

*Practical Application Questions Based on the M3C Model*

Phase	M3C Component	Questions to Consider for Practical Applications Within Changing Contexts
<b>Past:</b> Motivational Schemata	Personal/Collective Identities	What student identities do I need to acknowledge and support?
	Sociohistoric/Cultural Contexts	What sociocultural narratives, histories, and values shape student participation and engagement?
	Socialization Capital	What student capitals can I recognize and include while teaching?
	Prior Success & Failures	How can I scaffold meaningful successes or re-frame failures to be growth-oriented?
<b>Present:</b> Changing Context(s)	Autonomy/Agency	How can I support student autonomy and structure learning activities that maximize agency?
	Asset-Based Competences	How can I leverage students' assets as sources of competence?
	Personal/Collective Task Values	What are students' reasons for valuing learning tasks? How can I connect their values to course content to integrate students' interests?
	Sense of Belonging	Am I creating a classroom climate where students holistically belong?
<b>Future:</b> Looking Forward	Personal/Collective Goals	Am I encouraging students' complex goals for learning within and outside the class?
	Conceptions of Meaning	Is learning connected to what students find meaningful for their future endeavors?
	Opportunity Structures	Do I acknowledge inequitable opportunity structures for students, and ways to navigate them?

Note. Published in *Educational Psychology* (Fong, 2022)

## Teaching Strategies to Support Student Motivation

### 1. Meaningful Choices

- When designing assignments or learning activities, give students 3-5 choices regarding the topic, task, prompt, question, or direction. Too few or too many choices may backfire.
- When designing a course syllabus, incorporate opportunities for students to choose among a few options the reading assignments or weekly lesson topics.
- When designing large projects, encourage self-directed learning and ownership. Autonomy-supportive teaching does not mean students independently learn without any support. Instructors provide meaningful scaffolding, structure, and guidance while nurturing students' inner motivational resources.

### 2. Constructive Feedback

- Give informational praise that identifies specific strengths in the student's work or approach.
- Provide concrete directions for how the work can be improved.
- Communicate your standards for the work and belief that students can meet these standards. This can help establish relational trust and uptake of the feedback.
- Structured rubrics may be useful to assist with these strategies by providing space to mention strengths, where improvement might be needed, and standards for excellent work.
- Avoid providing feedback that just serves as justification for the grade.
- Incorporate multiple attempts to revise/redo an assignment as opportunities to keep learning from feedback and to foster students' mastery goals.

### 3. Rationale Provision

- When writing your syllabus, incorporate rationales for why the course might be useful for students' future goals and real-world applications.
- When crafting assignment instructions, in verbal and/or written form, give a short rationale for why the task might be important, meaningful, or relevant for students.
- Assignments could also include space for students for them to articulate their own connections between the materials and their own interests/goals.
- When introducing a new topic, as you teach, frequently make connections between the material and points of relevance, particularly around students' prosocial or societal goals.

### 4. Social Belonging & Cultural Validation

- Create a space that normalizes challenges and debunks how experiencing difficulty does *not* portend a lack of belonging. Share real-life experiences that may communicate this message.
- Validate and support what students value from their interests, backgrounds, cultures, and families. Invite students to share this information, particularly when aligned with course content and real-world applications.
- Emphasize mastery and a help-seeking culture to de-stigmatize the need for academic assistance. When providing help to students, encourage *instrumental help-seeking*, where hints and direction are given, so students do not expediently expect the solution immediately.