<table>
<thead>
<tr>
<th>Factor</th>
<th>Example Strategies that Motivate</th>
<th>Strategies that Hinder</th>
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</thead>
</table>
| Relevance | • Evaluative “trigger” questions  
• Case studies and scenarios  
• Talk about how your interest developed | Content coverage without context |
| Respect | • Learn about students’ backgrounds  
• Small groups/teamwork  
• Demonstrate respect for alternate interpretations | Assumptions about students |
| Meaning | • Ask students to make connections between their lives and course content, between your course and other courses | Exams that emphasize facts and encourage memorization |
| Achievable | • Give students options to emphasize their strengths  
• Provide opportunities to make mistakes  
• Encourage self-assessment | Gate-keeping comments |
| Expectations | • Explicit statements of expected knowledge and skills  
• Be clear about how students should use knowledge  
• Provide grading rubrics | Implicit criteria |
| Benefits | • Link course outcomes to future careers  
• Design assignments to address work-related issues  
• Demonstrate how professionals use course materials |  |