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IDEAFEST-EXPLAINED

Project-based learning (PBL) is an approach to education where students actively explore real-world problems and challenges through projects that involve inquiry, research, and problem-solving. PBL emphasizes the development of skills such as critical thinking, collaboration, communication, and content knowledge. Students work in teams to design and carry out projects that address complex questions or issues, often guided by an essential question that serves as the driving force for the project. The essential question is open-ended, thought-provoking, and requires students to draw on multiple sources of information and perspectives to develop a solution or response. PBL also involves a public display of student work, where students present their projects to an audience beyond the classroom, such as parents, community members, or experts in the field. This public display encourages students to take ownership of their work, communicate their ideas effectively, and receive feedback from a diverse group of stakeholders. PBL promotes student engagement and motivation by making learning relevant and meaningful. IdeaFest leverages PBL and provides the support, venue, and logistical planning to make the process fluid for our teachers and students. This is the only event of its kind in FUSD that is open to all grade levels and all subject areas. In addition to projects that are being worked on now, there will be additional avenues for expression and reflection on the day of the event. Each project will be allocated a 6’x8’ booth in the magnificent courtyard of the Fresno City College Old administration building. Over 120 booths are available. Now is the time to reserve your space, see page 5 for the links and resources to get started. **New for 2023- We are inviting district departments to engage with the community at our event; we hope to see you there!**
STUDENT MOTIVATION: SOLVING THE PUZZLE

WE ARE ALWAYS LOOKING FOR WAYS TO MOTIVATE STUDENTS—PERHAPS WE ONLY NEED TO GIVE THEM THE REASONS AND THE SPACE TO MOTIVATE THEMSELVES...

Fostering **intrinsic** motivation in students is critical to promoting their long-term academic success, engagement, and well-being. However too often we rely on **extrinsic** tools as a shortcut to motivate students. Extrinsic motivation refers to the drive that comes from external rewards or punishments, such as grades, prizes, or peer pressure. While extrinsic motivation can be useful in some situations, it has several limitations especially when it comes to K-12 students. So how do we foster intrinsic motivation in our students? First, let's identify some of the **limitations** of extrinsic motivation:

- **Short-term impact:** Extrinsic motivation tends to have a short-term impact. When students are motivated by external rewards, they may be more likely to engage in the behavior to receive the reward but may lose interest in the behavior once the reward is no longer available.
- **Dependence on rewards:** Extrinsic motivation can create a dependence on external rewards, where students may only engage in a behavior if they receive a reward. This can limit their ability to develop intrinsic motivation and a love of learning.
- **Reduced creativity:** When students are motivated by external rewards, they may be less likely to take risks or be creative in their approach to learning. They may focus on meeting the requirements for the reward rather than exploring different ideas and possibilities.
- **Reduced self-efficacy:** Extrinsic motivation can reduce a student's sense of self-efficacy, which is one's belief in their ability to succeed. If students feel that they need external rewards to succeed, they may doubt their ability to succeed on their own.
- **Potential negative effects on mental health:** Excessive reliance on external rewards or punishments can create anxiety, stress, and pressure for students. This can have negative effects on their mental health and well-being.

Now that we know some of the limitations of extrinsic motivation, what are the instructional design strategies that will result in increased **intrinsic** motivation?

- **Provide opportunities for student autonomy:** Students are more likely to feel motivated when they have control over their learning. Teachers can offer students choices in their assignments or let them design their own projects.
- **Set achievable goals:** Goals that are challenging but attainable can help students feel a sense of accomplishment and pride in their work. Teachers can help students set personalized goals and provide feedback on progress towards those goals. **[Cont page 4]**
STUDENT MOTIVATION-CONTINUED

- **Use positive reinforcement:** Positive feedback can encourage students to continue their efforts and feel good about their achievements. Teachers can provide praise for specific accomplishments or efforts, rather than simply focusing on grades.

- **Make learning relevant:** When students see the relevance of what they’re learning to their own lives or interests, they’re more likely to feel motivated. Teachers can connect their lessons to real-world examples or use student interests as a starting point for projects.

- **Encourage collaboration:** Collaboration can foster a sense of community and shared ownership of learning. Teachers can facilitate group work and create opportunities for students to support and learn from each other.

- **Offer extracurricular activities:** Extracurricular activities can provide students with opportunities to explore their interests and passions. Teachers can offer a variety of clubs and activities that align with student interests.

- **Celebrate progress:** Celebrating progress, rather than just final outcomes, can help students feel motivated and proud of their work. Teachers can provide regular opportunities for students to reflect on their progress and celebrate achievements.

As you can see, Project-Based learning has most of the above strategies “baked-in”. Relevance, collaboration, and autonomy to name a few. Intrinsically motivated learners are by definition curious and as such are more likely to pursue knowledge for knowledge sake rather than just a reward or a grade. Put the PBL structure of IdeaFest to work for you and your students! See you in April.
"AVENGERS ASSEMBLE!"

EDISON STUDENTS CREATE GRAPHIC NOVELS IN RESPONSE TO THIS YEAR’S THEME

Students should have various opportunities to express themselves beyond just writing essays. Different students have different learning styles and strengths, and not all students are great at expressing themselves in writing. Allowing students to explore different forms of expression can help them find their unique voice and tap into their creativity. Some examples of alternative forms of student expression could include art projects, music compositions, videos, speeches, debates, or even coding projects. The possibilities are endless, and educators should consider incorporating more diverse methods of expression and assessment into their teaching practices to enhance student learning and engagement.
SUPPORT RESOURCES FOR IDEAFEST CHAMPIONS

MARC PATTERSON IS THE CIPL LEAD FOR IDEAFEST

As always, feel free to e-mail Marc.patterson@fresnounified.org

**REMINDER: ART CONTEST IS STILL OPEN!!**

**DEADLINE IS MARCH 30TH**