidance at the initial	More guidance and structure is

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	stages of each new lesson and then gradually withdraw.	needed in the beginning of learning and should diminish over time.
8	Try to achieve pleasant feeling tones.	Feeling tones are important because negative feeling tones can cause a student to lose interest in a subject.
7	Use positive reinforcement to motivate students to learn and promote positive behavior.	It makes the behavior more probable or more frequent.
6	Be innovative and creative in meeting the needs of your students.	Differentiate lessons to address student learning styles and educational needs.
5	Create an environment that will promote motivation and positive transfer.	Teachers will deal with unmotivated students but the only control they have is the environment that will promote motivation.
4	Consider transfer when creating lesson plans and curricula for students. Maximize positive transfer, minimize negative transfer.	It is important to maximize positive transfer because it helps with learning faster. Negative transfer can cause interference when learning new lessons.
3	Provide lessons that are age appropriate.	Teach lessons to students when they are ready to learn them.
2	Promote interest by using real world assignments/lessons.	Real world applications will boost interest, meaning, and motivation in students.
1	Provide maximum meaning.	Meaning makes longer remembering. If there is no meaning to the lesson, there is no reason to teach it.

III. CLOSE/VALUABLE POINTS

(Antoinette)

(2 minutes)

A. Cue the close – “in conclusion”

1. In conclusion, the series of Hunter Books along with Mclean’s Teaching Keyboarding have taught us that there are ways to keep a student engaged, promote meaningful learning, implement strategies and timetables that reinforce behaviors, and how to teach for transfer of learning in a positive way. These books are something that all educators should read. Even if you do not agree with

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everything the author's write, there is something in every book that you can perform in the classroom no matter the subject.

B. Course summary statement (Antoinette)

- 1. Syllabus Summary-** A study of keyboarding instructional methods and strategies, issues and trends, software selection, and current research for elementary, middle, and high school instruction. Major emphases are placed on instruction for developing skill: levels of instruction, sequencing instruction, managing instruction and classroom technology, factors affecting instruction, evaluation, and curriculum.
- 2. Actual Summary-** Pre-service teachers and current teachers learn instructional and classroom management strategies. The major emphases in this course are on motivational strategies, promoting transfer of knowledge, and implementing strategies that promote retention of knowledge within students. Keyboarding instruction is discussed in terms of successful and unsuccessful strategies to address student lessons and grading. Theories that are discussed in this course are applicable to all classroom situations and extremely useful in the business education classroom.

C. Each team member five “take-aways” from the course

1. Team Member 1 (Antoinette)

- All lessons should have meaning or your wasting time.
- Know what can trigger a negative transfer which can cause a student to have a negative feeling tone towards a subject.
- We cannot make a student learn, but we can create an environment that will promote learning.
- Reinforce behaviors so that students will become accustomed to performing that behavior.
- Practice does not necessarily make perfect.

2. Team Member 2 (Ashley)

- When lesson planning, it is important to take into account transfer; promote positive transfer and minimize negative transfer.
- Teaching students using real-world applications and assignments is a way to boost interest, meaning, and motivation in students.
- Some student misbehavior can be attributed to the familiar environment of other areas in which they were allowed to act out. Counter this transference by changing the environment or pointing out differences in the environment.
- By reinforcing positive behavior, teachers can promote student learning and motivation.
- All lessons must have meaning, not just within lesson themselves, but within the student as well. Teachers must work hard to show students the purpose or the “What is in it for me?” factor in all lessons.

D. Re-emphasize the relevance of topic to audience – WII-FM (Antoinette)

- It is important to understand that, at the beginning of every lesson, you must create an environment for the student to learn, and that learning should be meaningful to the student. These books give you a roadmap on how to be a successful teacher and how you can promote the transfer of learning. No matter what subject you

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teach, the set of books are something that you can reference over and over. If you feel as though you can't get little Johnny to stay in his assigned seat, you may ask little Johnny a questions such as, "Would you prefer for your mom or dad to come to school to work on this problem?" Hunter stated, "The student has the choice of selecting the best solution, we are just there to set the parameters."

- E. Finally, "Thank you for your attention...any questions" (Antoinette and/or Ashley)**