

What Motivates Adult Learners to Improve their Ability to Learn?

by

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We accept the Major Project as conforming to the required standard.

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### Abstract

The intention of this study was to examine the role of motivational factors in the field of adult learning. The abundant presence of technology and innovation has made it mandatory for the professional to be ready to learn in informal settings every day. As an adult learner seeking to become a facilitator, I wanted to know “What motivates adults to improve their ability to learn?” The study explores the impact of motivational factors, such as: growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation in the groups of adult learners. The qualitative research method of text analysis was used to accomplish the project. This project resulted in a series of workshops that cover the key concepts learned in the research and writing of this project. These workshops will be facilitated in my institute but could be used in other education or organizational contexts that provide adult learning. The findings suggest that adult learning and motivation go hand in hand. Once motivated in the right direction, an adult learner can find his/her own way of learning and then learning becomes pleasing instead of a requirement.

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## Chapter 1: Introduction

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice

~Brian Herbert (Goodreads, 2018a)

### Purpose of the Study

Learning is not bound to age, race, or gender. Learning starts from childhood and continues until our last breath. Each phase of life has its different characteristics for learning, and it is considered that adulthood is the phase that teaches us through experience and observation. I want to investigate which key factors are essential to be a motivational facilitator in the sphere of adult learning in the workplace. In today’s competitive world, it has become necessary for professionals to keep their knowledge and skills up to date because of high competition. Learning about adult learners’ behaviours, capabilities, and limitations can be helpful in developing more effective facilitation strategies. It used to be thought that with increasing age, people’s learning capabilities decrease, and that childhood is considered the best age for learning; however, there are certain skills and behaviours that can be learnt after the passage of childhood, based on life experience (MacKeracher, 2004).

I have spent nine years in the corporate sector and have gone through different training during my career. I am working on this project with a perspective of self-learning so that I can use this knowledge in the future as a facilitator, but also to explore and collate previous researchers’ ideas of motivation and learning how to learn into a series of workshops, which will form my major project. The field of learning and development has become my dream career destination. During my work experience, I realized that simply getting a job is not sufficient in

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the current competitive world; we need to enhance our skills for carrying out our duties efficiently, and continuous learning is required to brush up on those skills.

If we speak about adult learning, this is a vast topic. Therefore, my project will touch specifically on what increases motivation to learn in adult learning settings. Experience and age bring changes in our learning styles (MacKeracher, 2004), and I have experienced these changes after being employed. I see how differently the feedback was shared by my teacher in the classroom and by a trainer in the workplace. Step-by-step guidance was provided by teachers in school, but the feedback in the workplace was with an expectation of learners' responsibility and choice to apply that learning. I noticed that many colleagues were not motivated to learn.

The main content of this research will be an interplay between motivation, learning, and adult learners. I will be focusing on key factors that improve motivation in adult learning, including growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation as the research shows these are helpful in motivating adult learners. For example, Zull (2002, as cited in Wlodkowski, 2008) determined there is a correlation among learning, feedback, and motivation, concluding that feedback contributes greatly in motivating learners intrinsically to improve learning. There are many different definitions for motivation or learning; therefore, I provide some basic definitions below. I intend to investigate these ideas further.

### **Definitions**

**Learning.** MacKeracher (2004) believes that learning is a “process of making sense of life’s experiences” by using thinking, problem solving, and decision-making skills. It brings permanent changes in our ways of making decisions and life skills (p. 7). As Rogers (1951) (as



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cited in Renner, 1993) commented, “Learning which involves the whole person of the learner, feelings as well as intellect, is the most lasting and pervasive” (p. 65).

**Motivation.** MacKeracher (2004) described motivation in learning as being either a power to reduce uncertainty and meet unmet needs or an influence towards positive growth through exploring the unknown (p. 132). According to Shaw (1983), motivation is a propenent state that energizes and guides behaviour. It is not measureable directly but inferred through changes in behaviour, attitude and intentions. According to Gom (2009) motivation is an influence or a stimulus that drives people towards the achievement of something in their lives (p. 17). Zull (2002, as cited in Wlodkowski, 2008) stated that learning and motivation are inseparable (p. 6).

**Feedback.** *The Oxford English Dictionary* defines feedback as “information about reactions to a product, a person’s performance of a task, etc. which is used as a basis for improvement” (Feedback, 2008.). I understand feedback as information that helps us to get on the right path. It informs us on how we are performing and how we can improve. A teacher shares feedback with the student, a principal with teachers or other staff members, a manager with team members, a coach with the players, and sometimes we share feedback at the peer level. While supporting Wlodkowski and Ginsberg (1995), MacKeracher (2004) suggested that feedback that is spread throughout the learning program assists in maintaining the motivation levels of the learners (p. 135). Fullan (2015) compared feedback to good fortune, as it is essential for improvement, especially at the beginning of any task (p. 85).

**Adult learning or “andragogy”.** MacKeracher (2004) indicates that Malcolm Knowles introduced the term andragogy for adult learning in the early 1970’s to North American adult educators (p.23), suggesting that adults learn in different ways than children learn. MacKeracher

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(2004) referred to the work of Allen Tough (1971) to support that adults engage in wide variety of learning activities in response to their daily needs and problems (p. 25). These activities can be in formal or non-formal settings. MacKeracher (1996) mentioned that adult learning is facilitated when learners can assess their own learning needs and select their own learning goals and directions for change (p. 41).

**Adult learners.** Adults are usually divided into three groups on the basis of age factors: Younger adults (18 to 24 years old), working adults (25 to 64 years), and older adults (65 years and older) (Wlodkowski, 2008, p. 32). MacKeracher (2004) commented, “Ideal adult learners are the autonomous individuals (Selman, 2001) capable of identifying their own learning needs and planning, carrying out, and assessing their own learning activities” (p. 23).

### **Justification of the Study**

According to Rogers (2007), “change is at the heart of learning” (p. 10), and if no change occurs, then there is no use in learning. It becomes difficult to learn new things for the adult learner because of a lack of courage to accept new changes (p. 9).

Rogers (2007) found that learning new skills implies there is something wrong with the skills that learners already possess. In business, Learning and Development departments help the learners to fill the gaps from wrong to correct. Motivation is a key component in learning for professional development. As a trainee, I experienced how a facilitator could play a crucial role in making a learning session a motivating win-win situation for the learners and the company. Good facilitation matters if learning is going to be effective. For example, no matter how good a meal is, if not served properly, the guest is not going to enjoy it; on the contrary, if served with love and etiquette, a simple dish can win the heart of the guest. Similarly, if a learner is not motivated, learning doesn't stay on track. The skills of a trainer can make a complicated subject

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interesting for the trainees. According to Ratey (2001), “motivation binds the emotions to actions” (Ratey, 2001, as cited in Wlodkowski, 2008, p. 2).

How can we make adult learners comfortable in acquiring new skills? Though it is the responsibility of the facilitator to create a good learning environment, the adult learners also need to understand that learning is a continuous and essential process. If we have learned something today, tomorrow there will be new additions and upgrades in that knowledge, and we should learn those newly introduced changes to keep pace with the world.

Up until recently, most people in my society had a notion that learning happens to school-aged children only, and once we are done with our schooling, we need not learn more. But now people have understood the importance and need of learning throughout one’s life. MacKeracher (2004) says that learning happens all the time (p. 4). I have had the opportunity to work in the corporate sector, which helped me to understand that learning is a continuous process. I have worked as customer support associate and team leader in a business process outsourcing (BPO) unit. The practical work that I did clarified the difference between schooling and learning.

In our Indian context, there is a saying that the minds of children are considered empty vessels into which we can pour knowledge and teach them the skills that we want them to learn. But the learning abilities and approaches are not the same in the case of adult learners (MacKeracher, 2004). According to MacKeracher (1996), the social, emotional, developmental and situational variables which affect learning processes are different for adults and children (p. 17). Adults have neurologically more developed minds, as they are capable of making decisions, planning, and judging (Wlodkowski, 2008, p. 99). Adults are filled with many previous beliefs, good and bad experiences, and some of them are reluctant to learn new information, which makes the job harder for the facilitator. I experienced this during learning sessions at my

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previous job. This is why I want to focus on the topic of making learning effective and motivational among adult learners.

### **Research Question**

I believe in sharing and exchanging ideas, and I think that a training session for adult learners must come from a place that is quite different from the school classroom, not just in terms of infrastructure, but because of the mindset of the learners. School students usually follow the teachers' instructions and look to them for detailed explanations of the subjects, but this is not the tendency of adult learners. Adult learners have some paradoxes or prejudices about the subject, which sometimes presents an obstacle for facilitators to make connections between the new learning and previous knowledge of the learners (MacKeracher, 2004, p. 37).

I have many questions in mind regarding adult learning needs, techniques, and barriers. How can we make the learning session engaging, and how can we bring out the best from the learners? How can a facilitator make adult learning effective? How do we create an experiential learning environment that encourages the adult learner to participate in the session? What are the remedies to bring back the enthusiasm to learn within adult minds when they are preoccupied with the anxiety of work? However, my primary research question will be, "What motivates adults to improve their ability to learn?" In the next chapter, I review what the related literature states on adult learning and motivation. My research will focus on motivational components of growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation.

## Chapter 2: Literature Review

The literature that I have read for this study is qualitative work carried out by previous researchers in the field of adult learning that address the needs and unique factors that affect adult learning behaviours. I will examine the different aspects of adult learning that help the facilitator and the learner create an environment that promotes motivational development through learning. I will discuss the influential motivational factors in andragogy, the characteristics of adult learners, types of motivation, growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation.

### Section 1. Characteristics of Adult Learners

MacKeracher (2004) agrees with Knowles' (1984) theory that adults learn throughout their lifetime. Adults prefer self-direction and connection in the learning process (MacKeracher, 2004, p. 25). Gom (2009) considers Knowles' (1984) assumptions that adults know what they need to learn, to be significant (p. 21).

Gom (2009) conducted a study to depict the relationship between motivation and adult learning, which supported some specific features of adult learning found by Knowles (1984), as follows:

- a) Adults learn what they need to know.
- b) Adults are self-directed and responsible for their learning.
- c) Adults are more inclined to experiential learning (Gom, 2009. p. 19).

