

Lesson Plan

Observer: Karen Mathewman Observee: Gem Smith		Workshop Title: Academic Support - Maintaining Motivation and Independent Learning Time: 10am – 12pm	
Level of Study: Masters		Course: MA Design for Data Visualisation	
		Date: 11 th July 2024	
Topic: Motivation and Independent Learning		Student Group: Class of 20/22 students. 5 students were in attendance.	
Lesson Focus and Goals: To equip students with strategies and support for working independently, confidently and to be motivated throughout their course.		Support/Areas of Concern: Poor attendance. Clarity and clear communication for all students. Visual and text support for neurodivergent and students where English is not their first language. Handouts printed on off white paper and slides. PowerPoint presentation sent to course team prior to workshop so students can prepare if needed.	
Materials Needed: • PowerPoint • Padlet • Paper and markers/pens • Magazines/glue sticks/scissors • Study plan template • Hierarchy blank sheets		Learning Aims and Objectives: • Students to define what motivates them • Students to develop ownership in their motivation and independence • Students to learn strategies that can help them with motivation • Students to enhance their skills on how to work independently effectively • Students to activate their time management skills and to implement helpful guides	

Structure/Activity:

10am - Introduction	Welcome. Students registered with the QR code on the PowerPoint. The session was guided by a PowerPoint presentation. Students were reminded to ask questions throughout the session.
10.03am	The aims and objectives were shared with students.
10.04am	Activity 1 – Students used Padlet to anonymously reflect on how motivated they think they were.
10.07am	We discussed and defined motivation.
10.09am	Activity 2 - Students took part in a 'Flying Challenge' using paper to write down one challenge that they were facing with their university work. This was scrunched into a ball and all students at the same time threw this up in the air in the room. Everyone picked up a paper ball and read /or had it read. Students offered each other advice and support. Students worked collaboratively.
10.24am	I followed on from the peer feedback and highlighted the areas that could affect motivation and asked students to think about how they liked to work. Information was shared with students about Intrinsic and extrinsic motivation. This was then linked with their final project brief and what was expected of them.

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10.32am	Activity 3 - Students completed a mini vision board using magazine off cuts, paper and markers. This highlighted that thinking forward can help people to generate motivation. This reminded students of their purpose and overall goals. They were given three reflective questions as prompts.
10.44am	11 Strategies were discussed and shared with the students to encourage motivation.
10.51am	Activity 4 – Students created their own study plan. This enabled them to be more accountable and will offer an overview of their workload. Students could create their own study plan or use the template provided.

11.06am	Further strategies were shared and discussed within the presentation.
11.12am	Students were given a 10-minute break
11.22 am	We discussed the student's assignment brief and we spoke about independent learning.
11.25am	Activity 5 – Students discussed in their groups their experiences of working independently and collaboratively. Students were able to analyse and produce preferences based on experience. Students were able to share tips that have helped them in the past. Some students came from a work environment and was able to share their prior experience with their peers. Some students lived in other countries and was able to share encounters influenced by other cultures regarding motivation and independent working.
11.33am	Students were introduced to Maslow hierarchy of needs. We used this pyramid theory as a basis for students to think about their own needs and the idea that this was also important to motivate independent learning. Students started to complete this pyramid in class and fully completed afterwards. Students were timed for 4/5 minutes to complete as much as possible. Reinforcing the idea of time management, working to a tight deadline and under pressure.
11.38am	The workshop closed with a quote from Hal Elrod expressing that visualisation enables you to think and design a limitless future. Your future should be the biggest motivator. This was then followed by supportive links to academic support and other services that would be useful to students. Questions and answers were held at the end of the session. I was also able to speak to students on a one – to – one basis about any individual support.
11.55am	Session completed

Assessment for Learning:

- Feedback
- Padlet responses
- Flying Challenge responses and peer feedback
- Vision board feedback, text and images
- Study plan – to check if they implemented any of the strategies shared
- Discussions
- Reflection from the hierarchy of needs handout completed

References

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