

**Long Beach City College
Faculty Teaching and Learning Center:**

**Pedagogical Idea Exchange (P.I.E)
on “Learner-Centered Strategies”**

**Presented by Kimberly Samaniego
Of the ESL department**

**Tuesday, March 8th, 2011
12 pm – 1pm**

Sample Quotes for Powerpoint Presentation

The future belongs to those who believe in the beauty of their dreams.

—Eleanor Roosevelt

What I wanted to be when I grew up was—in charge.

—Brigadier General Wilma Vaught

You are here to enrich the world, and you impoverish yourself if you forget the errand.

—Woodrow Wilson

Always dream and shoot higher than you know you can do. Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself.

—William Faulkner

Always bear in mind that your own resolution to succeed is more important than any one thing.

—Abraham Lincoln

Your work is to discover your work and then with all your heart to give yourself to it.

—Buddha

Dreams are the touchstones of our characters.

—Henry David Thoreau

Where there is no vision, the people perish.

—Proverbs 29:18

As long as the mind can envision the fact that you can do something, you can.... I visualized myself being there already – having achieved the goal already.

—Arnold Schwarzenegger

If you don't dream, you may as well be dead.

—George Foreman

I really, deeply believe that dreams do come true. Often, they might not come when you want them. They come in their own time.

—Diana Ross

$$V \times E = M$$

(Value) x (Expectation) = (Motivation)
(1-10) (1-10) (1-100)

"V" represents "Value"
(how important something is to us)

"E" represents "Expectation"
(how confident we are about achieving it)

Multiplying these two factors
gives us

"M" our level of "Motivation"

Example

John's goal is to earn an "A" in his writing class. John wants to be a published author, so this goal has high Value for him. He gives it a "10." John has always done well in writing classes, so his expectation of success is also a "10."

John's formula for motivation looks like this:

$$\mathbf{V \times E = M}$$
$$\mathbf{10 \times 10 = 100}$$

Clearly, John's motivation is very high in his writing class.

Now let's see John's motivation for his biology class...

Science has always been a struggle for John because he hates memorizing facts and terms that he believes are unimportant to him. However, John values getting a degree, and he knows he has to pass a science class with at least a "C" to graduate; thus, he rates the Value of the biology class to him as a "7."

Though he's not excited about taking biology, he is reasonably confident that he can earn at least a "C." Thus, he rates his Expectation of success as a "6."

John's formula for motivation looks like this:

$$\mathbf{V \times E = M}$$
$$\mathbf{7 \times 6 = 42}$$

Clearly, John's motivation in biology is not nearly as high as in his writing class.

If the going gets tough, which course do you think he'll stop going to, withdraw from, or fail?

What can John do to raise his motivation in biology?

Have to

Choose to



Letter to present self from future self.

As an ice breaker on the first day of class, have students create business cards that represent their work life in 10 years. The card should include their names, job titles, and company names and addresses. They then use their business cards to introduce themselves to the class.

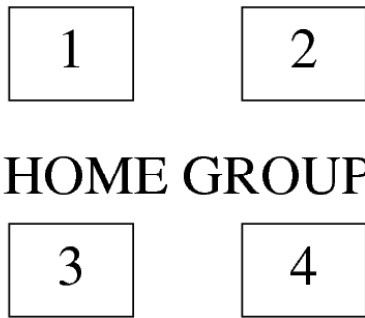
Next have students write letters to themselves from the perspective of their future self, the one in the job on their business card. In the letter, they tell their current selves about how college, or better yet this English class with all the writing skills learned in it, have been instrumental in helping them get and keep their dream job.

Have them staple their business cards to their letter and collect them. If you need a diagnostic writing sample, use the letter for this purpose, but don't mark on it (if you need to mark on it, make a copy).

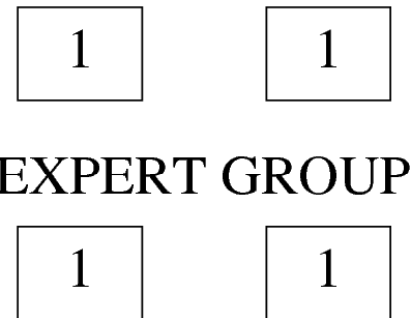
At mid-term, mail students their letters to revive their energy, enthusiasm, and commitment to their studies in general and to their English class in particular. Consider having them revise the letter as an activity to see how much they have learned about writing since they wrote the letter on the first day.

JIGSAW Diagram

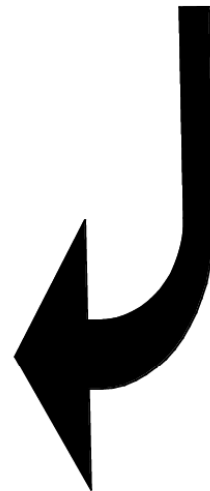
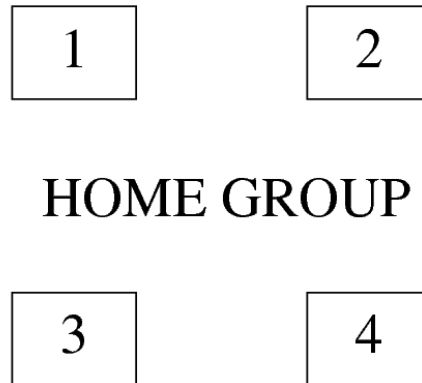
1.



2.

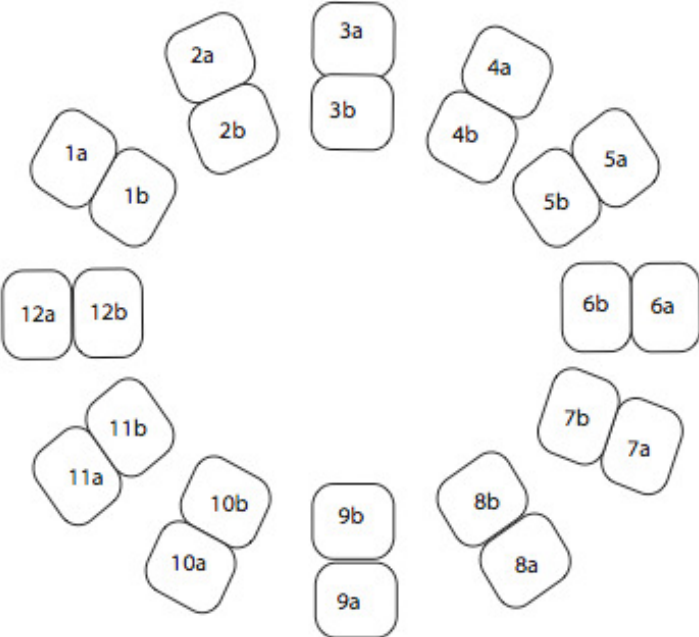


3.



Speed Dating

Start



After one rotation(outside)