Gom (2009) also found andragogy (adult learning) to be different from pedagogy (p. 19). Knowles (1973, as cited in Taylor, Marienau, & Fiddler, 2000, p. 300) argued that self-direction

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in adults sets them apart from young learners. Most adults know what they have to learn. It is thought to be easy to teach children due to their lack of previous information, but that it is difficult for adults to accommodate new information with existing knowledge because of the potential for a clash of ideas if the new information is not in accordance with the old information. Dirkx & Prenger (1997) asserted that a democratic and learner-centered approach is required in adult learning (p. 40). Facilitators need to consider and respect what the adult knows already.

In the workplace, adults need to learn new updates, tools, and programs regularly. It is not optional for them to acquire new skills; it is mandated as the demand of the profession. Recalling classroom learning as a teenager and comparing it with learning in the professional environment, one can easily point out the difference in the approaches to participating in learning and sharing ideas. For example, as a student in grade six, I was taught regarding the pronunciation of some words in the English language. I readily acknowledged and followed those specific rules. But when I grew up, I found the same word being spelled and pronounced differently in American and British English, so it was hard for me accept the American pronunciation, as in India, we usually follow the British accent.

According to Wlodkowski (2008), “the neuroscientific viewpoint of learning, at micro level, is long-lasting change in existing neuron networks” (p. 11). Wlodkowski (2008) explained how the brain and neurons function to build a network of knowledge. This network increases with the addition of new knowledge and experience. Wlodkowski (2008) concluded that the most practical and effective way to teach adult learners is first to understand what they know about the topic already and then to connect their prior knowledge to the new knowledge. The connection and repetition builds on existing neuronal networks to incorporate new knowledge. Connecting prior experience with new knowledge is the best way, according to Zull (2002), as

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cited in Wlodkowski, 2008), who pointed out the fact that the existing network in the adult mind is not removable; it is just replaceable with other neuronal networks through repetition.

Culturally responsive teaching is also essential for effective learning in adults because learners' responses to the learning activity reflect learners' cultures (Wlodkowski, 2008, p. 21). Adult learning should not be confined to cognitive theory, but should also be a platform to improve the practical skills and personality of the participants. As the Confucian philosopher Xun Kuang advised, "Tell me and I forget, teach me and I may remember, involve me and I learn." (Goodreads, 2018b)

Taylor et al. (2000) supported Bridges (1980) for his finding that before developing a different kind of thinking process, we need to put an end to old patterns of thinking (p. 9). Mentkowski & Associates (2000, as cited in Taylor et al., 2000) commented, "When learners reflect on deeply held personal beliefs and assumptions, they embrace a transforming developmental change, pulling their self-reflection into an awareness of themselves in a wider world" (p. 10).

Kolb (1984) mentioned that learning is a lifelong process. Adults are the majority of our society, and their "learning and development needs special adherence to social organizations and institutions" (p. 15). Linderman (1961, as cited in Taylor et al., 2000), identified as the father of adult education, describes learning as "seeking meaning in experience is the same as the descriptions of adult development" (p. 10). MacKeracher (2004) and Taylor et al. (2000) also found that seeking meaning in learning is one of the main intentions of adult learning and development. They pointed out that adult learning and adult development are intertwined. Taylor et al (2000) further categorized learning into two types: "Informative learning and transformative learning" (Taylor et al., 2000, p. 13). Informative learning is an add-on to the existing

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knowledge, but transformative learning “puts the form itself at risk of change” (Kegan, 2000, as cited in Taylor et al., 2000, p. 13). Transformative learning makes a direct impact on the rules that construct views and meaning, so it is deeply changing to the learner. To understand the transformation produced by learning, we need to examine the different conceptions about learning (Taylor et al., 2000, p. 14).

Taylor et al. (2000) explained that in the least developed level of conception, learners primarily concentrate on adding on to their knowledge, and then reproducing or memorizing. Säljö (1982, as cited in Taylor et al., 2000) called these students reproductive learners who think in terms of storing their knowledge. The second conception is a more sophisticated form, as it prepares the learner for action learning (Taylor et al., 2000, p. 13). This approach acquires procedures and facts to apply in practical life. The third conception is the most impactful, as it focuses on changing as a person. This is called the “deep approach to learning” (p. 14).

### **1 (a) Cycles of Learning**

MacKeracher (2004) described five phases in the basic learning process. According to MacKeracher (2004), learners participate in an experience, make sense of the experience by giving it meaning, and then use that meaning in problem solving, implementing action plans, and receiving feedback from others (p. 53).

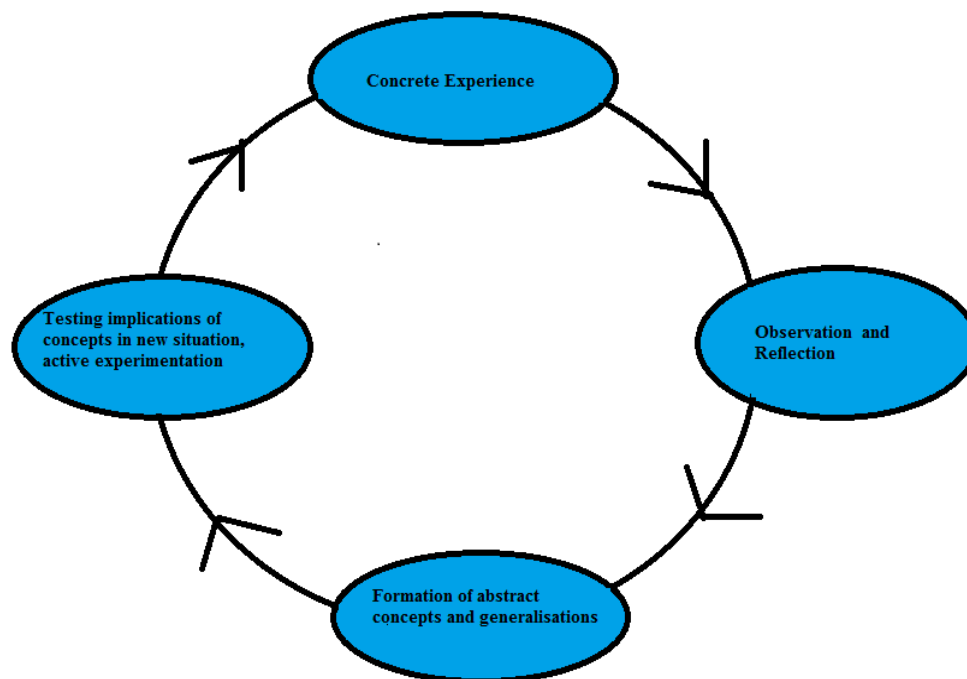
In MacKeracher’s (2004) view, different factors affect the outcomes in adult learners. These components are age-related changes, physical and mental health, previous experience, skills, beliefs, and values (p. 55). Each learner amends information as per his or her perceived knowledge and controls the intake of the information. The existing meaning and value in the learner’s model of reality affects the meaning of the information, so there can be different



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outcomes of the information provided in the same session by the same facilitator in two different adult learners (p. 55).

The literature has shown me a path for delving into a strategy for developing a good adult learning program based on motivational and feedback-sharing skills. Kolb's (1984) learning process is illustrated through the following figure



*Figure 1: Kolb and Fry's learning process. Adapted from *Experiential Learning: Experience as the Source of Learning and Development*, by D. A. Kolb, p. 21. Copyright 1984 by Prentice-Hall. Reprinted with permission.*

The first step in the learning process is to gain new experience and then to reflect on the experiential learning. The third and most important stage is to conceptualize how learning happens. The final and fourth stage is considered the foundation of new learning, as in this stage, the learner acts on what he/she has observed and thought.

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**1 (b) Spiral of Inquiry for Understanding**

During my classes, I have learned about the Spiral of Inquiry (Halbert & Kaser, 2015) which is also a cycle of learning and is an important approach to understanding learners at any age. It is relevant in adult learning as experiential learning has inquiry as a fundamental component. According to Halbert and Kaser (2015), this type of learning includes scanning, focusing, developing a hunch, new professional learning, taking action, and checking (Halbert & Kaser, 2015, p. 202).



*Figure 2: Spiral of Inquiry. Retrieved from Learning to Be. A perspective from British Columbia, by Halbert, J., & Kaser, L., 2015, Canada (p. 202) European Journal of Education. 50, p. 202. Copyright by John Wiley & Sons Ltd. Reprinted with permission.*

Scanning is a critical phase, as it is the time to find out what is going on. As the initial stage of collecting clues about what is going on for the learner, it is time consuming. The inquiry is made up of main three questions: “What is going on for the learner? How do we know what is going on? And why does that matter?” This inquiry demands creativity, empathy, physical activity, learner wellbeing, and a deeper understanding of other cultures for all learners (Halbert & Kaser, 2015, p. 203).

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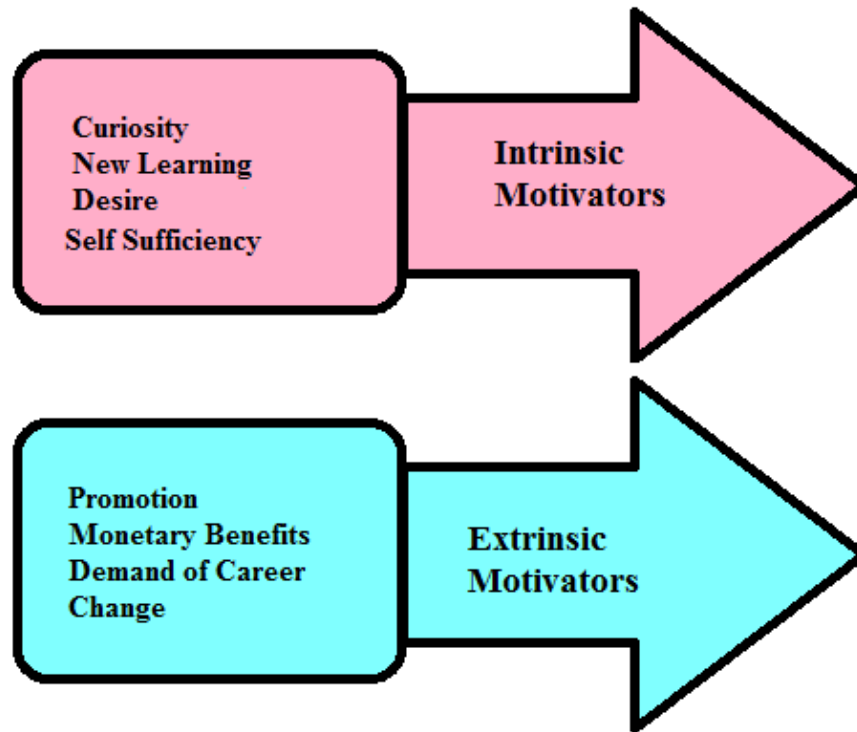
### **1 (c) Different Learning Styles and Approaches**

MacKeracher (2004) stressed the importance of understanding different learning styles in context to make new learning effective. Keefe (1987, as cited in MacKeracher, 2004) found that learning style is broader than cognitive style, and cognitive style is a part of the learning style (MacKeracher, 2004, p. 71). Dirx & Prenger, (1997) advised that less structured and more open ended teamwork-based activities help adults in learning from others' experience (p. 53).

