



Cambridge Assessment
International Education

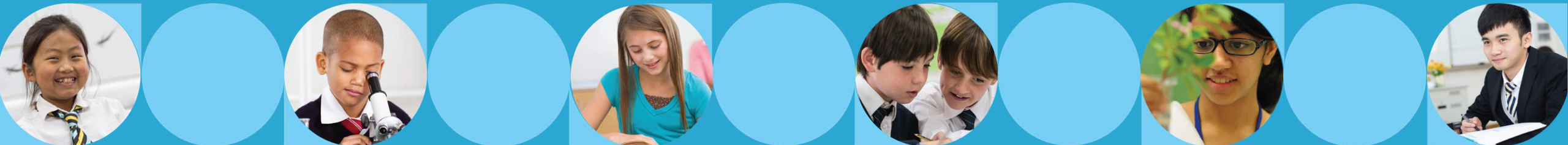
Cambridge Schools Conference, Orlando
23-24 June 2023
#camschoolsconf

How to use incentives to motivate students and increase success and achievement on assessments in the secondary classroom

Mark and Thyme Salemmé
Instructors from

Dr. Joaquin Garcia High School, and Palm Beach Central High School.

June 23 and 24, 2023



Introductions and background

- ▶ Hello I am Mark Salemmme, I teach Cambridge AS/A level history.
- ▶ Hello I am Thyme Salemmme, I teach Cambridge Thinking Skills AS and AP Calculus.
- ▶ We are a 'package deal' and have taught together at the same school for 18 years.
- ▶ We commonly have the same students in our classes.



Cambridge Schools Conference, Orlando, 23-24 June 2023

Creating a positive environment for academic success

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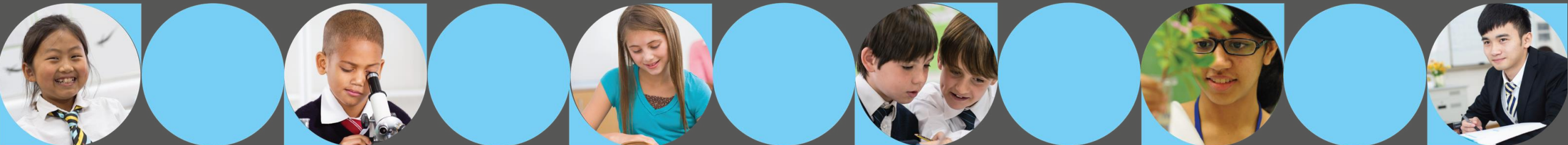
Overview for the session

How to use incentives to motivate students and increase success and achievement on assessments in the secondary classroom:

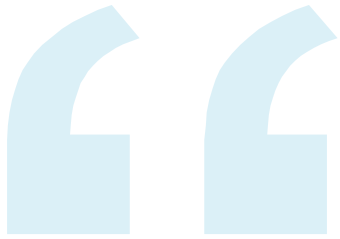
Four Sections,

- ▶ 1) Research on why incentives build positivity, motivation, and trust.
- ▶ 2) Successful examples from the classroom.
- ▶ 3) Opportunity to collaborate and create an incentive activity for your own use.
- ▶ 4) Closing of session, and some incentives.

Section One: Research on why incentives build positivity, motivation, and trust.



Aim of the conference, and this session



We can define a positive school environment as a combination of personal and contextual factors that increase prosocial relationships and positive behaviours in the school community. Sessions will explore... tools that can be implemented at the school – and classroom – level, such as the promotion of personal responsibility, engagement, and self-determination..

**Cambridge Assessment International Education,
2023 Conference Theme**



This session is not about...

- ▶ Classroom Management Systems.
- ▶ The debate between **Intrinsic** *versus* **Extrinsic** motivation in learning.
- ▶ Treating your high school students like they are in primary school.



This session is about...

- ▶ use of tokens/awards/and praise to build positivity in the classroom.
- ▶ the practice of using these positive motivators to build confidence.
- ▶ using motivators that are of low cost and require little time to implement.
- ▶ how over the duration of the course students will feel more confident when pursuing more challenging tasks.



What does the research show?

