STUDENT-RELATED FACTORS THAT INFLUENCE MOTIVATION

UNIT 2 STUDY GUIDE

To get the most out of our discussion, please reflect on the questions below as you complete the self-paced module. We will use your responses as the foundation for breakout groups and whole-group discussion. Take notes and think about specific students in your program.

Growth vs. Fixed Mindset (Incremental vs. Entity Theorists)

• Think of a specific student who demonstrates a fixed mindset (e.g., 'I'm just not smart,' 'I've never been good at school').

• What language does this student use that signals a fixed belief?

• How does that belief affect their persistence, attendance, or effort?

• What feedback could you use to reinforce a growth mindset?

• How can you model the idea that ability develops over time?

Effort, Strategy, and Feedback

• Does your feedback focus more on ability or effort and strategy?

• Rewrite one piece of feedback so that it emphasizes effort, strategy, or progress.

• How might you explicitly teach students the difference between 'not yet' and 'never'?

Past Experiences and Academic Identity

• Think of a student whose past educational experience negatively impacts motivation.

• What patterns do you notice (avoidance, perfectionism, disengagement)?

• How can you create early experiences that contradict their previous school identity?

• What routines help students feel safe to struggle?

Building Confidence Through Early Wins

• What small, achievable task do you assign early to help students experience success?

• Is it intentionally framed as a confidence-building activity?

• How do you make early progress visible?

Student Control and Ownership

• Where in your class do students have meaningful choice?

• Could you offer options in assignments, pacing, or goal-setting?

• How do students reflect on their own growth?

Emotional Factors and Persistence

• How do frustration or anxiety show up in your classroom?

• How do you respond when a student shuts down?

• How do you normalize struggle as part of learning?

• How do you help students recover from setbacks?