MacKeracher (2004) believed that the individual differences that help us change the meaning, values, skills, and strategies are called learning styles (MacKeracher, 2004, p. 71). "Heterogeneousness, context, and complexity" are the main features of adult learning. MacKeracher (2004) agreed with a number of researchers who opined that a group of adult learners will always be different in social, economic, occupational, and educational characteristics, so they will have different learning styles, and this should be taken into consideration by facilitators (p. 79). During my work experience and classes at university, I saw our facilitators asking about our expectations from the learning sessions, and I think this was due to the fact that adults learn with and through their own perceptions and values about the topic.

### **Section 2. Motivational Strategies for Adult Learners**

Motivation plays a key role for learners. Due to rapid changes in technology and innovation, adult learning is an important part of life these days. Rogers (2007) established a link between adult learning and motivation and found that two types of motivation are important for adult learners: Extrinsic and intrinsic motivation (Rogers, 2007, p. 21).



*Figure 3: Model of Different Forms of Motivation. Adapted from Rogers, 2007, p. 21*

Extrinsic motivation is the type of motivation that is elicited by providing or promising external factors; for example, if we pass an exam, then we are able to find the desired job.

Intrinsic motivation is not as visible as it comes from within the learner; for example, some people might be seeking learning as means of increasing their social engagement (Rogers, 2007, p. 21). Some researchers opine that intrinsic motivation is used as a remedy for some deficiencies and for personal satisfaction (Rogers, 2007, p. 21). Wernimont (1972, as cited in Dyer & Parker, 1975) commented, “All the intrinsic factors are internal feelings, while extrinsic factors are external situations” (p. 455).

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Furthermore, neuroscientists emphasize the salient feature of emotional connectivity in intrinsic motivation (Wlodkowski, 2008, p. 21). As intrinsic motivation comes from within, if a learner can relate and express his/her ideas about the new learning while bridging it with the preceding information, a healthy learning environment can be created.

Extrinsic motivation is depicted through external rewards such as perks, promotions, professional development, or self-improvement for external gain. In my experience, adult learners need at least one of the above-mentioned forms of motivation to achieve their target or learning goal. Rolland (2012, as cited in Wiliam & Leahy, 2015) has categorized learning goals in two types: The performance goal and the mastery goal. The performance goal relates to how one is doing, and the mastery goal relates to whether one is learning or not (p. 114). Rolland (2012) agreed that the mastery goal is superior to the performance goal because one who is focused on the mastery goal will not try to find shortcuts – thus their motivation is more intrinsic. The performance goal approach is not so relevant in the case of adult learning in the workplace, as the purpose in these sessions is how to learn, not just to get good marks (as cited in Wiliam & Leahy, 2015, p. 114). As per my understanding, motivation is a crucial part of the learning process. If there is a lack of motivation, there can be a possibility of not obtaining a desired goal. Motivation brings passion, which keeps our mind focused on the target.

Though we are talking about adult motivation, the roadmap for our adult life starts taking shape from our school life. Roeser, Eccles, and Sameroff (2000, as cited in Gorges & Kandler, 2012) argued that schooling and other learning contexts are major sources for motivation to learn because they cover a long and important part of human life. Positive early experiences can set us up to be intrinsically motivated to learn. I can relate this to an instance when I was in school and one of our teachers motivated us through his speech. I still remember his words: “You can do

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wonders, if you want” (P. Sandhu, personal communication, March 3, 2003). One needs only focus and determination towards the goal. He proved it through his own life and obtained the position of a language professor in a college even though he was from a rural family in which nobody had finished their school successfully. He embodied the idea that learning never ends through his life; he attended workshops related to professional development, as he wanted to keep himself active as a learner in order to be a good facilitator. Many of his students have been successful in their lives because of the kind of motivation he passed on to his pupils by being an intrinsically motivated learner. We have many examples from history. One of them is Albert Einstein, whose genius was discouraged in childhood, but with his self-determination, he created his own ways to learn and made many famous discoveries.

In the literature there are several components that encourage adults to learn: The growth mindset, feedback, good relationships, inclusion, co-operation, and relevance (Dweck, 2006; Fullan, 2015; MacKeracher, 2004; Wlodkowski, 2008). If we focus on these elements, learning can be more accessible for all adult learners.

### **2 (a) Mindset Builds the Road for Development through Learning**

Dweck (2006) explained two types of mindset that the learners may have. Fixed mindset is believing that one’s learning capacities or qualities are carved into stone. The learner with fixed mindset keeps on trying to prove his/her abilities again and again, rather than accepting the deficiencies and working upon the shortcomings (p. 6). On the other hand, growth mindset is believing one can improve with practice, and encourages the learner to put more efforts for cultivating more qualities. The term growth mindset was coined by Dweck (2006), who believes that

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This growth mindset is based on the belief that your basic abilities are things you can cultivate through your efforts. Although people may differ in every which way – in their initial talents and aptitude, interests – everyone can change and grow through application and experience (p. 7).

There are hazards to having a fixed mindset. Dweck (2006) adds on that people born with love for learning but the fixed mindset can ruin it (p. 53). Dweck (2012) explained how a mindset works for adult learners and used the term talent mindset (p. 168). Gladwell (as cited in Dweck, 2012) asserted that highly esteemed people with innate talent feel threatened when they feel any decline in their image due to admitting they do not know something. They prefer to lie rather than take any remedial course (p. 168). Dweck (2012) referred to these employees as the type of managers who destroyed Enron, citing Gladwell's (2002) statement that this mindset "created the blueprint for the Enron culture and sowed the seeds of its demise" (Gladwell as cited in Dweck, 2012, p. 168). When Enron put its "complete faith in talent," it "created a culture that worshipped talent and the utmost importance to talent forced their employees to look and act extraordinarily talented. Basically, it forced them into the fixed mindset" (p. 168) that made it impossible for them to admit there was a serious problem that they could not solve; such denial led to a significant disaster.

Collins (2001, as cited in Dweck, 2012) examined the growth mindset and how it helps leaders and corporations. Collins found that leaders who dare to face failure take it as a learning experience and have the capability of erasing their egos, and admitting they do not know something, which is the key reason for the success of their companies. It is their growth mindset that leads them to accomplish their goals. According to Collins (2001), Alan Wurtzel, the CEO of the giant electronics chain Circuit City, had a growth mindset and used to learn from his

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colleagues. Instead of thinking himself to be superior, Wurtzel used to stimulate his team members in debates or discussions until he found the exact direction of his company (Dweck, 2012, p. 171). Later on, facilitators used this type of management and mindset strategy in their classes to train their business students. Dweck (2012) explained how instructors Robert Wood and Albert Bandura provided complex situations for their students to solve after dividing them into two groups, one with a growth mindset and another with a fixed mindset. They observed that the Enron-type group (fixed mindset) did not use their mistakes as stepping stones, but the group with a growth mindset focused on their deficiencies and worked hard on the feedback they got from their failure (p. 172). These instructors found that it was the mindset that helped the learners to utilize their mistakes for improvement in their task. In short, if a facilitator helps the learner to shift his/her mindset to a growth mindset, the learning can be easy and exciting for the learner.

### **2 (b) Feedback Sharing and Relationship Building**

Steelman, Levy, and Snell (2004, as cited in Wiliam & Leahy, 2015) stated that with new development and innovation, the role of leaders as coaches and feedback providers has become more crucial. I realized personally as a learner that an educator who has good rapport-building skills can share feedback in an efficient way to engage participants for maximum output of learning. Active listening also helps in sharing and accepting feedback effectively.

According to Fullan (2015), the difference between victory and failure is determined by feedback. Feedback is necessary especially at initial stages of work for improvement (Fullan, 2015, p. 85). Fullan (2015) suggested that feedback sharing becomes more fruitful if feedback giver doesn't show authority to the feedback receiver. Fullan (2015) supported Catmull (2014)



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for removing rigidity, adding candor and deep analysis in feedback. Catmull (2014 as cited in Fullan, 2015) advised that any successful feedback is built on empathy (p. 85).

William and Leahy (2015) supported positive feedback and believed the role of feedback is to bring the learning on track by removing inappropriate conceptions and strategies. According to these researchers, there is no hard and fast rule about feedback-sharing techniques, but the area of the focus should be the reaction of the receiver (William & Leahy, 2015, p. 105). Fullan (2015) also recognises the importance of feedback for learning. Fullan (2015) advised to be explicit about feedback process and conditions under which feedback takes place due to complexities and obstacles in the process of feedback sharing and receiving (p. 84).

Klugner and Denisi (1996, as cited in William & Leahy, 2015) asserted that individuals who receive feedback go for one of the following: Changing behaviour, changing the goal, abandoning the goal, or rejecting the feedback. To make feedback successful, both the giver and receiver need to share a continuous good relationship (William & Leahy, 2015, p. 107). Adult learners come for feedback with a desire for improvement, but the way feedback is shared brings a change in either our behaviour for the goal, or it changes our goal. The change of the goal happens in the case where a learner does not want to change his/her behaviour to achieve the goal. So, change is something that is obvious in adult learning; change will either be in the learner's behaviour or the learner's goal. In the words of Leo Buscaglia, "Change is the end result of all true learning" (Goodreads, 2018c)

Feedback plays a significant role in professional development of teachers. The teacher who engages in professional learning needs to develop a growth mindset – or the mindset of a learner and not an expert. Teachers need to build a capacity to use the feedback they get from their peers and leaders (William & Leahy, 2015). William and Leahy (2015) described t different

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forms of feedback: “formative feedback” and “evaluative feedback.” They highlighted that most of the time, descriptive or formative feedback is preferred to evaluative feedback (p. 108).