- ▶ B.F. Skinner's research created the idea that positive reinforcement increases the probability that the desired outcome will happen again.
 - ▶ Teachers supply students with near-immediate feedback in a positive manner.
- ▶ Little and Akin-Little study, 2008, focused on teachers feedback of what was deemed as successful incentives for their students.
 - ▶ Nearly all of the teachers said they used verbal praise and some kind of body signal (smile, or fist bump).
 - ▶ 63% used a note home of some kind.
 - ▶ **60% of teachers stated they used stickers or tokens of various types.**

What does the research show?

- ▶ Article from the Journal of English Education (JEE, volume 7 number 1 June 2021)
- ▶ Professors Atipat Boonmoh and Kamron Phungphai from the University of Technology in Thailand.
 - ▶ The highlights of the study were:
 - ▶ “receiving rewards influenced student’s positive emotions-enjoyment, excitement, relaxation, and engagement.”
 - ▶ “the use of rewards was perceived as a tool for enhancing motivation, learning behaviours, and self-development.”
 - ▶ “***rewards are used to build more powerful activities and ... environment{s} of learning*** and positive emotion since emotional states or moods influence behaviours, learning, perceptions, memory, and judgement.”

Recent classroom techniques

-This video is from a UK based teacher Eric Wesch, and he creates content on Youtube for teachers.

-His subscription is titled 'Etacude', which is Educate backwards.

-In this segment he discusses the advantages of incentives/rewards in the classroom to raise learning.



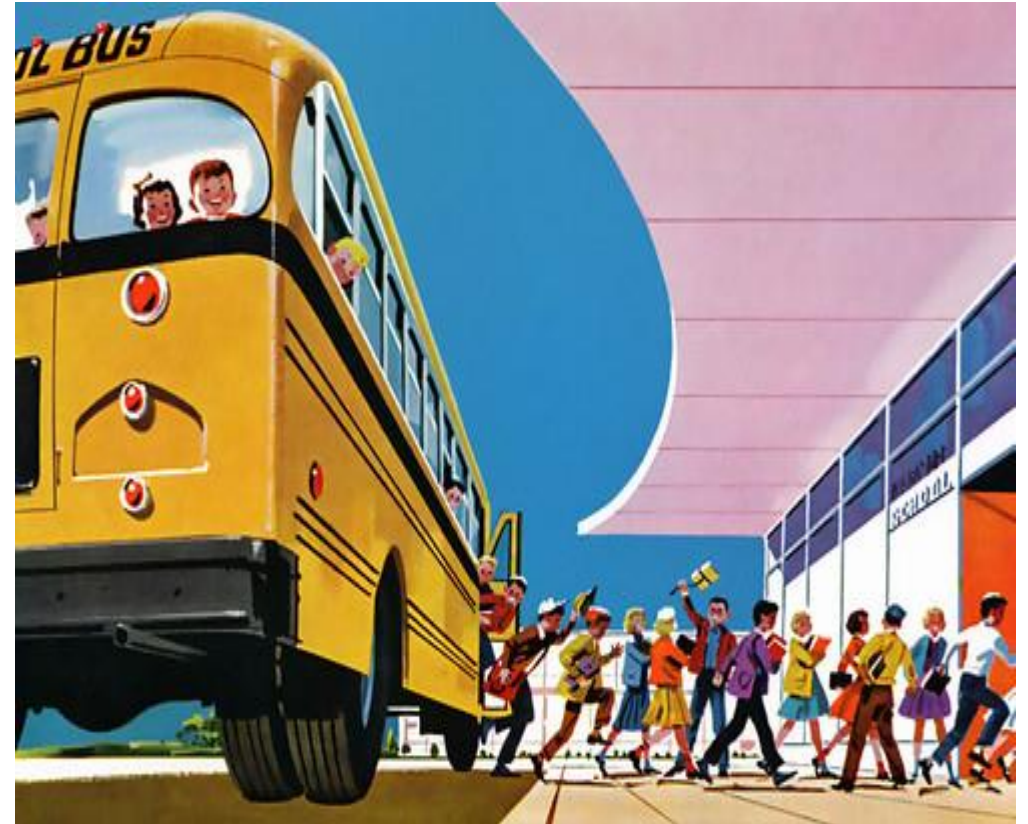
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Creating a positive environment for academic success

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Power of Positivity: creating an environment for learning

- ▶ This topic stirred us to want to present.
- ▶ Opening a brand-new High School this August.
- ▶ Non-verbal cues, body language, tone of voice, and conveyed emotion communicates more to our learners than our actual words do.
- ▶ Professional desire to create a positive environment in all aspects, in every possible way.



