

University of Arkansas, Fayetteville

ScholarWorks@UARK

Publications and Presentations

Wally Cordes Teaching and Faculty Support
Center

9-23-2022

Best Practices in Motivating Student Attendance and Participation

Tori Ryburn

Lauren Lambert

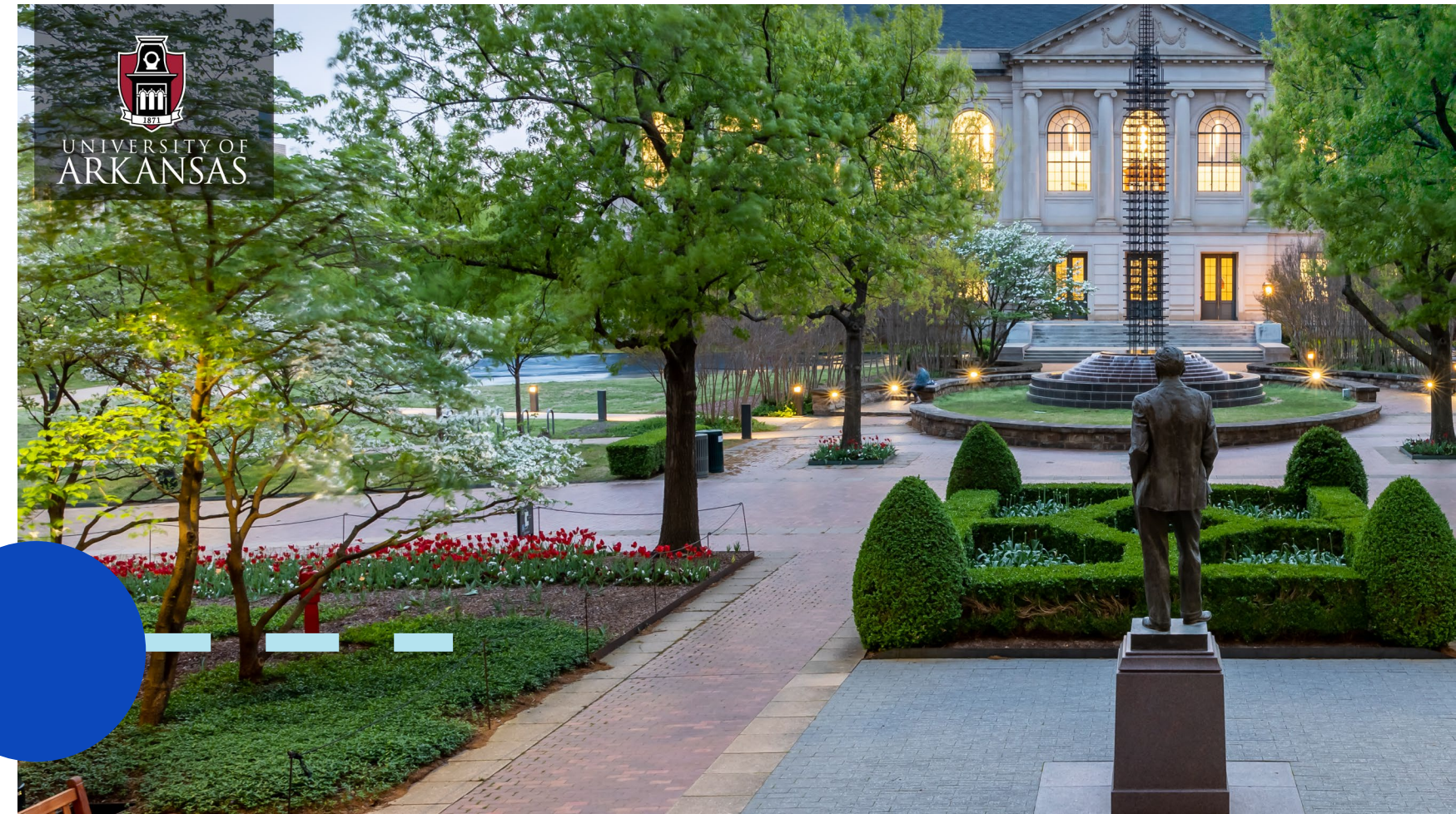
Follow this and additional works at: <https://scholarworks.uark.edu/wctfscpub>



Part of the [Adult and Continuing Education Commons](#), [Curriculum and Instruction Commons](#), [Educational Leadership Commons](#), [Educational Methods Commons](#), and the [Higher Education Commons](#)

