

ACADEMIC CONFERENCE
ASHFORD UNIVERSITY
UNIVERSITY OF THE ROCKIES

NEWPORT BEACH, CALIFORNIA AUGUST 2012

DISRUPTIVE INNOVATION

COGNITIVE AND EMOTIONAL FACTORS IN LEARNING



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TRPP ASSOCIATES - CONSULTANTS IN HIGHER EDUCATION

OVERVIEW

Through the *TRPP framework*, we will critically reflect on these questions.

What motivates students to succeed?

What teaching behaviors encourage student motivation?

How does self-regulation contribute to student success?

How can learning situations be created so that students monitor and regulate their own learning?



THE STUDENTS

Maria

- University of the Rockies
- Graduate Student
- 42 years old
- Working full-time



THE STUDENTS

Jose

22 years old

Bilingual

Works part-time

Online student at AU

Struggling academically

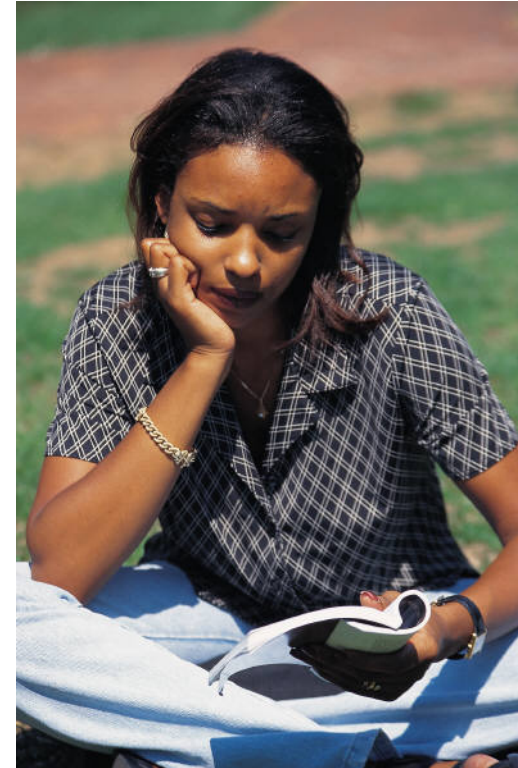
Motivation waning



THE STUDENTS

Lucia

- 18 years old
- Attending AU on campus
- First generation college student
- Homesick
- Academic and financial pressures



DISCUSSION

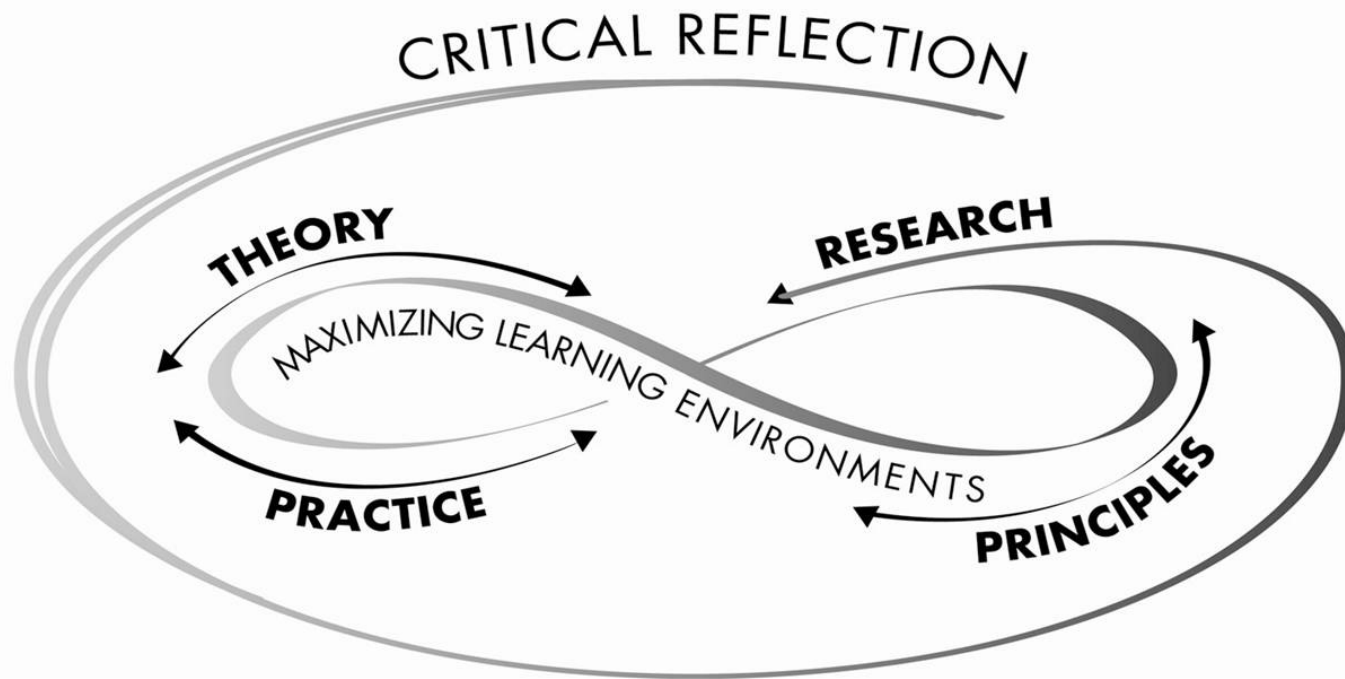
- Read the case study and share your assumptions about the potential barriers for student success.
- Agree on three potential barriers.

POTENTIAL BARRIERS

*Motivation to learn is compromised by repeated failure,
and situational stress factors.*

The student doesn't regulate her own learning.

TRPP FRAMEWORK



HOW CAN THEORY AND RESEARCH HELP?

Motivation

Self-Regulation

HOW CAN THEORY AND RESEARCH HELP FORM PRINCIPLES FOR PRACTICE?

Discuss this with your colleagues and develop three principles to inform your practice.

**HOW WILL THESE PRINCIPLES HELP YOU BECOME A DISRUPTIVE
INNOVATOR?**

FOR FURTHER INFORMATION

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