Sometimes it depends upon the attitude of the person who gets the feedback. If one can use evaluative feedback to improve his/her skills, there is no harm in sharing evaluative feedback.

Some recipients of feedback may differ in terms of stability and specificity (William, & Leahy, 2015, p. 111).

Wlodkowski and Ginsberg (1995) stated that knowledge about the quality of work is feedback. Wlodkowski and Ginsberg (1995) saw feedback as the most powerful tool to enhance learning skills, as it motivates the learners with constructive methods towards achieving their goals (p. 242). They suggest that informational feedback brings a more positive impact to the learners’ minds compared to controlling them. Another distinction of feedback is that it should be specific and constructive.

In some fields, quantitative feedback is also required. For example, an athlete has to maintain a high speed to win races, so the coach may give him/her some specific feedback regarding the number of rounds of track he/she covers in a given timeframe. Feedback should be positive, prompt, and frequent (cite). Wlodkowski and Ginsberg (1995) insisted on personal and differential feedback. “Differential feedback is self-comparison and motivates the learners to see the improvement as compared to the last instance when they performed the activity”; this best serves the needs of skill learning (Wlodkowski & Ginsberg, 1995, p. 245).

Vella (2001) advised that open-ended questions when providing feedback will lead to learning. In her research and experiences, Vella (2001) realized that open-ended questions are the “heart of the matter” (p. 9) because open-ended questions demand reflection, review of input,

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and application after reinforcement (p. 10). The open-ended questioning helped the feedback giver to understand the area of focus for making feedback receptive for the learner.

### **2 (c) Inclusion and Introductions**

**Definition of inclusion.** “The action or state of including or of being included within a group or structure” (“Inclusion”, n. d.). According to Wlodkowski (2008), inclusion is “the awareness of the adults that they are the part of a respected learning group that accepts their differences, and experiences as learning opportunities. This brings safety, acceptance and respect in the learning environment” (p. 102).

According to Wlodkowski and Ginsberg (1995), introductions break the barrier of communication among adults and create a sense of inclusion. Telling something about your background and interests opens a forum for a friendly and inclusive environment, which creates a sense of safety among learners and leads to learning without any pressure. For example, they suggest that teachers create an opportunity for multi-dimensional sharing, which also brings out the relevancy of learning for adult learners. For example, Wlodkowski and Ginsberg (1995) advocate for the activity, “Decades and Diversity” to abolish the impact of age differences and cultural gaps. People in these activities divide themselves into groups based on the decade they graduated from high school (the seventies, eighties, nineties, and so on). Each decade group brainstorms a list of items in three areas of experience at that time: popular music, fashion, and major historical events. Each group reports on its list. The activity comes to its conclusion with the discussion of the entire group with their insights, the meaning of the list, and the process they are engaged in.

The impetus behind conducting such activities is to establish a sense of community and feeling of safety among the learners (Wlodkowski, 2008, p. 138). The fear of failure is greater

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among adult learners compared to young students because success or failure has a direct impact on their jobs or promotions. Hill (2004) (as cited in Wlodkowski, 2008) commented, “We are telling the learners that their vulnerability will be safeguarded and that they will have a nonjudgmental and interested response to their request for assistance” (p. 139).

Wlodkowski (2008) mentioned that awareness about inclusion in learning boosts the motivation level of adult learners. Frederick (1997, as cited in Wlodkowski, 2008) suggested that facilitators experiment with inclusion when teaching adult learners and see the change in their enthusiasm by giving them an exercise of recalling incidents about their inclusion and exclusion. Frederick (1997, as cited in Wlodkowski, 2008) added that the feeling of not being safe affects memory storage and brain function in a negative aspect and slows down the learning (p. #). In some scenarios, increased frustration and aggression leads to withdrawal as well (, p. 126). Wlodkowski (2008) suggested that teachers create a climate of respect, which will aid the emerging intrinsic motivation among learners. This intrinsic motivation fosters the mutual trust that is necessary to exchange ideas for relevant learning (p. 127). Vella (2001) suggested creating a sense of inclusion is the best way of learning. Small learning groups are a good medium to motivate each participant to contribute.

### **2 (d) Relevance**

Taylor, Marienau, and Fiddler (2000) found that adults want to connect their learning experience with their lives (p. 4). I have experienced this factor among our group, as we always pay more attention to matters that are related to our own interests and professional growth. Taylor et al. (2000) have found that change – either the need for change or in response to change – is the main intention behind adult learning, but it is also important to understand that this change is not only external but also internal, and serves as a foundation for the new beliefs and

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thoughts. Taylor et al. (2000) found that adults show a sense of urgency in their learning; they immediately try to experiment with what they have learnt in their institution or office.

In helping adult learners find relevance in their learning, Vella (2001) suggested involving the learners in a task to give them a hands on experience they will understand. It helps the learners find out how and where to apply the content they have learned. Applying their knowledge demands both previous knowledge and creativity from the learners to utilize resources for better learning (Vella, 2001, p. 124). This helps the learners use their critical thinking, creativity, feelings, accountability, and productivity (Vella, 2001, p. 125).

Team work, accurate evaluation, and diversity are the other important components of learning tasks that add relevance. Another major point is that the learners should be treated as subjects (decision makers), not as an objects. Effective learning involves our mind, heart, and muscles together. It is vitally important to understand your audience, as knowing their needs and interests determines the failure or success of the learning task. Vella (2001) realized that doing your homework about the target audience brings more relevancy to learning tasks (p. 97).

**Individual attention.** Another form of bringing relevancy to learning is to pay individual attention to the learner. Adults believe in sharing something of value; this can be humour or a credible job experience, or any moment related to family or society that shows a mutual concern, which should be related to the learning. Wlodkowski (2008) recommended individual attention as one of the best ways to motivate adult learners (p. 140). Working individually with learners at times works better, as some learners do not feel comfortable sharing their areas of opportunities in front of the whole group.

## 2 (e) Collaboration and Co-operation

Collaboration and a sense of responsibility help to build a healthy atmosphere for adult learning. Wlodkowski (2008) suggested that shared responsibility is the key factor of adult motivation. Wlodkowski's point of view was that most of the educational institutes and employers encourage their students and employees with more self-direction (p. 97).

William and Leahy (2015) shared an example of school teachers who found collaboration to be the best ways to improve their ability to bring the best results for students' learning. Supportive formative assessment was started with teachers forming into learning communities to find out the best learning practices. Teachers employed this practice in groups of ten to twelve. Working together enabled them to determine a model of a monthly meeting with some assigned roles to the teachers, which led to the enhancement of the teachers' professional and learning skills (William & Leahy, 2015, pp 22-23). The collaboration and co-operation-based task invigorate learners' social skills, feedback sharing, and listening, which enhances the learning (Dirkx & Prenger, 1997, p. 52).

**Co-operative learning.** Learning is ongoing throughout life, though the ways of learning change with time. In most professional environments, adults are expected to learn with experience and co-operation with other colleagues. Every day in the workplace we face a new problem, and we need to seek help from our seniors or co-workers to resolve issues. At this stage, the co-operative form of learning comes into the picture. Co-operative learning is also helpful in such scenarios where one person has more knowledge and experience than another. Co-operative learning is helpful in adult learning as it encourages mutual understanding and builds team spirit. Wlodkowski and Ginsberg (1995) stated that one of the main purposes of co-

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operative learning is to support each member as a vital, competent individual in his or her own right (p. 83).

The co-operative learning approach is considered the most organized and researched approach. David and Rogers (1993, as cited in Wlodkowski & Ginsberg, 1995) supported the co-operative learning approach rather than competitive or individual efforts, as it promotes greater individual achievement. Another advantage of applying a collaborative and co-operative form of learning is that it is superior to competitive and individualistic learning.

The support and stimulation prospering during co-operative learning increases the intrinsic motivation among participants. Based on his research, Wlodkowski (2008) proposed that co-operative learning helps to create more positive interpersonal relationships, intrinsic motivation, and better individual achievement. The drawback of a competitive and individualistic environment is the restriction on sharing knowledge with others; on the other hand, co-operative learning environments consider the learning needs of others, which serves the greater human purpose (Wlodkowski & Ginsberg, 1995, p. 67).

Johnson and Johnson (1993, as cited in Wlodkowski & Ginsberg, 1995,) recommended educators a) construct and extend the conceptual model of understanding, b) use a shared mental model to solve problems jointly, c) share interpersonal feedback for the performance, d) increase competencies with social support and encouragement, e) help in acquiring new attitudes, f) establish a shared identity with group members, and g) be held accountable by peers for learning (Wlodkowski & Ginsberg, 1995, p. 83).

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### **Summary**

The above content is helpful in answering my question, “What motivates adult learners to improve their ability to learn?” The concepts and views of various researchers have guided me to understand adult learners and their characteristics, as well as the different ways to motivate adult learners. Wlodkowski & Ginsberg (1995) mentioned that those who are motivated, will learn more due to the inseparable relationship between motivation and learning (p. 83).

Based on these different approaches, I have designed a five-day workshop to be facilitated during the working schedule so that learners can implement the different learning strategies in the workplace immediately, which increases relevance and engagement. . I have prepared lesson plans for the following motivational activities: growth mindset, feedback and relationship building, inclusion and introductions, relevancy, and collaboration, and cooperation.



### **Chapter 3: Course Design, Model, and Strategies**

The intention behind my course design is to improve adult motivation to learn, as adults need to learn at every stage of their life, whether it is for professional or personal reasons. During my professional life, I realized that the need for learning is always there, no matter how proficient we have been in a profession. Due to the innovative and rapidly changing work environment, it is mandated for us to keep ourselves ready to learn anytime, anywhere. To be a continuous learner, it is required to recognize the potential for learning amid the problems, changes, and flow of life's events (Taylor, Marienau, & Fiddler, 2000, p. 38). What are the main dynamics that keep learners motivated to learn, and how do these elements influence adult minds? To remove the tension between learning and adulthood, I decided to work on the question, "What motivates the adult learners to improve their abilities to learn?"