Best Practices

MOTIVATING STUDENT ATTENDANCE
AND PARTICIPATION



Objectives

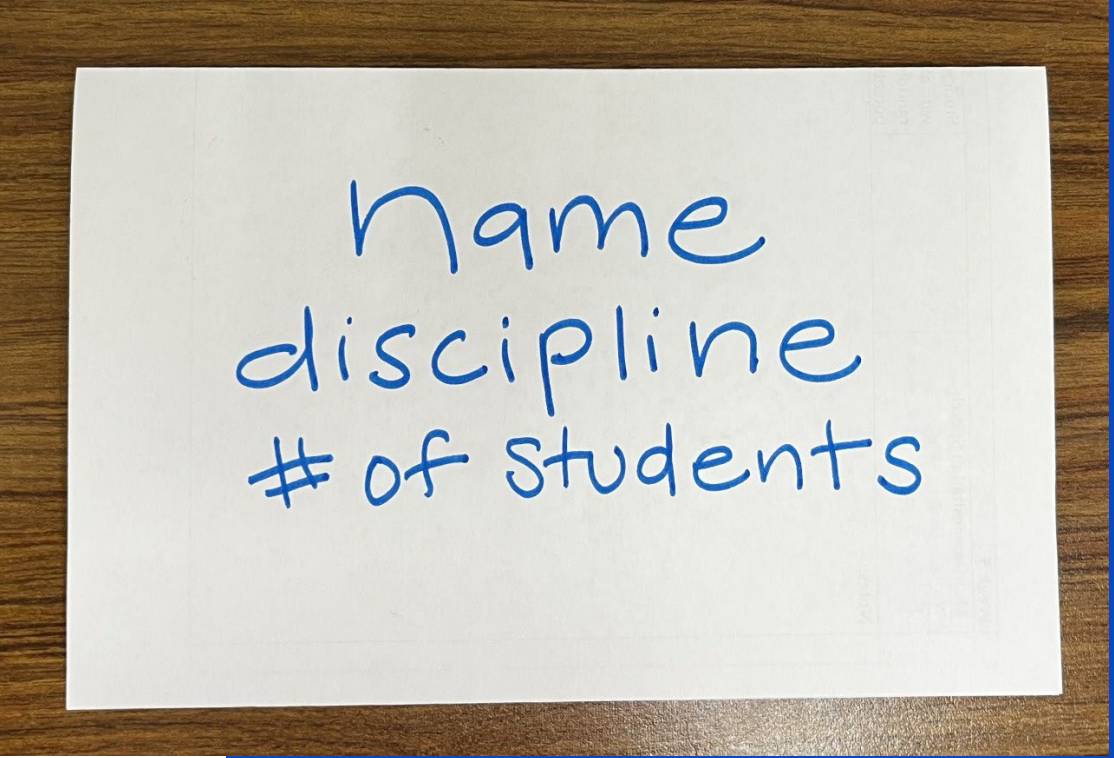
Motivating Student
Attendance and Participation

- Introductions
- Understanding Attendance
- Strategies for Increasing Participation
- Recommendations

