

Quality Educational Programs, Inc.

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Motivation and Learning: Cooperation and the Quality Classroom

A Distance Learning Graduate Course

Based on the Work of

Drs. William Glasser, David Johnson, and Roger Johnson

Course Proposal

“Teaching is a hard job when students make an effort to learn. When they make no effort, it is an impossible one.”

Dr. William Glasser's *Choice Theory in the Classroom*.

“We've gotten into a bad tradition of trying to say "I'm in charge" because we know, from the way people learn, the only person in charge of learning is the learner, they construct their learning for themselves. You can provide opportunities for that, but you can't do it for them.”

Dr. Roger Johnson, *Co-Operation and the Quality Classroom*.

Rationale

The Problem: Students Cannot Be Coerced to Learn

There is no doubt that our schools today are in trouble...and not just with respect to school budgets and the tax dollars to fund them. The real trouble is that students are not learning at the pace that educators have set for them. When people talk about the problems in education, many times they are only talking about the symptoms of the real problem. These symptoms include increased disruptive behavior and violence in schools, the decline of test scores and the unconscionable drop-out rate in our high schools.

As educators, we have been taught to "take control in the classroom" and to "motivate students to learn." And the implication of this approach is that if students are not doing as we say, if they are not learning, then it is up to us to find some way to coerce them to learn, by giving them rewards when they do as they are told and by punishing them when they do not meet our expectations. This, of course, is based on the stimulus-response theory of behavior which says that we are controlled by what happens in the world around us.

This course is about a different way of understanding human behavior. It is based on Dr. William Glasser's Choice Theory that states that our behavior is guided by a set of basic needs that are genetically implanted in all of us. If you accept that your students are motivated by these internal needs (and not by external rewards or punishment), you can design lessons and activities to fulfill those needs. One approach to classroom instruction and management that meets students basic needs is cooperative learning as developed by Drs. David and Roger Johnson.

This course looks at how the concepts of Choice Theory and Cooperative Learning complement each other and together can form the basis for more effective instruction and behavior management. In combining Choice Theory and Cooperative Learning, this course takes the position that:

- Students cannot be coerced to behave or learn.
- To succeed, students must cooperate in the learning process.
- Students are internally motivated.
- Choice Theory states behavior is an attempt to fulfill five basic needs.

- Cooperative Learning is a way of teaching that fulfill these needs.

The Solution: Students Need to Cooperate in the Learning Process

Drs. Glasser and Johnson believe that students cannot be coerced to either learn or behave. External pressures and rewards are at best a very short term solution. Rather, Dr. Glasser's Choice Theory states that student behavior is internally motivated by a desire to fulfill one or more of 4 psychological needs (the needs to belong, to gain power, to, to be free and to have fun). To deal with students effectively, both in terms of instruction and behavior management, classroom strategies need to be designed to meet students basic needs. If what we do in the classroom satisfies these needs, then we will gain their cooperation in the learning process.

Cooperation is the key to successful education. Classroom management and instruction should be, indeed must be, the co-responsibility of the teacher and the students. Without cooperation, the only alternative is coercion. . . and attempting to coerce students to do anything can be a less than rewarding experience. In Dr. Glasser's words:

"So you see that if you think we can make people do things because we give them a low grade or keep them after school or call their parents, if they don't want to do it, they're not going to do it. When you hear people say, you hear people say 'My students aren't motivated,' it's not true, students are just as motivated as anyone else. What the person is really saying is "They are not motivated to do what I am telling them to do."

As far as how cooperative learning can help students meet their basic psychological needs and succeed in school, Dr. Roger Johnson observes:

"If you go right down the list of Bill Glasser's needs and outcomes for kids and staff and teachers in a school setting, cooperative learning as a process to help reach it to help get there fits beautifully and it has always fit beautifully. It is a nice match."

As participants will learn in this course, there are many different ways to structure classroom activities in ways that meet one or more of students needs for belonging, power, freedom, and fun. And as educators begin to meet these psychological needs, they will find their students more than willing to cooperate and take an active, enthusiastic part in the learning process.

Course Title

“Motivation and Learning: Co-Operation and the Quality Classroom”

Course Description

" Motivation and Learning: Co-Operation and the Quality Classroom" is a three semester (five quarter) hour graduate course designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students and gain their cooperation in the learning process. Based on the works of Drs. William Glasser, David Johnson and Roger Johnson, this course leads participants through a series of learning activities designed to instruct them in the concepts of Choice Theory and Cooperative Learning and how these concepts can be combined in a program of instruction and behavior management.