#### **Target Audience**

My audience is adult learners, and this program is designed to be delivered to teachers who need to develop new skills. Education is going through many changes in my country and teachers need to update their skills. The plan is to conduct the workshop in the schools of Yamuna Nagar, a district in India. The main objective of this course is to conduct common sessions in which newly hired teachers and experienced staff can work together to improve their learning skills. Usually novices in every field face challenges, but motivational factors like the growth mindset, feedback, good relationships among team members, co-operation, and collaboration help newcomers learn from the experiences of seniors, but helps seniors learn new skills as well. The lesson plans focus on cultivating soft skills for learning rather than specific content for professions. Because the workshop is designed for improving people's ability to learn, it can be applied at other workplaces as well.

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This program motivates the adult learner to engage in learning activities, which will help them to be more efficient in their assigned jobs and helps them to develop a growth mindset, and will ideally help adult learners to stay motivated in their personal and professional lives.

### **Methodology**

I considered a variety of frameworks, methodologies, and strategies developed by previous scholars in the field of adult learning and motivation. I have selected a qualitative research methodology as the topic of motivation and adult learning is related to human behaviors, not quantifiable numbers or statistical data. Fraenkel, Wallen, and Hyun (2016) suggest that “Research studies that investigate the quality of relationships, activities, situations or materials are frequently referred to as a qualitative research” (p. 424). This applies in every way to my study. The primary resources I consulted have used different methods to conduct their investigation, but the qualitative method has emerged as the most embraced methodology by the previous researchers. For example, Vella (2001) preferred interviews, self-study, and observation while collecting data for “*taking learning to task.*” Discussing her professional journey from a school teacher to the CEO of a professional training and consulting company and then emerging as an author in the sphere of learning and development, Vella mentioned the successful strategies in this field with real-time examples.

To construct this research project, I first reviewed what the literature on adult learning and motivation identifies as best practices to help the learner to be enthusiastic toward learning in formal and informal settings. The key challenge I faced in searching for data or exemplars was due to profuse amount of studies in the field of adult education and learning in recent years; I had to sort carefully according to some specific criteria (see below). I believe that one of the main

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reasons for the abundance of research towards adult learning could be a deeper understanding of the significance of continuous learning for organizational growth.

I focused on the data (text books, printed articles, online articles, and YouTube videos) published by primary sources. For authentication purposes, I have tried to include the maximum of data from the printed sources; but for the activities in the workshop, I incorporated online material that are supported with the concepts of scholars in learning and development.

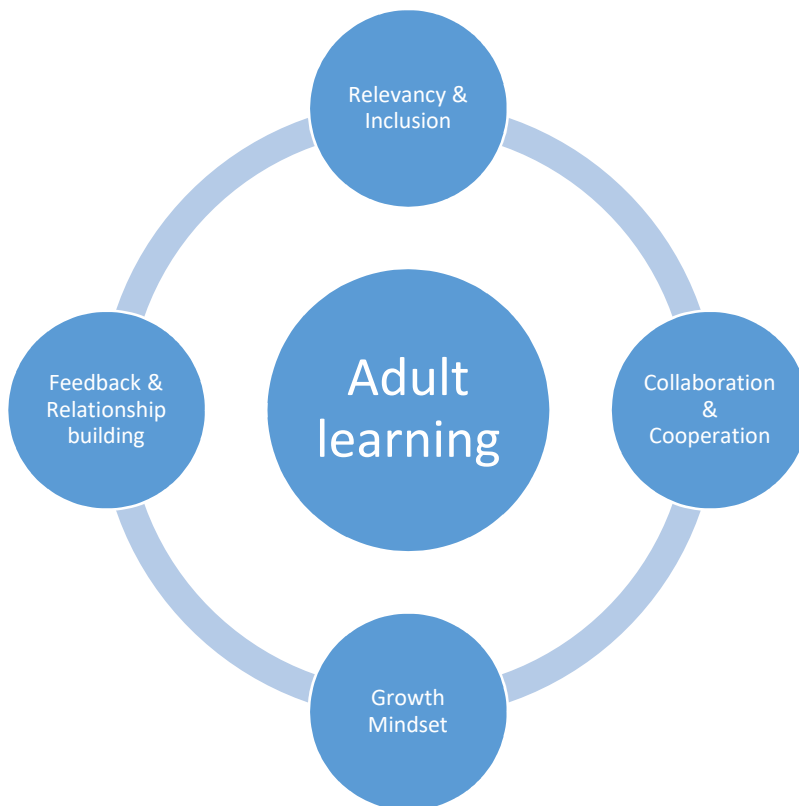
Due to the nature and purpose of the study, I preferred the text analysis method because the content analysis technique is an indirect mode of studying human behaviour through their communication research (Fraenkel et al., 2016, p. 476). Secondly, text analysis is a widely popular methodology in educational research, and I believe that designing a workshop for improving adults' abilities to learn demands a comprehensive understanding of the adult behaviours and learning styles. The course/lesson plans on behavioural shift would be more relevant and useful if I follow the work already verified by specialists in the sphere of adult education and learning.

A combination of Spirals of Inquiry and Kolb's model is evident for assisting the learner in finding ways of learning with understanding. According to Kolb (1984), adults prefer experiencing the new information, then reflecting upon that experience and developing their thoughts about the experience, and then finally applying that new learning (as cited in Halbert & Kaser, 2015, p. 203).

After analyzing the different models while preparing my project, I found that workshops are the best way of sharing my knowledge and experience with other learners. Other strategies might be workbooks or videos. However I wanted something collaborative and interactive that could be applied at work. Therefore, my project resulted in the creation of a workshop series

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designed to implement a variety of theories found in the literature on motivation as defined by previous scholars in the field of adult learning. The model that I could derive from my research on motivational factors for adult learning is mentioned below.



*Figure 4: My Synthesis of Key Factors that Impact Adult Motivation to Learn*

I have designed lesson plans that a facilitator can use to conduct the workshop for the targeted learners. The content of these workshops was developed with the prospect of enhancing abilities to learn in general and considers building in learner comfort and safety before engaging them in collaboration.

### **Criteria for Content and Resources**

Discussions with my faculty, classroom activities and my experience helped me to determine the key words: “motivation and adult learning” for my research topic. Online search of

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material related to motivation and adult learning has made me familiar with the main scholars in this field. Reviewing those printed resources made me acquainted with other experts in the field of adult learning. Studies of different experts who examined adult learning and motivation helped me to design the program, and the final criteria was my own reflections of my experience as an adult learner.

To design the course for learners in my learning group, I have tried to follow the basic strategies for facilitation introduced by MacKeracher (2004). MacKeracher (2004) advises using all of the three strategies: Directing, enabling, and collaborating in proper combination (p. 204). In the next chapter, you will see the role of a trainer turns into the role of a mentor in many instances. Mentoring is a great way of improving and developing others through the one-on-one advice with someone who has experience in the field. Mentoring is also a main reason for selecting both experienced and newly hired teachers for this workshop.

I utilized the research of the main authors to determine the phases or steps in my workshops. Vella's (2001) research, as practical guide, has helped me considerably in constructing a program for my research. Her seven steps of planning, who, why, when, where, what, what, for, and how (p. 96), are the foundation stones of my coursework. The reason for conducting the research is to find out how to motivate adult learners to develop their learning. There is no more appropriate place to engage in learning than in the workplace as she has demonstrated, and the best time to offer a session is in between their regular working hours, so the learners can implement and practice whatever they have learnt.

Wlodkowski (2008) is an educational psychologist who has brought forth the importance of a consistent motivational process in adult learning. His work *Enhancing Adult Motivation to Learn* has helped me to understand the target audience's psychology and behaviour deeply. His

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book *Diversity and Motivation* has been a big help to tailor programs for diverse groups of learners. The characteristics of a motivational trainer are very well explained in his writings.

While compiling the coursework for adult learners, I have included the conditions mentioned by him: attitude, inclusion, meaning, and competence. Wlodkowski (2008) detailed the conditions necessary for the model of motivational theory in action, which helps a trainer to design instruction (p. xiv). During all of these workshops, I have included the activities that demand a positive attitude, arouse inquiry, and involve team work, co-operation, and collaboration.

Taylor, Marienau, and Fiddler (2000) built a bridge between learning and development that has helped to justify my research. While designing my coursework, it kept me focused towards the end goal of learning, which is developing and improving the current stage. Taylor et al. (2000) have spotted the experiential voices from the educators in the field, giving me a good replica of adult learning behaviours. Their work has made me aware of my target audience's needs, and in my coursework and workshop design I have tried to meet those requirements.

Dweck, C. (2006) a Ph. D., holder and renowned researcher has described about the growth mindset in books *Mindset: The New Psychology of Success* and *Mindset: How You Can Fulfil Your Potential* are significant source for understanding mindset and helping learners to change their mindset for development.

### **Strategy for Implementation**

This workshop will be applicable in any workplace environment to improve the learning abilities of participants. It is not designed with a specific profession in mind; it is related to working on our potential for improvement in the ability to learn. I have planned to conduct this session with a team of 12 teachers in the schools of Yamuna Nagar (India). The number of teachers is limited to allow the facilitator to provide individual attention to each participant. It is

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a five-day workshop designed for the professional development of teachers in schools to help them become better learners. The participants will include experienced and newly hired teachers (team members) so that a team can learn from the lived experiences of their peers and have an opportunity to share ideas among the group.

The workshop has been designed on the basis of content analyzed from the above-mentioned literature. With the introductory part of each section, supportive videos, discussions, and activities from people with experience in the subject have been added to make learning more interactive and engaging. The activities included demand that learners reflect, discuss with peers, share ideas in group, and develop good relationships for better learning.

### **Chapter 4: Lesson Plans for the Workshop**

The workshop is designed for adult learners to improve their abilities to learn in the workplace. The focus will be on learning activities that help the participants understand the importance of lifelong learning and the ways to improve their ability to learn. As discussed in previous chapters, my emphasis will be on developing the growth mindset, feedback, and relationship building, which motivates the adult learner. The other motivating factors for adult learners—inclusion, relevance, and individual attention—will also be included in the lesson plans. The workshop will have some YouTube videos, role play, group discussion, reflection, and other relevant activities to give the learners experiential learning opportunities. I have included the YouTube videos as pictures and dialogue make a greater impact as compared to lecturing. A mix of individual and collaborative efforts are required to accomplish the tasks assigned during the activities.