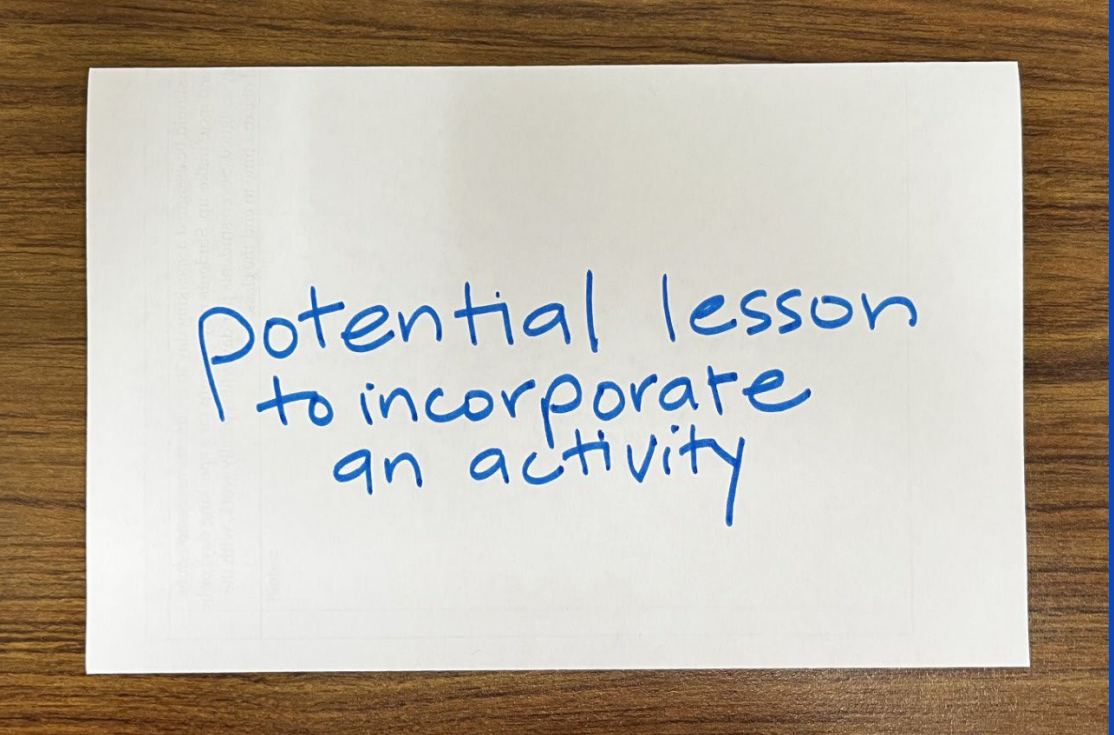
All About You

- Name
- Discipline
- Number of Students in Largest Class

What specific lecture/class period could you incorporate an activity to increase interaction among students?



Name
discipline
of students



Potential lesson
to incorporate
an activity

Understanding Attendance

RED PAPER

WHAT ARE CAUSES OF POOR
ATTENDANCE IN YOUR CLASSES?

WAD PAPER

TOSS YOUR PAPER TO SOMEONE IN THE
ROOM.

SHARE PAPER

CAN YOU RELATE? DO YOU AGREE?

Understanding Attendance

What causes poor attendance?

- Lack of apparent advantages
- Feeling ill/other priorities
- Lack of interest
- Classroom Distractions
- High risk

Understanding Attendance

GREEN PAPER

WHY DO STUDENTS ATTEND YOUR
CLASSES?

FLY PAPER

SEND YOUR PAPER TO THE FRONT OF THE
ROOM.

SHARE PAPER

Understanding Attendance

What causes poor attendance?

- Lack of apparent advantages
- Feeling ill/other priorities
- Lack of interest
- Classroom Distractions
- High risk

Why do students attend?

- Perceived benefit from attending
- Opportunity for engagement
- Required attendance/take attendance
- Vivid content/variety
- Shortcut to learning
- Classroom relationships/accountability

