



Course Number and Title: IDT G42 Motivational Teaching

Campus Location:

Dover

Effective Date:

2018-51

Prerequisite:

None

Co-Requisites:

None

Course Credits and Hours:

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course focuses on the application of motivational interviewing to instruction. Participants study learning as a change process, and design instructional practices using the foundational theory and methods of motivational interviewing.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

In order to participate in the virtual classroom environment, you need access to an up to date computer with high-speed internet connection, a microphone or webcam.

Schedule Type:

Classroom Course

Hybrid Course

Online Course

Disclaimer:

Course syllabus and schedule are subject to change.

Core Course Performance Objectives (CCPOs):

1. Relate the stages of change model to teaching and learning. (CCC 1, 2, 3, 4)
2. Relate motivation to student success. (CCC 1, 2, 3, 4)
3. Apply motivational interviewing to instruction. (CCC 1, 2, 3, 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Relate the Stages of Change Model to teaching and learning.
 1. Summarize the Stages of Change Model.
 2. Explain ambivalence to change.
 3. Redefine learning as a process of change.
 4. Apply the Stages of Change Model to common instructional scenarios.
 5. Design instructional practices for each stage of change.
2. Relate motivation to student success.
 1. Identify the characteristics of motivation.
 2. Summarize the factors that affect motivation.
 3. Illustrate the relationship between motivation and student success.
 4. Identify resistance to change in an instructional setting.
 5. Analyze one's instructional style as it relates to student motivation.
3. Apply motivational interviewing to instruction.
 1. Demonstrate the spirit of motivational interviewing.
 2. Summarize the core processes of motivational interviewing.
 3. Demonstrate communication skills based on the open questions, affirmations, reflective listening, and summarizing (OARS) model.
 4. Apply the six-step process for enhancing motivation.
 5. Prepare instructional practices to enhance student motivation and decrease resistance.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Analyze the differences and similarities between electronic learning and face-to-face learning.
2. Design an e-learning "package" by outlining performance objectives and strategizing learning events.
3. Develop a quality and effective e-learning package.
4. Manage an e-learning project with confidence and efficiency.
5. Assess a real-life e-learning situation by determining an overarching goal, its underlying objectives, and resources needed to meet them.
6. Evaluate an e-learning solution by conducting formative and summative evaluations.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.