A thorough study of the encouraging forces behind learning shows that a growth mindset is the main foundation of lifelong learning. Acquiring a growth mindset is the first and foremost step in the learning process. The rest of the influential factors—feedback sharing, relationship building, inclusion, relevance, collaboration, and co-operation—fall into place if one understands that the ability to learn is a skill that can be developed. All these soft skills together help the learner to be proficient in a profession.

The workshop will start with an understanding of motivation. The second day will be dedicated to understanding the mindsets. The third and fourth day of the workshop will be related to feedback sharing and receiving. With each workshop, I have tried to add activities to bring freshness, as significant learning and change occurs when learners experience novelty (Dirkx, & Prenger, 1997, p. 35). The fifth day is the last day of the workshop, in which the



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facilitator plays the role of an observer, noting what the participants have learnt so far from workshops.

The preference has been given to learning tasks over teaching tasks, as the focus is acquiring long-lasting learning. Vella (2001) stated that learning tasks need more time compared to teaching tasks because they include the engagement of the learners, physical activity, reinforcement of content, and application of new skills (Vella, 2001, p. 83).

### **Workshop Series in Detail**

#### Overall Objectives of the Workshop

- To motivate the learners, I have included examples of adult learners who chose to learn something new in adulthood to prove the fact that talent is not just inborn.
- To understand the different types of mindset, there will be videos and reflection.
- To build relevancy, I tried to include activities that demand the learners' experience regarding the ability.
- To ensure inclusion and individual attention, I have set up some guidelines in the beginning of the workshop so that everybody's voice is heard and each individual is respected.

#### **Workshop Day 1: Workshop for Motivation**

##### **Lesson Plan 1**

**Introduction:** In this workshop, participants will discuss motivation and how to keep the motivational level high for better learning. The first day is dedicated to understanding motivation and factors that are motivating to adult learners. Pintrich (1991, as cited in Włodkowski, 2008) found that people motivated to learn pay more attention to instructions, reflect upon the learnings, seek help when needed, and rehearse to get better understanding of relevant learning

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(p. 6). Wlodkowski (2008) also found that when learners are motivated things go more smoothly, communication flows, learning and creativity are more apparent (p. 6)

As discussed earlier, inclusion and introduction motivates the adult learner to participate more actively. But the participants will not be forced to answer questions that they don't feel comfortable sharing in group, as Dirkx & Prenger (1997) democratic and learner-centered approach. The learner will be experiencing autonomy in most of the exercises of the workshop. The facilitator should understand how to keep the whole group in high spirits for learning while giving attention to the values of all participants, as every individual (adult learner) has different values. So, the important aspects of culturally responsive adult learning (Wlodkowski, 2008, p. 112) should be taken into consideration by the facilitator. To create a harmonious and democratic approach during the learning sessions, I have suggested setting up some ground rules or establishing norms at the beginning of the first workshop, and respecting the speaker would be one of those rules. These guidelines will be the rules of the learners, co-created by the learners, and for the learners.

**Objectives:** At the end of this session, participants will be able to understand:

- The definition of motivation.
- How to stay motivated to reach our goal.
- Types and sources of motivation.
- Why motivation matters for learning.

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, chart paper.

**Duration: 30 minutes**

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**Introduction of group:** The workshop begins with an introduction session for all the participants including the trainer. This introduction and ice-breaking meeting will include the name, experience, and the expectations for the workshop. Each participant will have two minutes to introduce him/herself.

After introductions, the facilitator will ask the participants to set up some ground rules or norms for the workshops. The benefits of establishing the ground rules is that it helps to reduce mistakes and undesirable behaviours in learning sessions and will divert learners' energy more towards learning instead of self-protection (Dirkx & Prenger, 1997, p. 87). Wlodkowski (2008) also supported the safe, inclusive and respectful learning environment for learning (p. 87). Some examples of ground rules are: respect the speaker, share feedback positively, and other elements that make learners feel comfortable.

### **Activity 1. Discussion: What is motivation?**

#### **Duration: 60 minutes**

The facilitator will give a brief introduction about the inseparable relationship between learning and motivation. MacKeracher (2004) mentioned that motivation is an all-purpose term defined as a tendency within a person to produce organised and directed behaviour (p. 131). The relationship is intimate as there is always a motive behind learning anything: our interest, professional growth, or it can be a requirement of our personal life. The facilitator will introduce participants to definitions of motivation. For instance, according to Weiner (1992, as cited in Wlodkowski, 2008) most of the social scientists see motivation as a concept that explains why people think and behave as they do (p. 1). Wlodkowski (2008) also states that motivation at its core deals with the why people behave as they do (p. 95).

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The facilitator will ask the learners about types of motivation. Rogers (2007) suggested that motivation and learning are linked, and divides motivation into two categories: intrinsic and extrinsic motivation. According to Rogers (2007) curiosity, self-sufficiency and desire for new learning are some of the examples of intrinsic motivation. Whereas monetary rewards, fear of loss, promotion and change are extrinsic motivators (p. 27). Fullan (2015) stated that intrinsic factors motivate people to be more engaged and productive rather than extrinsic factors (p. 7). According to Fullan (2015) some degree of self-directed autonomy, sense of purpose, mastery and rewards of collaborating with peer are some of the intrinsic motivators.

The facilitator will explain the distinction between intrinsic and extrinsic motivational categories. After explaining the types of motivation, the facilitator will encourage each participant to give one example of each type of motivation.

Then the facilitator will ask the participants why they want to learn more and what they understand about motivation. Each participant will mention what motivates him/her for learning at this stage of life. Each participant will give his/ her understanding about motivation one by one.

### **Activity 2. Video and discussion**

#### **Duration: 45 minutes**

The participants watch the video: “The Video That Will Change Your Future” (10:22)  
<https://www.youtube.com/watch?v=4ltDn2xqJPY>

After watching the video, the facilitator divides the participants into pairs. They discuss three key ideas that they learnt from the video. After 10 minutes, the pairs will share their views with the whole group one by one. Every pair has a maximum of three minutes to explain their understanding to the group. Discussion will provide participants a chance to share their opinions

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about motivation and if they agree to the concept depicted in video. The discussion and collaboration among participants will enhance the learning in group as Cross (1999, as cited in Wlodkowski, 2008) opined that collaborative learning makes us more active learners through social and synaptic connections (p. 141). The participants will be able to see the real examples of motivated persons and discuss more about the strengths depicted by the achievers in the video.

### **Activity 3. Reflection and discussion**

#### **Duration: 45 minutes**

The facilitator will provide blank papers to each participant and ask them to write the name of the source of motivation for him/her. The participant is required to mention the qualities of that motivational source. The rationale behind this activity is to reflect upon the relevant sources of motivation for the individual participants in group so that maximum motivational factors can be discussed. Once the participants have noted down the qualities, they will discuss it among the group. I deliberately asked learners to mention a person who motivates them instead of giving a lecture on a famous motivational personality in front of the whole class because an individually relevant source motivates the learner more in his/her life. The more relevant the session would be, the more meaningful it will be for the learners. They will be able to connect their understanding to the actual scenarios. Wlodkowski (2008) states that intrinsic motivation comes from within, if a learner can relate and express his/her ideas about the new learning while bridging it with the preceding information, the learning becomes easy (p. 21).

Name the person who is your source of motivation.

Mention at least two qualities of the person who motivates you and why.

**Workshop Day 2: Understanding Mindsets.****Lesson Plan 2**

**Introduction:** To learn something, one needs to have a growth mindset. In this workshop, participants will be introduced to the benefits of the growth mindset and how they can shift from a fixed mindset to a growth mindset (Dweck, 2006, p. 6). The second day is dedicated to this mindset because I think it is the most impactful element of motivation. If we don't have an accurate mindset, no matter how effective or engaging the learning process is, it will end up as mere activity.

**Objectives:** At the end of this session, participants will be able to understand:

- Definition and meaning of mindset.
- How they can learn at any stage of their life.
- The role of practice and determination for learning ( Dweck, 2006)

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper.

The first step will be ice breaking.

**Duration: 20 minutes**

The check-in will include how the participant is doing and what the participant learned from the last session. Then the facilitator will introduce the group to the topic of the day: Mindset.

**Activity 1. Checking mindset.****Duration: 20 minutes**

For learning, it is always better to understand what kind of mindset we have. Dweck (2006) discussed the mindsets in detail. The facilitator will discuss with the participants about

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the mindset and try to determine the mindset of the learners. The facilitator will seek learners' opinion about intelligence and skills. The intention behind this activity is to make facilitator and learners familiar with learners' current mindset as mindset plays a significant role in motivating adult learners. The facilitator will ask these questions: What do they think about the skills and abilities, if these are flexible or fixed? How do they feel when someone shares feedback for their work? (Dweck, 2006, pp. 45- 48).

Dweck (2006) mentioned if people believe their qualities and talent cannot be changed, they have a fixed mindset (p. 45). Dweck (2006) adds on that people born with love for learning but the fixed mindset can ruin it. Those who have a growth mindset believe that talent can be developed and fulfil their potential. The growth mindset allows people to value what they are *doing regardless of the outcome* (p. 48). Dweck (2006) opines that the fixed mindset can destroy the inborn love for learning in human.

### **Activity 2. Knowing each other and building relationship among team**

#### **Duration: 45 minutes**

As it is the second session, the facilitator will focus on the relationship-building aspect too because the relationship building impacts and motivates the adult learner. As Freud (1995, as cited in Wlodkowski, 2008) commented, "One cannot explain things to unfriendly people" (p. 7). If participants know each other, the learners take more interest in the learning activity. The following activity will help the team get to know each other. The group will be sitting in a circle including the facilitator. As one of the purposes of adult learning is improvement, all of the participants are supposed to share their strengths and weaknesses related to their profession one by one, but they are not forced to share their area of opportunity due to autonomy of learner.

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They will also be discussing the remedies they are following to convert that area of opportunity into a strength.

### **Activity 3. Understanding relationship between brain and learning**

#### **Duration: 1 hour and 30 minutes**

As Collins (2001, as cited in Dweck, 2012) found, the growth mindset leads to the accomplishment of goals. I have included the video from an expert in growth mindset that gives us the example of a learner who decides to learn something new and then follows the strategy to achieve his goal through practice and a positive mindset. Dweck (2006) opined that athletes with a growth mindset enjoy learning and improving instead of success (p. 107). For relevancy, ample time has been allotted to reflect upon their own learning experience, and as Kolb (1984) mentioned, reflection is an important step of the learning process.