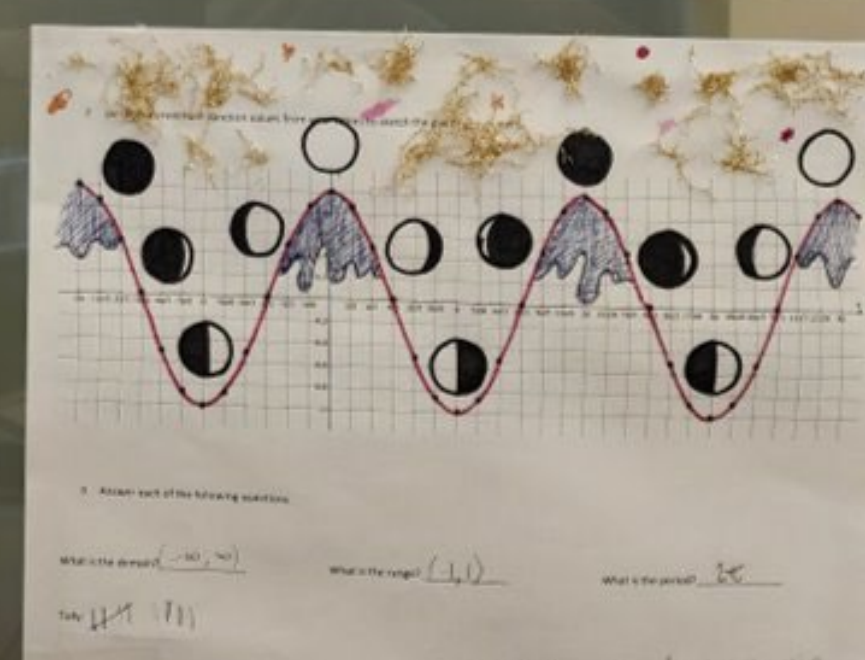
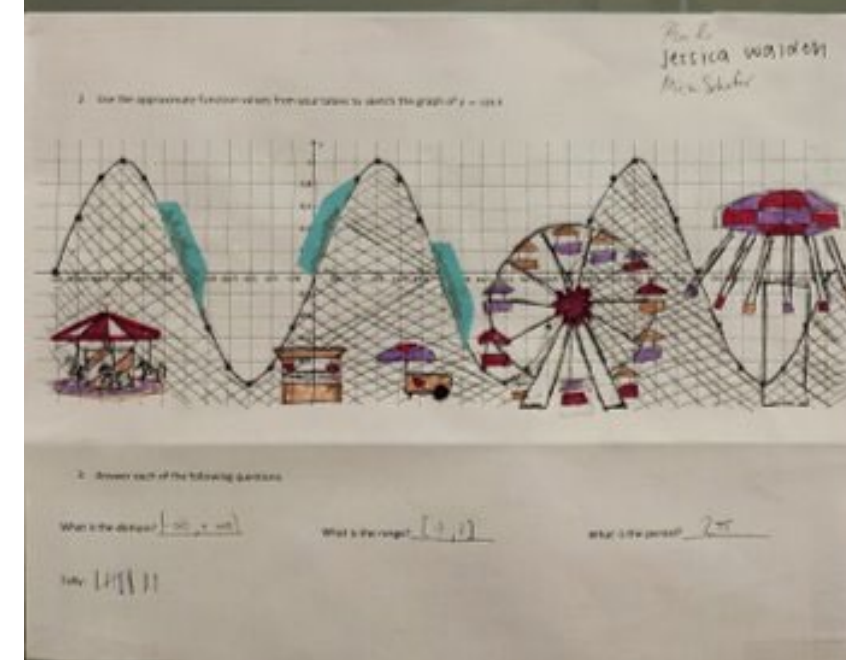
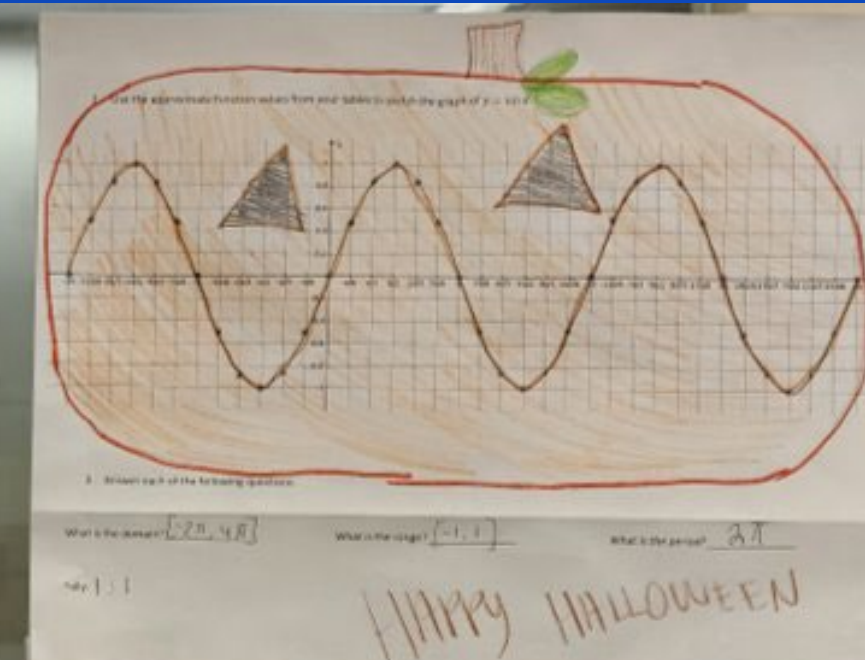
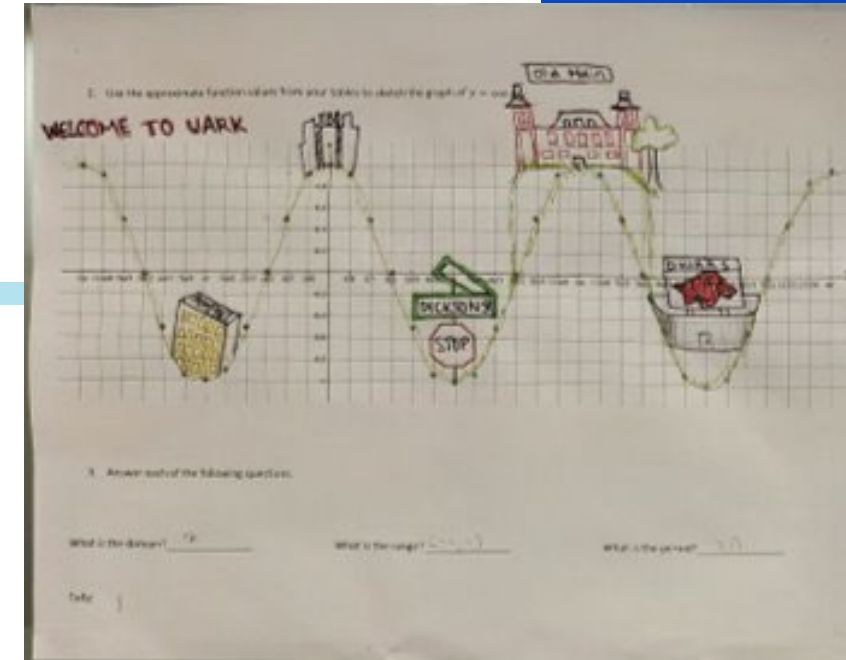