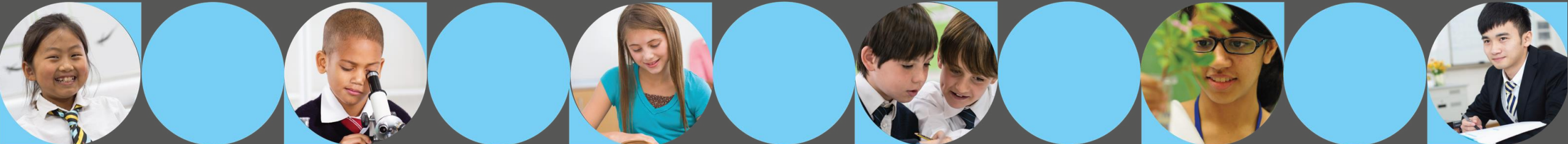
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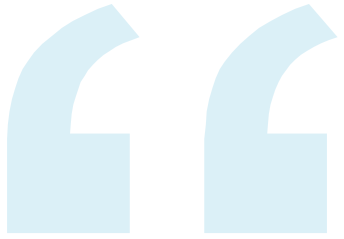
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Section Two: Successful examples from the classroom.



Research from our students



- Assignments were difficult, but you were very lax and didn't make it extremely hard.
- I like the class discussion and partner work.
- This class was fun!
- There was a lot of incentive to be the first ones done with EC!



Students at Palm Beach Central High School, 2023.

The “Magic Stamp”

- ▶ A **partner based** assignment that can be used early in the school year.
- ▶ Students use skills professional historians utilise.
- ▶ They are **incentivised** with the ‘Magic Stamp’ for completing it by the end of class. (20-30%)
- ▶ These types of positive rewards build confidence and trust.

Dynamic Duo!

Names Robert Morrison David Morrison Per. 1 Date 4/6/23 (103)

Fact Finding: Pros & Cons of President FDR

Mr. Salemme: AICE A.S. U.S. History

MR. SALEMME

Directions: please work with a partner to find primary sources that would support a claim as to what are the pros & cons of President Franklin Delano Roosevelt. You may use the books in our library, an internet device, or your books. Please include the following: 1) Pro/Con should be focused on are they a Conservative or a Liberal, 2) One sentence on how the source explains the pro/con. 3) One sentence detailing the reliability of the source, how persuasive is it?

Source #1 Title: Share our Wealth - Huey Long, 1935

1. Pro/Con (circle one) Con
Long was a left-wing populist member of Democratic party viewed FDR as insufficiently radical

2. Explanation
In his speech Long criticizes FDR and his failed promises he outlines goals in which the American republic could be maintained in spite of FDR. Sticks up for common man, views FDR as privileged

3. Reliability
This is relatively an unreliable source because it can be argued that Long is one of the greatest critics of FDR and could not fairly assess him

Source #2 Title: Four Freedoms Address to Congress, FDR, 1941

Pro/Con (circle one) Pro
It is argued that FDR is more left/liberal leaning, because of the changes he made while in office

Explanation
is address support constitutional ideas of free speech and display is calming personality. He talks about constant change and his support of moral order attempting to bolster his popularity along with national unity.

Reliability
since this speech is from FDR it is unreliable in assessing his presidency and also uses a lot of emotive language to make his points.

