Why the Affective Domain Matters in Teaching

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Strategies for Motivating Students

Following are some research-based strategies for motivating students to learn.

- **Become a role model for student interest.** Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.
- **Get to know your students.** You will be able to better tailor your instruction to the students’ concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students’ learning and a faith in their abilities.
- **Use examples freely.** Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.
- **Use a variety of student-active teaching activities.** These activities directly engage students in the material and give them opportunities to achieve a level of mastery.
  - **Teach by discovery.** Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.
  - **Cooperative learning activities are particularly effective as they also provide positive social pressure.**
- **Set realistic performance goals** and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.
- **Place appropriate emphasis on testing and grading.** Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.
- **Be free with praise and constructive in criticism.** Negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students’ work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats.
- **Give students as much control over their own education as possible.** Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

Sources:


Source: [http://cft.vanderbilt.edu/teaching-guides/interactions/motivating-students/](http://cft.vanderbilt.edu/teaching-guides/interactions/motivating-students/)
Principle Three: Students’ motivation determines, directs, and sustains what they do to learn.

Strategies to Establish Value
1. Connect the Material to Students’ Interests
2. Provide Authentic, Real-World Tasks
3. Show Relevance to Students’ Current Academic Lives
4. Demonstrate the Relevance of Higher-Level Skills to Students’ Future Professional Lives
5. Identify and Reward What You Value
6. Show Your Own Passion and Enthusiasm for the Discipline

Strategies That Help Students Build Positive Expectancies
1. Ensure Alignment of Objectives, Assessments, and Instructional Strategies
2. Identify an Appropriate Level of Challenge
3. Create Assignments That Provide the Appropriate Level of Challenge
4. Provide Early Success Opportunities
5. Articulate Your Expectations
6. Provide Rubrics
7. Provide Targeted Feedback
8. Be Fair
9. Educate Students About the Ways We Explain Success and Failure
10. Describe Effective Study Strategies

Strategies That Address Value and Expectancies
1. Provide Flexibility and Control
2. Give Students an Opportunity to Reflect

Supplementary Materials for Why the Affective Domain Matters in Teaching

Barbara J. Millis

**Slide: Cover: Why the Affective Domain Matters in Teaching**

**Slide: The Zen of PowerPoint**
Not death by PPT! Or, cognitive overload

**Slide: Goals**
Participants will:
- Reflect on the value of affective strategies in the classroom (or online)
- Experience active learning approaches to help further their reflection
- Gain valuable resources that can further their commitment to reflective practice
- Have fun!

**Slide: Agenda**
Brainstorming Group Poster
Aspects of the Affective Domain
Looking at how the Affective Domain Impacts Students’ Learning
  - Emotions
  - Senses
  - Social
  - Biology
Motivational Aspects of Learning

Cartoon: Grimm—motivated

**Slide: Brainstorming Group Poster**
Activity courtesy of Ed Nuhfer, CSU, Channel Island

**Slide: Your Poster – Your Experience**

**Slide: Affective Domain**
The product of the brain that produces the sense of feelings and emotions that are "complex but internally consistent qualities of character and conscience." (Krathwohl, Bloom, and Masia, 1964, p.7).

Qualities of thought dominated by affective qualities are many and include attitudes, preferences, self-awareness, biases, ethics, self-esteem, enthusiasm, and emotional intelligence.

Krathwohl/Bloom Taxonomy of the Affective Domain

**Slide: Please circle all the things that helped you learn or hindered your learning that you consider to be affective. Discuss your choices, including a definition of “affective.”**

**Slide: Standing Think-Pair-Share**

**Slide: Affective Domain**

**Slide: Krathwohl/Bloom’s Taxonomy**
Slide is from a presentation by Karl Wirth and Dexter Perkins: Thinking about Learning: Motivating Students to Develop into Intentional Learners

**Slide: Level One, Receiving:**
Awareness of the environment, as in listening and being aware of information being received. (You have to have your students’ attention. If they are “Facebooking” or texting, they are not learning your material. The myth of multitasking)

**Slide: Level Two, Responding:**
Actively participating as in engaging in questioning or in purposely focused attention

**Slide: Valuing:**
Possessing personal interest or commitment to action. Reconsideration of old ideas in light of new information to produce a new outlook or attitude.

**Slide: Organization:**
Assimilating a new outlook/value as an aspect of one’s internalized values by forming some identification with that value and commitments that involve it

**Slide: Characterization by Value:**
Acting consistently with acquired values and perhaps becoming expert in their further development and use

**Slide: Learning is defined as stabilizing through repeated use, certain appropriate and desirable synapses in the brain.**
--Robert Leamnson

**Slide: Emotions impact Learning**
Does this building have any particular emotional impact?

**Photo: Dog reading**
How about this?

**Slide: The senses impact learning and vision trumps all!**

**Slide: Other people impact learning: humans are social animals.**

**Slide: Biology impacts learning**
- Exercise
- Sleep
- Stress
- Hydration

**Slide: Students’ motivation determines, directs, and sustains what they do to learn.**

**Slide: Expectancy and Value impact motivation to learn**

**Slide: Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly.**

**Slide: What are some strategies for motivating students?**

**Cartoons: Awake; b rain aerobics; shared ignorance (heart); social animals; galloping happily.**
Slide: The End
Why the Affective Domain Matters in Teaching

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The Zen of Power Point
Goals
Your poster - your experience

<table>
<thead>
<tr>
<th>What helps with your learning?</th>
<th>What hinders your learning?</th>
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Activity Courtesy of Ed Nuhfer, CSU Channel Islands
Affective domain...

The product of the brain that produces the sense of feelings and emotions that are "complex but internally consistent qualities of character and conscience." (Krathwohl, Bloom, and Masia, 1964, p.7).

Qualities of thought dominated by affective qualities are many and include attitudes, preferences, self-awareness, biases, ethics, self-esteem, enthusiasm, and emotional intelligence.
Please circle all the things that helped or hindered your learning that you consider to be affective: emotions, attitudes, preferences, self-awareness, biases, ethics, self-esteem, enthusiasm, distractions, etc.
Standing Think-Pair-Share: How could you adopt Ed Nuhfer’s “Brainstorming Poster” to your Class?
Affective Domain
Affective Domain

- Attitudes
- Motivation
- Willingness to Participate
- Valuing What is Being Learned
- Incorporating Values Into Life
Level One: Receiving
Level Two: Responding
Level Three: Valuing
Level Four: Organization
Level Five: Characterization by Value
“Learning is defined as stabilizing, through repeated use, certain appropriate and desirable synapses in the brain”

Emotions Impact Learning
The Senses Impact Learning and Vision Trumps All!
Other People Impact Learning: Humans are Social Animals
Biology Impacts Learning
Students’ motivation determines, directs, and sustains what they do to learn.
The Impact of Expectancy and Value on Learning and Performance

Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly.
What are some strategies for motivating students?
THE END