

# The Unbook Club: The Spark of Learning

## Chapters 5 & 6

5: Prolonging Student  
Persistence

6: When Emotions  
Challenge or Backfire

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Which chapter would you like  
to start with?

Does one sound more  
interesting?

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# Chapter Five: Prolonging Student Engagement

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# Control-Value Theory

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# Control

- The degree to which we feel in control of our activities

# Value

- The degree to which students feel class material is meaningful/worthwhile

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How do you encourage students  
to feel like they have control  
over their learning?

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How do you encourage students  
to perceive value?

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# Book Recs

- Give students control
- Build choice into your class
- Utility
- Transcendent Purpose
- Role playing

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# Reappraisals and Attributional Retraining

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**What does this look like?**

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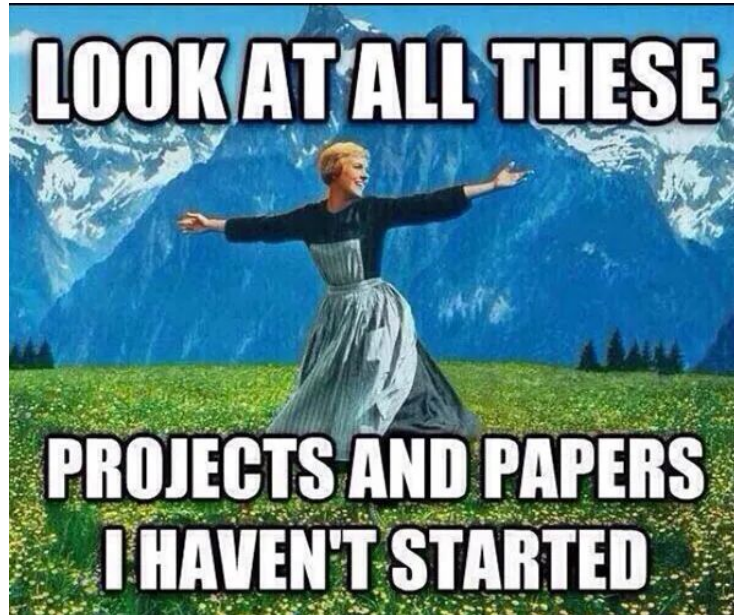
How do you make “uninteresting”  
material interesting?

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# Book Recs

- Purpose in Learning
- Amplify perceived control
- Mindset





# Book Recs

- Goal setting
- If/Then statements
- Frequent deadlines
  - Scaffolding
  - Low states

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How might you include some of these strategies in your class?

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# Chapter Six: When Emotions Challenge or Backfire

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# Anxiety

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# How can we help?

- Give students enough time
- Mindfulness
- Transparency

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How do you build transparency  
into your classes?

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# Book Recs

- Clear syllabi
- Clear exams
- Clear Written & oral assignments

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# Justice, Injustice, and the Struggle for Power

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# Book Recs

- Use calm, low threat, empathetic language
- Practice immediacy, transparency, and engagement
- Strategize for the fact classrooms are microcosms of society

When I die I want my  
group project  
members to  
lower me into my  
grave so they can  
let me down  
one last time



somee cards  
user card



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What can we do to ensure students feel engaged and not enraged?

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# Book Recs

- Be transparent about motivation behind project
- Make your expectations clear
- Model best practices
- Include daily/weekly check-ins with the teacher
- Self-selected groups
- Maximize team longevity
- Don't have end of term peer-evaluations
- If you need to intervene, target

emotional



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