Course Outline

In the following outline, the term "Course of Study" refers to a programmed study package that includes required reading, discussion questions, learning activities, worksheets, application assignments and progress reports.

Session #1: Control Theory and Cooperative Learning

Goal: To have teachers explore the changes that schools need to consider if they are to adequately prepare their students for life in our changing world.

Instructional Materials: Text, Course of Study, Video: "Choice Theory and Cooperative Learning."

Session #2: Relationships and Basic Needs

Goal: To have teachers examine the role their relationships have on their quest for a quality life and introduce them to how education can be a natural and need-fulfilling experience.

Instructional Materials: Text, Course of Study, Video: “Relationships and Basic Needs.”

Session #3: Understanding the Learning Process

Goal: To have teachers understand how students receive and process information and how that information is linked to behavior.

Instructional Materials: Text, Course of Study, Instructional Posters, Video: "Understanding the Learning Process."

Session #4: Creating a Co-Operative Classroom

Goal: To have teachers consider several strategies for creating a cooperative classroom.

Instructional Materials: Text, Course of Study, Video: "Creating a Cooperative Classroom."

Session #5: Solving Classroom Problems

Goal: To have teachers explore how the G-PAR process (Goal, Plan, Action, Results) can be used to solve classroom problems in a way that involves students in a need-fulfilling way.

Instructional Materials: Text, Course of Study, Video: "Solving Classroom Problems."

Session #6: Making Quality the Goal

Goals: To help teachers understand how to help students achieve quality work in a quality classroom.

Instructional Materials: Text, Course of Study, Video: "Making Quality the Goal."

Session #7: Basic Needs and Accountability

Goal: To have teachers view, discuss and analyze an instructional approach to using students' basic needs to help them understand the concept of accountability.

Instructional Materials: Text, Course of Study, Posters, Video: "Basic Needs and Accountability."

Session #8: Choice Theory in the Classroom

Goal: To have teachers view, discuss and analyze cooperation in the

classroom; students working as partners to produce an educational product.

Instructional Materials: Text, Course of Study, Video: “Choice Theory in the Classroom.”

Session #9: Partnerships for Learning

Goal: To have teachers understand the purpose, principles and values of creating partnerships with students that foster academic achievement.

Instructional Materials: Text, Course of Study, Video: “Partnerships for Learning.”

Session #10: Developing the Can-Do Attitude

Goal: To have teachers analyze the importance of helping students develop a positive, can-do attitude and learn how to produce it.

Instructional Materials: Text, Course of Study, Video: “Developing the Can-Do Attitude.”

Session #11: Involving Students in Evaluation

Goal: To help teachers investigate, analyze and learn to use evaluation practices with their students as an integral part of the work improvement strategy called Take Charge.

Instructional Materials: Text, Course of Study, Video: “Involving Students in Evaluation.”

Session #12: Planning for Personal Improvement

Goal: To involve teachers in considering, analyzing and planning to use personal improvement strategies that will create a partnership with students while helping them take charge of their own learning.

Instructional Materials: Text, Course of Study, Video: “Planning for Personal Improvement.”

Session #13: Enhancing Student Self-Esteem

Goal: To help teachers analyze course concepts as they apply to enhancing student self-esteem.

Instructional Materials: Text, Course of Study, Text.

Session #14: Co-Operation and the Quality Classroom

Goal: To have participants analyze course concepts for their basis in knowledge and for ways to teach them in a cooperative classroom format.

Instructional Materials: Text, Course of Study.

Session #15: Strategies for Increasing Student Success

Goal: To prepare teachers for implementation of concepts and practices studied and learned in “Co-Operation and the Quality Classroom.”

Instructional Materials: Text, Course of Study.

Course Goal

The goal of this course is to teach participants that students cannot be coerced to learn; they must cooperate in the education process.

Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through 12. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

Instructional Materials

Instructional materials for this course include:

a.) Basic text:

Glaser, William. *Choice Theory in the Classroom*. New York: Harper Collins, 1986.

b.) Course media:

- i.) Video: "Choice Theory and Cooperative Learning."
- ii.) Video: "Relationships and Basic Needs."
- iii.) Video: "Understanding the Learning Process."
- iv.) Video: "Creating a Co-Operative Classroom."
- v.) Video: "Solving Classroom Problems."
- vi.) Video: "Making Quality the Goal."
- vii.) Video: "Basic Needs and Accountability."
- viii.) Video: "Choice Theory in the Classroom."
- ix.) Video: "Partnerships for Learning."
- x.) Video: "Developing the Can-Do Attitude."
- xi.) Video: "Involving Students in Evaluation."
- xii.) Video: "Planning for Personal Improvement."

c.) Co-Operation Course of Study.

