

## Flipped IN-CLASS Lesson Plan Template

Topic or concept:

The Role of School Culture and Climate on Student Motivation

Basic objectives for preparatory work:

Students will be able to:

- 1) Differentiate between the concepts of school culture and climate
- 2) Identify the characteristics of school culture and climate
- 3) Explain the relationship between school culture and climate to children's motivation and achievement

Advanced objectives for classwork & after class work:

Students will be able to:

- 1) Compare the perspective of four motivational theories in the class to the concept of school culture and climate (i.e., social cognition, attribution, expectancy-value, and self-determination theories)
- 2) Apply knowledge of school culture and climate (and its theoretical bases) to an existing educational program.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 minutes	<p><u>Activity:</u> Review of the results of pre-class session quiz on the reading and video regarding the definition and characteristics of school culture and climate.</p> <p><u>Rationale:</u> Clarify the students' understanding of the terms and their defining characteristics.</p>	<p>Results of students' responses to online quiz</p> <p>PowerPoint slide (and projection system)</p>

	Time planned	Activity and rationale	Resources needed
Middle of period	20 minutes	<p><u>Activity:</u></p> <p>Mini-lecture on school culture and climate research findings related to student motivation and achievement (with iClicker questions embedded in PowerPoint slides for student input).</p> <p><u>Rationale:</u></p> <p>Give a broader perspective on school culture and climate and its connection to academic motivation. Start the discussion of how key motivational theories in the class might view this concept.</p>	<p>PowerPoint slides (and projection system)</p> <p>iClickers</p>
Middle of period (use if needed)	25 minutes	<p><u>Activity:</u></p> <p>Students will be randomly divided into four groups. Each group will be assigned a key motivational theory has been discussed in the class (i.e., social cognition, attribution, expectancy-value, or self-determination theory). Each group will have a list the primary concepts from their theory (e.g., for social cognitive theory includes vicarious learning, self-efficacy, outcome expectation, and self-regulation).</p> <p>Groups will be asked to use their theory to explain how the characteristics of school culture and climate might affect student motivation. Students will create a chart, table, or graphic organizer to show how their group's motivational theory would explain the effectiveness of school culture and climate.</p> <p><u>Rationale:</u></p> <p>This activity gives students the opportunity to see the connection between theory and practice by relating the concepts from a key motivational theory to elements of school culture and climate.</p>	<p>Handouts for groups with terms related to each theory.</p> <p>Facilities in the classroom for easily forming (and reforming) groups.</p> <p>Large poster paper and marking pens (or huddleboards and white board markers)</p> <p>iPad cart (with classroom set of iPads) containing the Popplet app to create graphic organizers</p>

	Time planned	Activity and rationale	Resources needed
End of period	15 minutes	<p><u>Activity:</u></p> <p>Students in the four theory groups present their graphic organizers to the whole class and explain the perspective of their theory regarding the elements of school culture and climate.</p> <p><u>Rationale:</u></p> <p>Students would have the opportunity to see how multiple theories might explain the effectiveness of school culture and climate from different perspectives.</p>	<p>White board space or huddleboards for posting hardcopies of group work.</p> <p>Toggle to connect iPads to projection system for groups using the Popplet app.</p>

## Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1) Differentiate between the concepts of school culture and climate</li> <li>2) Identify the characteristics of school culture and climate</li> <li>3) Explain the relationship between school culture and climate to children's motivation and achievement</li> </ol>	<p><u>Activity:</u></p> <p>Students will read a short research article on school culture and climate and watch a video.</p> <p>Edutopia. (2019, January 14). <i>The power of relationships in schools</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=kzvm1m8zq5g">https://www.youtube.com/watch?v=kzvm1m8zq5g</a></p> <p>Minor, K. A. &amp; Brenner, A. D. (2017). School climate and college attendance for Black adolescents: Moving beyond college-going culture. <i>Journal on Research in Adolescence</i>, 28(1), 160-168</p> <p><u>Rationale:</u></p>	<p>Students would be asked to read the article, watch the video, and respond to the online quiz the day before class meets.</p>