Source 2 on Back

Group work down to individual: scaffolding skills

- ▶ This is an example of a classroom activity from AS/A Thinking Skills that incorporates scaffolding and building positivity in learning complex skills.
- ▶ Objective: Identify an argument
 - ▶ Activity 1, Indicator Words
 - ▶ Activity 2, Therefore Test for Reasons and Conclusions
 - ▶ Activity 3, Non-Arguments
 - ▶ Activity 4, Practice Assessment
 - ▶ Activity 5, Identifying Arguments Assessment

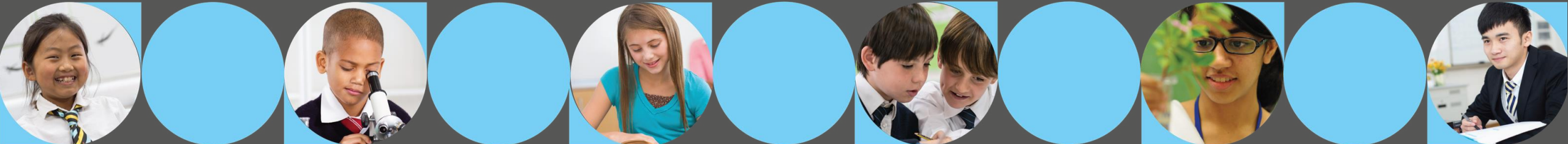
Group work up/down to individual: scaffolding skills

- ▶ Scaffolding with some incentives along the way creates confidence.
- ▶ Skills are building on one another.
- ▶ Positive success can begin with small activities that increase in complexity to meet an aspect of the assessment objective.

Top to Bottom to Top



Section Three: Opportunity to collaborate and create an incentive activity for your own use.



Group work down to individual: scaffolding skills

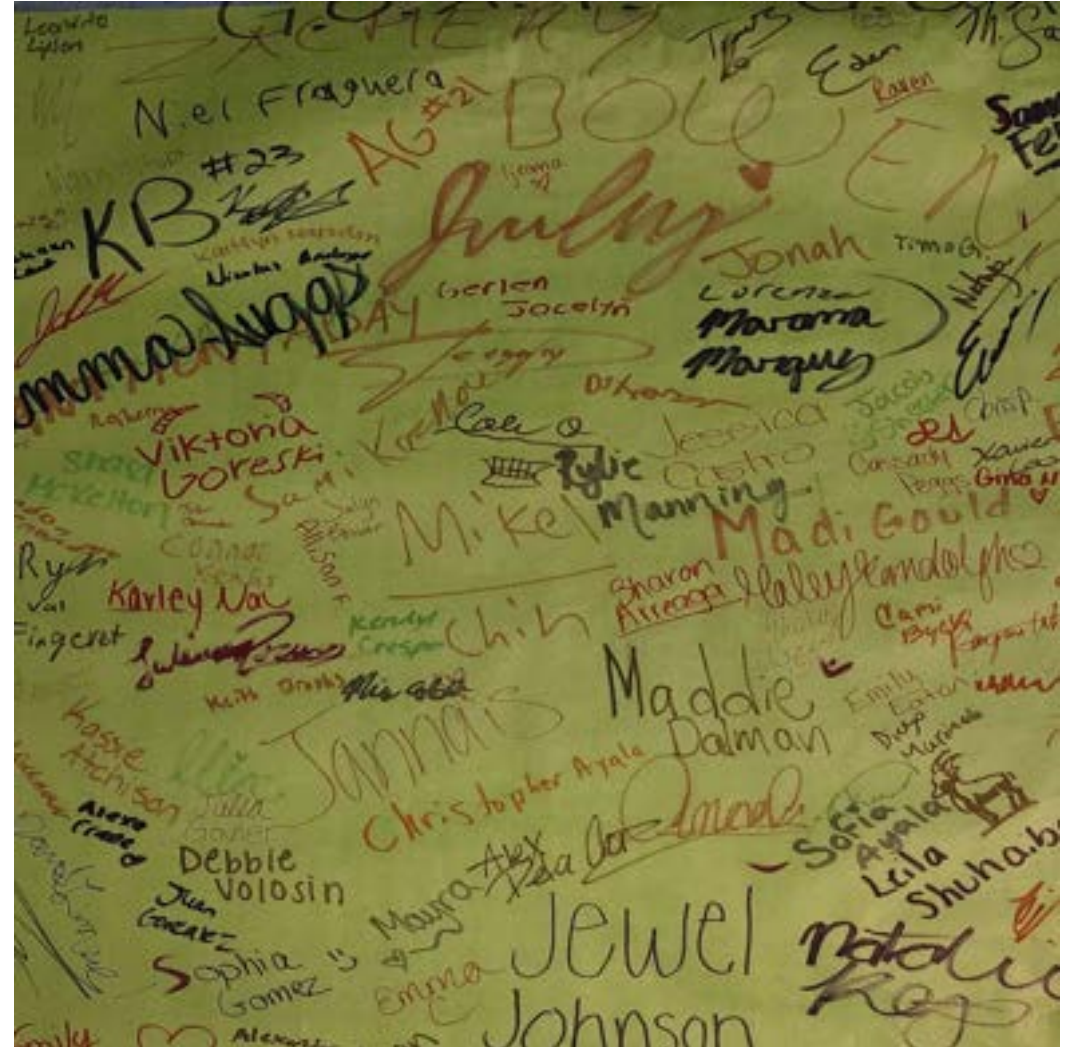
5 Activities example:

