

Conclusion

From both pedagogical and ecological perspectives, teachers see it as their professional responsibility to provide CF [corrective feedback] to their learners, and students expect it and generally feel that it is beneficial (Hyland & Hyland, 2001). In a highly communicative classroom, the provision of corrective feedback may be the most important activity on which teachers explicitly focus on form (Frodesen & Holten, 2003). But feedback on writing also serves other purposes. It is the interactional strategy par excellence, a privileged moment in which each learner can benefit from the teacher's full attention. Thus ultimately, the dilemma for teachers is not "to correct or not to correct" (Calvé, 1992) or even "how, when, and what to correct," but rather, as one tutor expressed it, finding the most helpful, realistic, and productive way to "show students that you care" through the feedback that you provide.

http://www.ndt-ed.org/TeachingResources/ClassroomTips/Motivating_Students.htm

Helping Students Become Motivated Learners

Fundamentally, the process of motivation stems from stimulation, which in turn is followed by an emotional reaction that leads to a specific behavioral response. In the classroom, if a student's behavior is regarded as desirable and is rewarded, the positive reinforcement stimulates the student to repeat the desirable behavior. Conversely, if a student's behavior is regarded as undesirable and the individual receives a response with a negative undertone, demotivation results. Furthermore, anxiety and frustration often result if behavior thought to be positive does not lead to proper recognition, reinforcement and reward.

Basically, motivations stems from unsatisfied needs. However, it must be understood that individuals are motivated through a wide variety of needs. Some people are highly motivated by money, others by power, and other by praise. Since teachers are not usually in a position to offer students money or power, the focus here will be on praise. It should also be noted that some people are self-motivated and perform because they like challenge and want to perform. While educators can't make or teach students to be self-motivated, they can encourage and promote this highly desirable personal trait. Generally, students will show some self-motivation if they (1) know what is expected of them, (2) think the effort is worthwhile, and (3) feel they will benefit through effective performance.

Watch what you say

Some teachers feel that motivating students is really not one of their job responsibilities. However, whether they like it or not, students are expecting and collecting feedback from their instructors. Teachers need to be very aware of impact that their verbal comments and nonverbal body language have on their students' motivation level. Below are some tips for being a motivator and not a demotivator.

Things to do

Show honest appreciation. When teachers use "I statements" to convey their honest appreciation about a student, the teacher is communicating personal appreciation, rather than using a mechanical or an exaggerated response. Below are some examples of honest appreciation."

- "I appreciate that."
- "I like the way you said that."
- "Thank you very much for that."
- "I sure like your taking that risk."

Communicate empathetic acceptance or understanding. Because students will often make incorrect responses, it is up to the teacher to respond without discouraging the student from being willing to take risks and attempting to problem solve. "I'm with you" statements communicate an empathetic acceptance or understanding of what a student has experienced or what they are trying to communicate. This communicates that the student is not alone, and the teacher appreciates their attempt to perform. Below are some good examples of "I'm with you":

- "I might make that same mistake."
- "Lots of us feel that way."
- "I can see how you would do that."
- "I understand why you would say that."

Provide attention without praise. This is done when a teacher simply gives time and attention to a student by listening carefully. When teachers do this, they are supporting and encouraging a student without causing the student to grow dependent on the teacher approval or praise. Below are a list of things to do when giving attention without praise:

- Use honest appreciation or "I'm with you."
- Use non-threatening physical touch like a pat on the arm or shaking hands.
- Use sincere eye contact that shows you are truly listening.
- Simply give students time so that you can listen or communicate with them about a situation.
- Greet a student after their absence.

Use plain corrects or incorrects. Sometimes it is best to tell a student that an answer was correct or incorrect without stimulating any distracting emotion. This allows the teacher to treat the students like intelligent people who do not appreciate overstatements or exaggerations. Below is a list of some appropriate plain correct responses:

- "Yes, that's right."
- "Okay."
- "Yes, that's just what I wanted."
- "Correct."
- "Yes, thank you."
- "No, the correct answer is _____."
- "You had the first part right, but the last part was incorrect."
- "Thank you for taking a risk to answer that, even though it was the wrong answer."