Big Question

What makes your **face-to-face** lecture better than a **recorded lecture** ?

Move and Create

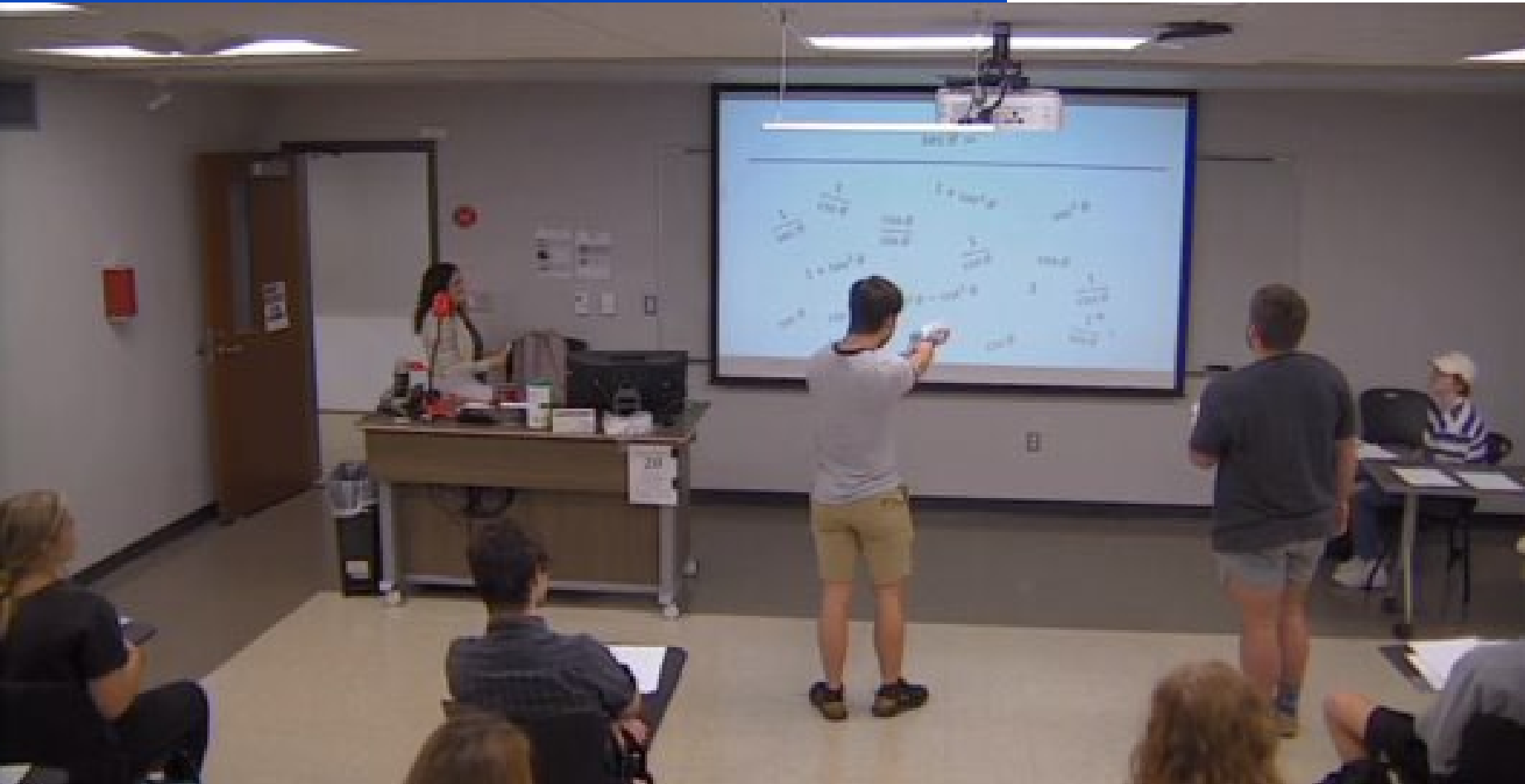
- Clockwise vs. Counterclockwise
- Measure circumferences with Twizzlers
- Nerf Guns for matching
- Spaghetti for creating triangles
- Glitter to decorate graphs