	<p>The article explains the definition of school culture and school climate (and the distinction between the terms). It also provides a clear explanation of the characteristic of school culture and climate. The video provides effective examples of the role that school personnel-student relationships play in school climate.</p>	
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## Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Students will be able to:</p> <p>Apply their knowledge of school culture and climate (and its theoretical bases) to analyze an existing educational program through the creation of a digital media presentation.</p>	<p><u>Activity:</u></p> <p>Students will analyze an existing educational program. Each student will be responsible for creating a digital media “explanation” of their program and its connection to the characteristics of school culture and climate, as well as relating these characteristics to the concepts of at least two of the principle theories in the course.</p> <p>Students will create a digital media product using Adobe Spark that provides their analysis and reflections on their program.</p> <p><u>Rationale:</u></p> <p>Students will look at the effectiveness of the concepts of school culture and climate through the lens of multiple motivational theories in the course. They will also be able to apply the course information to a real life educational situation.</p>	<p>Students would be asked to select an educational program with which they have experience and evaluate the components of school culture and climate present in their program through the perspective of at least two of the principle current theories of motivation.</p> <p>Students would be responsible for creating a digital media product explaining the elements of school culture and climate in their program and their connections to motivational theory. Instructions on how to use Adobe Spark video be provided.</p>

## GUIDED PRACTICE

Class: ChAD 169 – Motivating Children and Adolescents in Educational Settings

Date assigned: Fall 2019 (assigned 10<sup>th</sup> week of the semester / activity also listed in the syllabus)

Date due: Fall 2019 (due the day before class session during the 11<sup>th</sup> week of the semester)

Time estimate to complete this assignment: Approximately 90 minutes

### Overview/Introduction

What is this lesson about? Why do we care?

This lesson is about school culture and climate and the vital role that it plays in student achievement and motivation. The lesson also examines the theoretical foundations of the concept of school culture and climate by relating it to the perspective of four motivational theories discussed in the course (i.e., social cognition, expectancy-value, attribution, and self-determination theory).

### Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

Students will be able to:

- 1) Differentiate between the concepts of school culture and climate
- 2) Identify the characteristics of school culture and climate
- 3) Explain the relationship between school culture and climate to children's motivation and achievement

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering

Students will be able to:

- 1) Compare the perspective of four motivational theories in the class to the concept of school culture and climate (i.e., social cognition, attribution, expectancy-value, and self-determination theories)
- 2) Apply knowledge of school culture and climate (and its theoretical bases) to an existing educational program.

## Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Students will need to complete the following activities by 5:00 pm on (Month/Day). The activities below will be the topic of discussion in class on the following day.

1). Please read:

Minor, K. A. & Brenner, A. D. (2017). School climate and college attendance for Black adolescents: Moving beyond college-going culture. *Journal on Research in Adolescence*, 28(1), 160-168

(Look for the definition of school culture and school climate, the characteristics of each of these terms, and how the researchers found these concepts influenced adolescents' motivation and achievement)

2). Watch the following video:

Edutopia. (2019, January 14). *The power of relationships in schools* [Video file]. Retrieved from <https://www.youtube.com/watch?v=kzvm1m8zg5g>

(Consider how the examples in the video relate to the elements that characterize school climate)

3). After completing steps 1 and 2, take the online quiz in Canvas.

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

Resources:

Minor, K. A. & Brenner, A. D. (2017). School climate and college attendance for Black adolescents: Moving beyond college-going culture. *Journal on Research in Adolescence*, 28(1), 160-168

Edutopia. (2019, January 14). *The power of relationships in schools* [Video file]. Retrieved from <https://www.youtube.com/watch?v=kzvm1m8zg5g>

Resources will be organized in a Canvas module with links to the reading, video and quiz.

Exercises: Please complete by \_5:00 pm (Month/Day)\_\_\_\_\_.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
- The submitted work should demonstrate students' mastery of the basic learning objectives.

