

Keeping your students motivated

How teachers keep their students motivated during the Sharemarket Game

- We had a weekly update of the top five ranked players. We also have teachers play along in the competition to see if the students can beat them. The top player in the school is recorded on the Perpetual Trophy.
- I post regular updates to my class blog.
- I motivated students by running an in class competition and having weekly prizes, also getting the students to keep a journal on how their portfolio was performing.
- I signed in also as a competitor and they loved the idea of competing against me. For a few weeks I was ahead, but once a team got ahead of me they were over the moon. I also let them know there was a prize for the winner – the nines wanted to beat the tens also!
- For the 10 week period we would show who the overall leader was and highlight who made the largest gain over a 1 week period.
- I put the winners of the day on the board. The teams are then motivated to beat their fellow classmates and become the top trading team. Also, I tell the class that the top team will receive some sort of prize.
- Students kept a journal of the changes in their portfolios, decisions they made, reasons for those decisions and plans for the short term after each session. At the mid-point of the Game, they had to make an oral presentation to class outlining their original Portfolio Plan (as per lesson outlines), justification for their choice of composition of their portfolio, current value & structure of portfolio, major decisions made to that point, a reflection on why those decisions were made and whether they turned out to be correct and what their plans for the next half of the Game were.
- Students are also required to prepare a final report reflecting on the outcome of their decision making during the period of the Game plus what they have learnt and whether they may consider a share portfolio investment in the future. The lesson-by-lesson journal will help form these reports. Students also liked to check the daily listing of their ranking within the class and overall. In the future, I would do more class discussion of individual companies and the overall national competition to help build student's understanding of the factors that impact share prices so they make more informed decisions about their own portfolios.
- 15 minutes per class rather than long sessions. We had an external speaker come in and speak. Plus class competitions.
- The Game is run as a whole school competition and points go towards the College's annual House Cup.
- By having a single period dedicated to the Game weekly, it provided a diversion from the regular class material. Frequently we would check the results for the previous day at the end of a period providing that class' work had been completed. Treating the Game as a special reward helped keep it interesting for the class.
- Didn't have to motivate them - it was a competition to see who could get the highest ranking. I had trouble stopping them from spending too much time buying and selling.
- I participate in the Game myself setting the students a challenge to stay ahead of me financially. The students are very motivated themselves as they like the idea of buying and selling shares.
- Most students just love the challenge and I have trouble sometimes getting them off the site and refocused on the class work.
- It's easy...keeping talking about it, keep up the enthusiasm, discuss current events e.g. the Euro Zone crisis, impact of recent elections, Federal Budget etc.
- They love playing it. I don't need to motivate them. They have been quite competitive and there is a prize for the winning team in the class.
- Promote in class competition. Put up student results on the smart board. Allow students to buy and sell in class time.
- We find that both the internal and external competitive nature of the Game helps. Also, we give students regular updates, not just in the context of the course but also local and global finance and geo-political events.
- The boys in particular love the Game. They will finish other set class work quickly to enable additional time on the ASX.

- I have a chart on the wall of the classroom which we update each week showing their ranking.
- This was not a problem with this particular class. We would review the situation across the globe e.g. Greece & Spain's monetary crisis, RBA interest rate announcements, company receivership announcements etc and follow the impact on the markets. It was interesting (and amusing) to see how some students treated the \$50000 as though it was their own money and the pressure they put themselves under when the market fell and share portfolios were impacted negatively. These students are keen to play the Game again next semester though it will not be as a class assignment as time will not permit.
- The motivation was a combination of intrinsic motivation from the students and friendly banter from within the class cohort. Ensuring we were discussing the competition on a regular basis and incorporating the Sharemarket Game with syllabus requirements reinforced the importance of their participation and understanding. We are also having a class party to recognise the best share trader.
- The student who is ahead at the end of each week gets a "Commerce Chocolate", usually a freddo, or small bar. This keeps them competing amongst themselves for the 10 weeks.
- I did not need to - they loved looking very quickly in class each week at how they were going - and comparing themselves to each other...Hiding what they thought would be good purchases was also fun and then they would share them when the results of their actions came to fruition.
- Progress rankings were displayed around the school and prizes will be awarded to school winners