To learn something, it is crucial to understand how our brain works. This video is important, as most of us think that our brain stops developing after childhood, and that childhood is the best time to learn anything. The video following explains the functionality of an adult brain and shows us a new path for learning new habits. It supports Wlodkowski's (2008) finding about how the brain and neurons function to build a network of knowledge. According to Wlodkowski (2008), the network increases with the addition of new knowledge and experience (p. 11).

Video: *Neuroplasticity*: <https://www.youtube.com/watch?v=ELpfYCZa87g> (02:03)

After this video, the facilitator will discuss with participants regarding the information provided in video. The facilitator will discuss about the Dweck (2006) and Wlodkowski's (2008) views about the mindset and functioning of brain. The facilitator will ask from participant if any of them has realized this fact before. The facilitator will also recommend the participants to pay more attention to this fact during learning a new skill in future.



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MacKeracher (1996) suggested to present information to learners in a variety of perpetual modes: visual, auditory, Kinesthetic and verbal (p. 109). As discussed in Chapter Two, researchers say that adult learners believe in practical (experiential) learning, so when we know that we can rewire our brain, we come to understand that we can learn anything; in the video we see some examples that prove when a person decides to learn different things in adulthood, he/she can succeed in learning it efficiently.

After discussing the rewiring of the brain, the facilitator will play the next video.

Title: *The first 20 hours - How to learn anything* by Josh Kaufman, TEDxCSU

<https://www.youtube.com/watch?v=5MgBikgcWnY> (19:26)

The facilitator will stop the video at 10:30 minutes to discuss as the presenter Kaufman, in video talks about deconstructing the skill. The reason for selecting this video as a part of my lesson plan is that the facilitator in the video explains that instead of a big bundle of skills, we should deconstruct the skill. Even Dweck (2006) opines that practice can improve our abilities. After this video, the facilitator will give participants a hypothetical situation of learning new language and ask them how they will deconstruct the process to learn the new language.

**Reflection and filling in response sheet:**

Duration: 30 minutes

After watching this video, participants will reflect on it for 10 minutes and then they will be handed sheets to fill in their responses. Participants will be reflecting on their own recent learning experience.

Response Sheet:

Q 1. When did you try to learn something new related to your profession? Recall that situation?

Answer.....  
.....

Q 2. Try to jot down the barriers that you faced at that time.

Answer.....  
.....

Q 3. What kind of obstacle did you think that you faced at that time in trying to learn?

Answer.....  
.....  
.....

Q 4. What kind of thoughts did you have when you tried to learn something new?

Answer.....  
.....

After 30 minutes, the facilitator will ask volunteers to write at least two barriers on the board that participants faced while learning as adult learners. After that, volunteers can brainstorm on how these barriers can be removed. Rather than giving solutions to remove those obstacles, the facilitator will seek input from the group. We have experienced and newly hired types of participants in the group, so the experienced participants can mentor the novice participants.

**Workshop Day 3: Understanding Feedback****Lesson Plan 3**

**Introduction:** This session will be helpful to understand the relationship between learning and feedback. They will be able to understand definition of feedback, and differentiate between positive and negative feedback statements. For learning it is crucial to understand the feedback as Fullan (2015) considers feedback as a good fortune, because it is required for improvement, especially at the beginning of any task (p. 85).

**Objectives:** At the end of this session, participants will be able to understand:

- the role of feedback in learning
- how to be a good feedback receiver and giver
- feedback etiquette

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper.

**Activity 1. Feedback meaning****Duration: 30 minutes**

The session will start with the check in. The facilitator will introduce the group with the topic of the day, “Feedback” and ask some volunteers to explain their understanding about feedback. The facilitator will jot down the main words used for feedback on the board. After discussing it for 15 minutes with participants, the facilitator will play a video to explain what other specialists think about feedback. Wlodkowski and Ginsberg (1995) mentioned that knowledge about the quality of work is feedback. After watching video participants will be able to understand and discuss more about the feedback. They will be able to recognise the role of a

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continuous good relationship between feedback giver and receiver to make feedback successful (William & Leahy, 2015, p. 107).

Title for the video: *Listening to Feedback*

<https://www.youtube.com/watch?v=6QupnaPvz4Q> (6:05 minutes)

After watching the video, there will be discussion on feedback for 10 minutes. The discussion will consist; the behaviour of feedback giver and reaction of feedback receiver. The facilitator will also ask any volunteer to share a scenario from his/her feedback sharing experience.

### **Activity 2. Role playing for types of feedback**

#### **Duration: 1 hour**

After watching the video and engaging in discussion, the learners will be able to understand different forms of feedback. The facilitator will divide the learners into two groups. One group will discuss the characteristics of the positive feedback giver and another will focus on the qualities of the negative feedback. The facilitator will hand out a sheet with a scenario for sharing feedback to each group. The facilitator will brief the team about some important facts related to feedback sharing; for example, about the reaction of learners. William and Leahy (2015) opined that feedback shared with the focus on the reaction of learner helps the receiver to understand and apply it straightforwardly. Fullan (2015) advised to remove rigidness and to add deep analysis in feedback.

After discussing the scenario for 15 minutes, both groups will do the role-play activity of feedback. While the groups are preparing for the presentation, the facilitator has to make sure that each participant contributes in the activity preparation. There will be a reminder of group norms of respect and listening. When one group is presenting, the other group will observe the

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performers and write down their views about the language, tone, and body language of the performers. Each team will get 10 minutes for role playing. Spectators will get 10 minutes more for questioning and opinion after the role play. I have added small group discussion and teamwork-based activities, as these activities are less structured and more open ended, which help adults in learning from others' experience (Dirkx & Prenger, 1997, p. 53).

### **Scenario for Sharing Feedback**

Bella, a newly hired history teacher in school, is called by the principal, as her class is not performing well in her subject. The principal discusses that it is only for history that the performance graph of the class is going down month by month; but the class is doing well at other subjects. The school has another history teacher, Mr. Anderson, who was teaching Bella's class for three months. The principal has given the example of Mr. Anderson to Bella and suggested she consult him for help if she needs it.

### **Activity 3. Positive feedback statement**

**Duration: 45 minutes**

**Materials Needed:** A ball and basket.

William and Leahy (2015) supported positive feedback statements and believed the role of feedback is to bring the learning on track by removing inappropriate conceptions and strategies. In this activity, participants will be using the power of positive and spontaneous feedback. This activity depicts the importance of peer feedback. The facilitator will divide the team into two groups. The facilitator will bring a ball to the classroom. One participant from each team will be asked to come and play one by one.

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The person who will be playing will be blindfolded and given a maximum five chances to throw the ball in the basket. For the first five attempts, he/she cannot take anybody's support or suggestions. After that, he/she will be given more chances, maximum five chances again; but this time, his/her team will be guiding him/her about the distance and direction by telling him/her what to do to get closer. While playing this game, the guiding team members will be using positive phrases.

Then, one participant from the second team will repeat the same activity.

After the game is finished, the facilitator will ask the performers: What difference did they feel while playing alone, and what were the thoughts in their mind with the guidance of team members?

I found this activity relevant, as during this activity, the group members motivate and guide the performer with positive verbiage. This activity is a good example of collaboration and feedback. With the feedback of the group members, the performer was able to hit the basket more quickly and easily as compared to trying alone.

### **Workshop Day 4: Receiving Feedback**

#### **Lesson Plan 4**

**Introduction:** In the previous lesson plan, learners are able to understand different ways of giving feedback. Wlodkowski and Ginsberg (1995) suggested to keep feedback specific, constructive and informative for the receiver so that feedback enhances learners' motivational level (p. 242). This lesson plan will introduce the learners to feedback receiving skills.

**Objectives:** At the end of this session, participants will be able to understand:

- How to be a good feedback receiver and giver.
- Different feedback etiquette.

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**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper.

### **Check-in**

#### **Duration: 20 minutes**

The check-in will include: How the participant is doing, and one sentence of feedback for the session they attended in the last workshops. It will give the facilitator an opportunity to understand if learners are able to differentiate between the praising words and actual feedback. To bring forth the aspect of receiving the feedback, the facilitator will play a video.

#### **Activity 1. Receiving feedback**

The next video will be helpful to understand how to use feedback effectively. I have seen many people at workplaces who understand feedback, but for some reason they reject the feedback and miss the opportunity of improvement. We become defensive and argumentative when we receive feedback, but we need to develop good learning and receptive feedback skills to improve from where we are now. Fullan (2015) also supports the importance of feedback and encourages focusing on the receiver of feedback instead of the giver of feedback.

Video for feedback: *How to use others' feedback to learn and grow* by Sheila Heen (2015)  
[https://www.youtube.com/watch?v=FQNbaKkYk\\_Q](https://www.youtube.com/watch?v=FQNbaKkYk_Q) (19.28 minutes)

The reason for adding this video is that the author, Sheila Heen, is talking about the importance of receiving feedback. She emphasizes the responsibility of the receiver in the process of feedback. It has been discussed by researchers (Klugner & Denisi, 1996, as cited in Wiliam & Leahy, 2015) that individuals who receive feedback go for one of the following: changing behaviour, changing the goal, abandoning the goal, or rejecting the feedback. In that case, Heen (2015) stating that the receiver is in charge of feedback is not excessive. She has

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discussed the benefits of accepting feedback honestly: higher work satisfaction and performance.

Spontaneous decisions about feedback, whether it is wrong or right, is one of the biggest obstacles in our learning process because if learners consider feedback unsolicited and negative, then it is rejected at the same moment.

Q 1. What is required to be a good receiver for feedback?

.....

.....

.....

.....

Q 2. What is the role of the feedback giver in enhancing learning for the receiver?

.....

.....

.....

.....

Q 3. What are the obstacles in accepting and applying the feedback you received?

.....

.....

.....

.....



Q 4. What are different sources of feedback in your profession?

.....

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.....

.....

Q 5. Under what conditions do you seek out feedback?

.....

.....

.....

### **Activity 2. Feedback sharing in one - one session.**

#### **Duration: 45 minutes**

Fullan (2015) emphasized Catmull' s (2014) opinion on feedback: “To set up a healthy feedback system, you must remove the power dynamic from the equation—you must enable yourself, in other words, to focus on the problem, not on the person” (p. 85). According to Fullan, empathy is the crucial component of feedback.