After reading the Minor and Brenner (2017) article and watching the Edutopia (2019) video, complete the School Culture and Climate Quiz in Canvas.

The quiz will ask about the difference between school culture and climate, the characteristics of these terms, and how they relate to student motivation and achievement.

We will be discussing the results of quiz in class.

## Questions?

Give a way for students to get help.

Students may contact me at [robin.love@sjsu.edu](mailto:robin.love@sjsu.edu) if there are any questions about the activities.

For help accessing the School Culture and Climate Module in Canvas or taking the related quiz, please see those sections of the Canvas Student Guide at < <https://community.canvaslms.com/docs/DOC-10701>>

## ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class:

Date assigned: Fall 2019 (discussed in class the 11<sup>th</sup> week of the semester / assignment will also be listed in the syllabus)

Date due: Fall 2019 (12<sup>th</sup> week of the semester)

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.) Approximately 2-3 hours

### Learning Objectives

#### Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

Students will be able to:

- 1) Compare the perspective of four motivational theories in the class to the concept of school culture and climate (i.e., social cognition, attribution, expectancy-value, and self-determination theories)
- 2) Apply knowledge of school culture and climate (and its theoretical bases) to an existing educational program.

### Activities & deliverables

1. Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
2. Describe what students should turn in, by when.

For this assignment, students will create an Adobe Spark analyzing the school culture and climate of an existing educational program. Assignments are due in Canvas by 11:59 pm on (Month/Day).

To complete this assignment,

- 1). Select an existing educational program with which you are familiar.
- 2). Visit the “How to Create a Spark Video” website at <<https://spark.adobe.com/page/JJcZ3JQWIJPlc/>> to see how you can easily make your own video.
- 3). Create an approximately 2-minute video analyzing the culture and climate of your educational program. Remember to:

#### Content Requirements –

- a). Include the name, location, and educational purpose of your program



- b). Provide brief definitions of school culture and climate
- c). Integrate at least 3 characteristics of school culture and climate in your analysis of the program (providing the terms and an example from your program for each)
- d). Using concepts from at least two of the following motivational theories (i.e., social cognition, expectancy-value, attribution, and self-determination theories) explain the role that culture and climate play in students' motivation and achievement.

Technical Requirements --

- a). Provide a title slide and conclusion slide
  - b). Integrate at least 6 photos or images in your video. It is optional to use video clips. (Remember that you must have written permission to use recognizable photos of adults and children in the program. Photos of program buildings and facilities are allowable. And images from a program website are acceptable if you provide your source).
  - c). Include the text function to emphasize important information (like elements of school culture and climate that you would like to highlight).
  - d). Use the voice over function to record your analysis of the program.
- 4). Spark will create URL for your video when you finish it. Submit your video link through Canvas. Attach a written transcript of your analysis (from your voice over). Include a paragraph reflecting on your thoughts about the assignment (e.g., what went well and what could be improved).

## Resources:

3. Give a “playlist” of resources to help students complete the assignment.

### Content about school culture and climate:

Minor, K. A. & Brenner, A. D. (2017). School climate and college attendance for Black adolescents: Moving beyond college-going culture. *Journal on Research in Adolescence*, 28(1), 160-168

Edutopia. (2019, January 14). *The power of relationships in schools* [Video file]. Retrieved from <https://www.youtube.com/watch?v=kzvm1m8zq5g>

### Information to assist with making a Spark video:

Spark Video is a free online application for the creation short videos. An online guide to how to create a Spark Video can be found at the following link:

<https://spark.adobe.com/page/JJcZ3JQWIJPlc/>

## Questions?

Give a way for students to get help.

Students may contact me at [robin.love@sjsu.edu](mailto:robin.love@sjsu.edu) if there are any questions about the assignment.

Instructions for how to submit a video link in Canvas can be found at the following link:

<http://www.sjsu.edu/ecampus/docs/Video%20Link%20Submission%20Guide.pdf>