This book contains summaries of course content, pre-video viewing activities, discussion questions, group activities, worksheets, classroom application assignments, and journal recording.

d.) Bibliography.

e.) Recommended Reading.

Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

a.) Read the assigned chapters of the course text.

b.) Read supplemental articles in the course of study book.

c.) Participate in a study/preparation activity with a colleague.

NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

d.) View instructional videos.

e.) Discuss (see above note) course material in terms of participants' own students.

f.) Record summary of discussion activities in progress report

g.) Design, implement, and evaluate an application of course content in their teaching situation.

NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.

1. If they choose to design a classroom lesson or activity for their project, they design it for a class that you have had in the past.

2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.

3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.

h.) Summarize classroom application design, application experience, and evaluation in progress report.

2. Submit a final paper.

Course Outcomes

As a result of their work in this course, participants will be able to:

- 1.) Demonstrate the use of Choice Theory concepts to increase student cooperation in the classroom.
- 2.) Develop, implement, and evaluate Cooperative Learning strategies as a means of motivating students to produce quality academic work.
- 3.) Develop, implement and evaluate Cooperative Learning strategies that address students' basic needs.
- 4.) Develop, implement, and evaluate a plan for teaching students to take charge of their own education.
- 5.) Develop a learning improvement system based on the utilization of Choice Theory and Cooperative Learning concepts and practices.
- 6.) Implement their learning improvement system.
- 7.) Evaluate and reflect upon the success of their learning improvement system and plan for the future use of knowledge and skills gained in this course.

Progress Reporting and Evaluation

Participant achievement will be measured by a combination of the following:

- A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)
Each progress report will be evaluated for:
 - completeness and quality of responses.
 - accuracy of information.
 - appropriateness of classroom application.
 - quality of reflection.
- B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)
The professional paper will be evaluated for:
 - inclusion of required components.
 - synthesis and analysis of course concepts.
 - presentation in an organized, professional manner.

Bibliography

Books:

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- Glasser, W. *The Quality School, Managing Students Without Coercion*. New York: Harper Collins, 1990.
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- Gossen, Diane. *Restitution*. Chapel Hill, North Carolina: New View Publications, 1991
- Gossen, Diane. *My Child is a Pleasure to Live With*. Chapel Hill, North Carolina: New View Publications, 1985.
- Good, Perry. *In Pursuit of Happiness*. Chapel Hill, North Carolina: New View Publications, 1992.
- Haberman, Delores, *Guidebook for In Pursuit of Happiness*. Chapel Hill, North Carolina: New View Publications, 1992.
- Johnson, D.W., Johnson, R. with Holubec, E. *Structuring Cooperative Learning: Lesson Plans for Teachers*. Edina, Minnesota: Interaction Book Company, 1987.
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- Walton, Mary. *The Deming Management Method*. New York, Perigee Books, 1986.

Periodicals:

- Glasser, W. "The Quality School." *Phi Delta Kappan* 71, 424-435.
- Glasser, W. "Self-Importance Boosts Learning." *The School Administrator* 45, 1: 16-18.

Recommended Reading

- Coles, Gerald. *The Learning Mystique*. New York: Pantheon, 1988.
- DeVries D., and Edwards, K. "Learning Games and Student Teams: Their Effects on Classroom Process." *American Educational Research Journal*, 10, 307-318.
- Flax, Ellen, "New Dropout Data Highlights Problems in the Middle Years." *Education Week*, Volume VIII, No. 30, April 19, 1989
- Gardner, H. *Frames of Mind*. New York: Basic Books, 1983.
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- Joyce, B. and M. Weil. *Models of Teaching*. New Jersey: Prentice-Hall, 1986.
- Kidder, T. *Among Schoolchildren*. New York: Houghton-Mifflin, 1989.
- Matthews, Jay. *Escalante: The Best Teacher in America*, New York: Henry Holt, 1988.
- McNeil, L.M. *Contradictions of Control: School Structure and School Knowledge*. New York: Methuen/Rutledge & Kegan Paul, 1986.
- Pepitone, J. *Children in Cooperation and Competition*. Lexington, MA: Lexington Books, 1980.
- Powers, W. *Behavior: The Control of Perception*. Chicago: Aldine, 1973.
- Shaefer, R. J. *The School As A Center of Inquiry*. New York: Harper & Row, 1987.
- Wubbolding, R. E. *Using Reality Therapy*. New York: Harper & Row, 1988.