Provide praise and reward for all. Teachers must be fair in distributing their praise and all students should receive praise. Look for positive things to say about a student's work even when pointing out problems or mistakes with the work. Some might receive praise for bigger accomplishments than others but even the lower performers need a regular pat on the back. Teacher should also give praise to the class as a whole to encourage the class and also build team unity.

Cautions

Too much praise can lead to a student becoming dependent on it. When a teacher's praise becomes a pleasure for the student instead of serving to motivate them, it basically becomes an addiction. The student begins to require constant praise and develops no personal initiative.

Unfairness is an issue that occurs quite frequently in many classrooms. Consciously and unconsciously teachers tend to react more positively to some students more than others. Teachers need to try to put personal differences aside and treat each student equally so

that each student has the same opportunity to be motivated to learn.

Manipulation happens when teachers focus their attention on the positive behavior of a student or group of students in order to hint that a certain behavior is the most desirable. This works in some situations to motivate students to modify their behavior; yet, underneath it is really saying that it is okay to manipulate people to get what you want. Below are a couple of examples:

- "Look at how well Sally did on the assignment."
- "I really like how well this side of the room is contributing."

Exaggeration quickly devalues honest relationships between students and teachers. Exaggerated praise includes statements such as those presented below. When these kind of statements are used repetitively, students are not encouraged to be intrinsically motivated, rather they depend on extrinsic motivation.

- "Great answer!"
- " Super!"
- " Wonderful!"
- " Sensational!"

The overall goal of teachers should be to help students develop into self-motivating learners. Students who are encouraged to become motivated lifelong learners will be more successful in and out of the classroom.

Reference:

This information was adapted from an Iowa State University 245/268 curriculum and instruction (CI) class in the spring semester in 2000 and was taught by Barb Adams.

<http://www.crlt.umich.edu/node/712>

Classroom Challenge: Handling Wrong Answers

It's a common challenge: A student answers a question in class. But the answer is wrong. How do you respond?



When there are definite right and wrong answers, it's important that instructors **provide clear feedback** on student responses so that the class knows which answers are right, which are wrong, and which are somewhere in between. Often, a wrong answer gives some insight into how students are thinking about the question, and provides an opportunity to **lead the students to a better answer**. Of course, you also want to communicate that the student's answer is appreciated, and **maintain a safe space** for students to contribute answers in the future.

We've located some resources from teaching centers around the country with suggestions for how to handle wrong answers. Some of the best suggestions include:

Consider probing for more information, especially if the answer is vague or simply incomplete. For example, "Can you give me an example?" or "Can you explain how you got to that answer?" For more ideas like these, see this [page](#) at University of Delaware

Center for Teaching and Learning. They note that these responses can (and should!) also be used when a student gives a correct answer.

If some part of the answer is correct, highlight that, and identify where the error is. You might say, "You're generally right regarding X and that's great; but you're wrong regarding Y. Now we need to correct Y so we have a fully accurate answer." For more ideas in this vein, visit Berkeley's Center for Teaching and Learning, [here](#).

Here are some other ideas for common situations:

- When a student's answer reveals a common misconception, take the opportunity to clarify: "Thanks for giving it a try -- that's a really common misconception (or typical mistake). Let's see why....."
- If a key piece of information is missing, point out the additional facts that need to be considered, as in: "Actually, these were taken several miles apart in different ecosystems, so that is not the case" (a suggestion from University of Oregon's [Teaching Effectiveness Program](#)).
- Would it be helpful for you to know how other students would answer? Consider simply thanking the student who answered incorrectly and inviting additional responses: "Who else would like to respond?" After hearing from one or more additional students, be sure to work through any misunderstandings, and clearly identify the correct information.

What strategies have you found effective for handling incorrect answers in your classes? Feel free to share them in the comments section.