

## Classroom Environment Scenarios

### *Mr. Smith's classroom:*

Mr. Smith's class is set up in rows that face the front. Each day is predictable because students arrive before the tardy bell rings, sit in their seat and begin working on bellwork while Mr. Smith takes attendance. Students review answers from the bellwork and the previous days assignment with the teacher providing the majority of the correct answers. Then the lesson begins from the textbook or teacher's oral instruction with some visual examples. Students are expected to record notes during instruction for later reference. After the teacher's lesson, the students work independently and silently, raising their hand when they need help. If the in class independent work is not complete, is expected to be completed as homework. All work and assignments are graded as right and wrong with very little room for ambiguity. The majority of the knowledge is transferred from the teacher to the students. Students are responsible for studying and remembering all content for future tests.

### *Mrs. Martinez's Classroom*

Mrs. Martinez begins today's class by exiting the room and looking back to ask the students to follow her, taking the classroom outside into the hallway. The seating arrangement is always changing so students do not have assigned seats. She expects and challenges students to be independent thinkers and believes they can find beauty within learning and meaning through self-discovery when learning new things. Students never know exactly what she is planning, but activities are connected to lesson goals even when objectives are not explicitly stated. Student collaboration, meaningful conversation, and question generating are expectations and part of the citizenship grade for the class. Mrs. Martinez frequently provides choice within assessments and assignments and allows students freedom to select their best approach for learning the content and demonstrating new knowledge. Most work is graded through pre-designed rubrics or standards-based scales of mastery.

## We Think, I Think

I Think	We Think
Individually identify and record qualities and adjustments regarding motivation and engagement for your student.	As a group, synthesize your ideas from the 'I Think' column into a single statement and record below.

## Motivation, Engagement, and Learning Environment

### Motivation | Self-Determination Theory

**Intrinsic** – Doing an activity for itself, and the pleasure and satisfaction derived from participation.

**Extrinsic** – A wide variety of behaviors that are engaged as means to an end and not for their own sake.

**Amotivation** – Do not perceive contingencies between outcomes and their own actions and experience feelings of incompetence and expectancies of uncontrollability.

### Engagement | The Three Dimensions

**Behavioral** – The consistency of effort, participation, attendance, homework, and other desired academic behaviors

**Cognitive** – The investment in learning, depth of processing, and/or the use of self-regulated metacognitive strategies

**Emotional** – The students affect and emotions in the school, such as interest, boredom, or anxiety.

### Engagement | Impact

**Low Engaged** – demonstrated as low attendance, fail to complete academic work, etc. (Conner & Pope, 2013; Nemann, Wehlage, & Lamborn, 1992).

**Moderately Engaged** – generally attend school and tend to complete work but with “little indication of excitement, commitment, or pride” (Conner & Pope, 2013; Nemann, Wehlage, & Lamborn, 1992).

**Highly Engaged** – Rarely miss attending school, experience academic success and positive adolescent development outcomes (Chase, Warren, & Lerner, 2015; Jimerson, Campos, & Greif, 2003).

### Learning Environment

**Environmental Challenge** – The “challenges, tasks, activities, goals, and expectations intended to guide student action or thinking; these are prescriptions for desired behavior” (Hektner & Asakawa, 2001).

Some aspects are clear goals, high expectations, opportunities to explore and solve meaningful problems, mastery of new skills, and relevant learning activities that have real world connections (Dickey, 2005; Wang & Eccles, 2013; National Research Council, 1999; Ladd, 1999; Allodi, 2010; Meece, 1991).

**Environmental Support** – The “instrumental, social and emotional resources made available to help students reach environmental challenges” (Zhang, Scardamalia, Reeve, & Messina, 2009).

Some aspects are supportive relations with teacher and peers, autonomy, acceptance, and immediate feedback (Skinner & Belmont, 1993; Akey, 2006; Reeve, 2006; Hughes & Kwok, 2006; Dickey, 2005).

### Game-Based Learning

**Engaging Learners** – Environments incorporate design elements (goal orientation, task challenge, clear standards, consequences, performance and feedback) that address the three dimensions (behavioral, emotional, and cognitive) of engagement (Ge & Ifenthaler, 2017; Dickey, 2005).

Researchers have found that GBL facilitates intrinsic motivation and student interest due to the novelty of the learning experience (Huang, 2011).

**Impact** – Game-Based Learning narratives can aid in comprehension, reflection, evaluation, and inquiry, allowing learners to explore the cause and effect between elements (Dickey, 2005). The designs support interactive problem solving, specific goals, adaptive challenges, well-timed feedback, learner agency, and uncertain outcomes help foster student learning (Shute & Ke, 2012), and the approaches have benefits in engagement, drive, collaboration, and writing (Groff, Howells, and Cranmer, 2010).