Turn It Into a Game

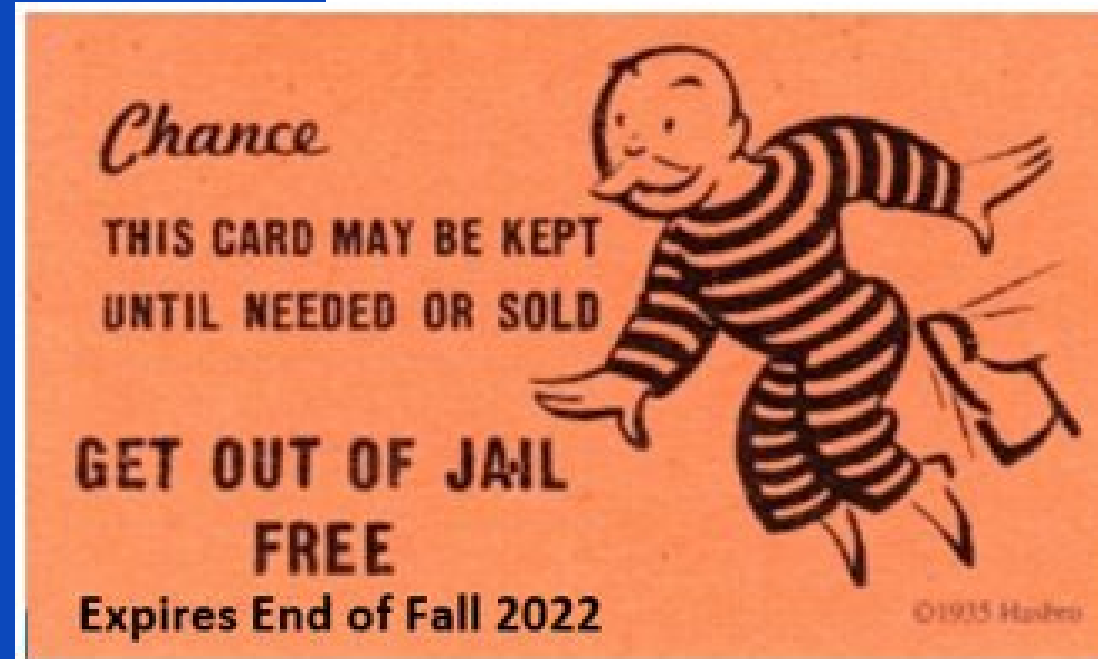
Select a game that aligns with the unit you are studying

- 1 VOTE THE BEST
 - 2 BATTLESHIP
 - 3 RACES
 - 4 SORRY NOT SORRY
 - 5 CATCH PHRASE
-



Incentives

- 1 Get out of jail free cards
- 2 Participation Points
- 3 In-class, low stakes, short quizzes
- 4 Candy, prizes



This card is good for one free extension on any module.

Your name: _____

Assignment: _____

New Due Date: _____



Entertaining Videos/ Interactive Graphs

TikTok, YouTube, Songs, Geogebra, Desmos,
Memes, Motivational Videos

<https://www.geogebra.org/m/km2qer8x>



63,060,285 views | Tim Urban • TED2016

Like (1.8M) Share Add

Inside the mind of a master procrastinator

Read transcript



Discussion

Referencing the lesson on the back of your table card, what activity might you incorporate to increase interaction?

Classroom Strategies

Identify Your Reasons
for Teaching

- Use Multiple Teaching Methods
- Relate Content to Student Lives
- Engage and Involve Your Students
- Connect with Students
- Remember your Reasons

Contact Information

Email any time for additional resources.



Tori
vryburn@uark.edu
Ryburn



Lauren Lambert
lelamber@uark.edu