- ▶ Hand out document with description of the five activities.
- ▶ Please read these and think how this ***might be adapted to the course you teach.***
- ▶ Pair up with someone who teaches a similar subject as you.
- ▶ Consider sharing what you created!

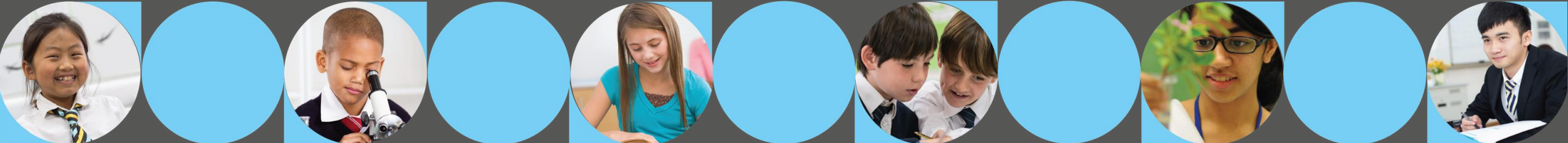


Group work down to individual: summative assessment

- ▶ Positive success that starts small leads to more challenging successes for individual assessments.
- ▶ Near the end of the year students have benefited from positive reinforcement.
- ▶ They are ready to take their exam, with confidence.



Section Four: Closing of session, and some incentives.

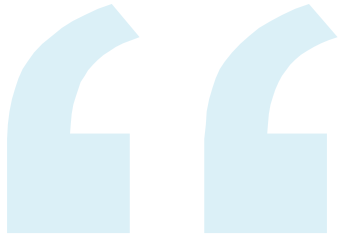


Then go all in!

- ▶ On the wall is a large Post-It chart, please sign it as an acknowledgement that you agree to attempt to use positive reinforcement to create a learning environment that is built on trust.
- ▶ After signing please come on up and receive your chip, let this be a reminder.
- ▶ Please return to your seat.



Every teacher's goal for a student



I learned so much and had fun learning!

Former student's thoughts about the class



Reward

Thank you for participating and collaborating on an incentive infused activity to be used at your school! What we learned:

- ▶ 1) Research on why incentives build positivity, motivation, and trust.
- ▶ 2) Successful examples from the classroom.
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REWARDS



Your feedback

- ▶ Please let us know your views on this session
- ▶ Scan the QR code and share your feedback with us



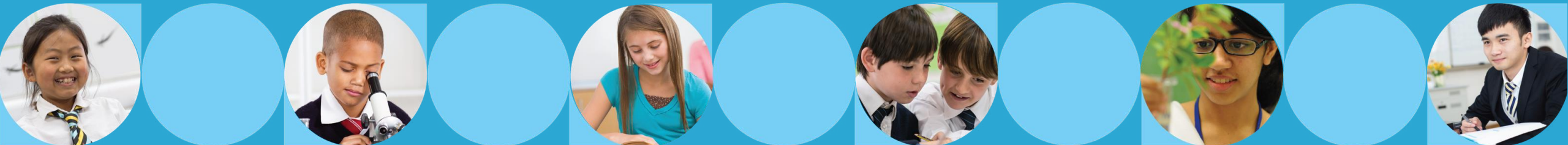


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Learn more!
Getting in touch with Cambridge is easy

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Thank you
Any questions?