The facilitator will ask the participants to recall a situation in which they have rejected feedback and why. A worksheet will be given to each participant. The importance of adding this activity is that receiver will be able to review the real-time situation with the lens of another person.

Wlodkowski and Ginsberg (1995) stated that informal feedback more often brings a positive impact to learners' minds, so the facilitator will ask the learners to experience a formal feedback-sharing incident and then to experience an informal situation, in order to compare.

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Participants will have 20 minutes to recall and write down the scenario with an effective feedback strategy in both formal and informal conditions. Then the facilitator will ask the participants to choose a partner from the group and exchange their sheets between them. Then the partner will review the situation and share feedback as per his/her point of view.

The feedback shared by the other person in the pair will help to view the situation with another person's perspective. This feedback-sharing activity will be repeated in the same pairs again so that both participants get the chance to play the role of feedback giver and receiver. The facilitator will play the role of guide at this time and check if participants have shared specific, descriptive feedback with care and concern. Wlodkowski (2008) recommended individual attention as one of the best ways to motivate adult learners (p. 137). Sometimes adult learners don't feel comfortable sharing their areas of opportunities in the group, so this activity will serve the introverted learners to share their experiences. Participation of each individual in the activity will serve the inclusion perspective of adult learning. The facilitator needs to work hard on creating a learning environment that makes the learners feel safe to share their experiences.

|   |
|---|
| <p>Describe the situation with an example where you have turned away the feedback.</p> <p>.....</p> <p>.....</p> <p>What do you think could make you more receptive to that feedback?</p> <p>.....</p> <p>.....</p> <p>Comments from the Partner:</p> <p>.....</p> <p>.....</p> |
|---|

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**Activity 3. Framing positive feedback phrases****Duration: 30 minutes**

The group will be sitting in a circle and the facilitator sits among the group. Each participant is required to frame a positive feedback statement for the person sitting next to him/her. The facilitator will initiate this activity and then it will go around the circle until the last participant shares feedback for the facilitator.

**Workshop Day 5: Final Recap and Review****Lesson Plan 5**

**Introduction:** In this final session, the team will have an opportunity to review what they have covered in the previous sessions, to discuss their understanding about motivating factors, and improve their perception about the role of motivation in learning; what would be their strategy whenever they meet new challenges at workplace?

**Objectives:** By the end of this session, participants will be able:

- To depict their learning about the growth mindset from workshops attended.
- To represent their understanding about feedback.
- To show the motivational behaviour.
- To understand the importance of self-direction and team spirit or collaboration

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper, and library access.

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**Activity 1. Guess Who? (FunAttic.com, 2016)****Duration: 30 minutes**

Since it is the last day of the workshop, participants have had a lot of time to spend in the group, so the day will start with an activity of relationship building and understanding of team members. Each participant in the group writes a very interesting or unusual fact about him/herself on a piece of paper. Then the facilitator will collect the paper from participants and fold them. He/she will put these papers into a box and will bring the box in front of the team one by one. The participants will pick the folded paper from the box and will guess who it is. If the first person is not able to guess correctly, then it will be passed on to another participant in the circle (FunAttic.com, 2016). This activity helps to build rapport among the participants and healthy relationships among team members to derive learning.

**Activity 2. Presentation****Duration: 1 hour 45 minutes**

The facilitator will divide the participants into three teams. It is the last day of the workshop, and the facilitator needs to play the role of an observer and feedback giver on this day. So far, the facilitator was available for encouraging the participants and helping them while preparing for activities, but in this last workshop, the facilitator will only guide the participants about their task. The effectiveness of guidance will reflect in the self-directedness and empowerment of adult learners (Dirkx & Prenger, 1997, p. 40). The facilitator will make sure that learners will get new participants in their team because it gives the participants the opportunity to work with new ideas. Wlodkowski (2008) comments “Providing the opportunity for learners to complete an authentic task is one of best ways to conclude a learning activity it

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promotes transfer of learning, enhances motivation for related work, and clarifies learner competence” (p. 327).

Each team will have an hour to discuss and prepare a visual presentation on the topics covered during workshops. It can be a PowerPoint presentation, chart paper, or role play activity depicting an overview of the assigned topic. The participants will have access to a library and other resources to prepare for their presentation. In the visual presentation, participants will try to summarize information about the assigned topic (motivation, growth mindset and feedback), including the meaning of the topic assigned, types, and how will they might apply the learning in future. Vella (2001) emphasized the learning task for a real-time experience for the learners. The actual scenario-based learning will help the learners find out how and where to apply their learning.

Team A will be covering motivation.

Team B will be covering growth mindset.

Team C will be covering feedback.

After an hour, the team will come back to the workshop room and will give their presentations. The viewers in the classroom will be given time if they have any questions for the presenters. It is noticeable here that in the first three activities the facilitator was observing the team when they were preparing for the role play; but in this activity, they have already worked as a team in the presence of a guide, but now this is the time to apply self-direction and a collaborative approach. Maximum duration for the presentation: 15 minutes.

Once the presentations from all of the groups are completed, the facilitator will provide feedback on the presentation. After the presentation and facilitators’ feedback for the

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presentations, the facilitator will ask the group members to reflect on their experience of preparing for the task; for instance, what new things did they learn about the topic?

While preparing, what was motivating them to accomplish the task?

**Recap:** At the end of the workshop, the facilitator will discuss the key learning from the workshops with participants.

The facilitator will distribute a feedback sheet to the learners on which the participants can share what they have learnt from the workshop and their input for making the workshop better next time.

Q 1. What is your take-away from these workshops?

.....  
.....

Q 2. Were topics described properly during sessions? If not, please explain?

.....  
.....

Q 3. Was the facilitator able to provide you with assistance when required?

.....  
.....

Q 4. Were the materials and activities relevant for you?

.....  
.....

Q 5. How stimulating did you find these workshops?

.....  
.....

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Participants will be able to understand the significant relationship between learning and motivation. They will be able to recognise the formal and informal learning environment around them. I expect that after these workshop the learners may start identifying the informal learning during their daily lives. The workshop is designed with the perspective of drawing learners' attention towards the motivating factors: growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation. Kolb (1984) suggested for experiential learning opportunities so I have added video watching, role play, group discussion, reflection, and other relevant activities to give learners an example how other people have utilized these motivating forces for their learning. I have prepared a "pull out" manual for facilitators, and that is available in Appendix A. There is a feedback sheet designed to get participants' opinion about the workshop. Because teachers are the participants in these workshop, their advice can be a big contribution in making the workshop more effective next time. They can explain better the complications they faced during learning and what could be the better solution to fix those limitations according to them. The feedback from each participant will be crucial as every adult learner has his/her own perspective about learning.

## Chapter 5: Conclusion

### Discussion

The goal of this study was to highlight the motivating and influential mechanisms in adult learning. It is obvious from the literature review that learning and motivation are inseparable (Rogers, 2007). Motivated learners care more and concentrate better while they expend effort, and they are more co-operative (Wlodkowski, 2008, p. 7). We learn something if we are motivated, and motivation helps us to keep learning from failures as well. The main reason for this research is to provide me with a way to help the learners understand the importance of the growth mindset, cultivating receptive feedback etiquette, building relationships to learn in groups, and creating a collaborative and co-operative environment through inclusion for improvements in their field of learning.

As discussed in Chapter One, I realized the fact of lifelong learning during my professional life. Professional growth introduced me to the necessity of learning more in adulthood. For example, the position of team leader demanded from me the art of people management. I learnt a lot about managing situations caused due to behavioural and performance issues of the team members during my job. These were the moments that supported the fact that learning is a continuous process, no matter which position one holds; learning is a must at every stage of life. The realization of the never-ending nature of learning has enhanced my interest in finding out the methods to improve our ability to learn.

The vision of working with a Learning and Development team has been a big contributing factor for completing my project. I wanted to develop a course that teaches how to create an environment for an adult learner to acquire the skill of improving abilities to learn. I realized that the journey of preparing this paper has given me a deep insight into the literature for



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nurturing good habits to learn and grow. Initially, my vision is to apply this project at school level, but later, we can use this course at the district education department level because then the teachers from different schools can impart their ideas about their school's culture to enhance the learning of the staff members. This course provides the learner an opportunity to have an insight into his/her strengths and areas of opportunities, no matter which level we are working or in which context.

### **Limitations of the Design**

The project that I have designed is based on primary data collected by previous researchers in the field of adult learning and motivation. I did not collect first hand data on motivation or adult learners directly; but have relied upon facts and insights provided by other expert researchers in this field. Due to the heterogeneous groups of learners, the conditions may change in every workshop. But the proficiency of the facilitator in creating a safe and supportive learning environment will be helpful in avoiding undesirable situations because of the clashes in ideas of the learners.

While reviewing the sources, I have tried to add recognized scholars' articles, books, and online material; but one question struck me: Will these concepts be effective in a society that is not similar to the North American or Western society where most of these sources are from? It is my hope that concepts and resources that I have used from a different cultural background (Western education culture) will likely be productive in a different cultural background (Eastern education system) because with innovation and technology, the gap between the different cultures has been narrowed down in recent years.

It is visible in most of the private schools in India that we are using Western concepts for teaching, and those strategies have been successful in bringing Indian students to the

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international forum. I have tried to include the perspective of Western scholars in activities and approaches that could be functional in my Indian context, too.

Another limitation that some readers may find is the lack of learner's evaluation, but I intentionally avoided a formal assessment of learners after activities in these workshops, as our goal is mastery, not performance (William & Leahy, 2015, p. 114). Though there is no formal assessment for the learners in these sessions, the learners can have the advantage of input from the facilitator and their peer group about their learning and learning styles. Reflection is an important way for the learner to know what he/she has gained from the sessions. Wlodkowski (2008) suggested that task replicate people's capacities and understanding about topic (p. 327). The core intention for this project is to introduce the learners with interconnection among the motivational components: growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation for adult learning. Instead of being graded or assessed, the learner will be given opportunity to depict their understanding in the form of presentations. The core intention for this study is to bring behavioural changes in learners – namely increased self-awareness and key concepts that support growth mindsets – for better understanding of what they are learning and how learning can avoid hindrances in their development.

The next question hindering me regarding the project is the time constraints of the workshops. I have dedicated only three hours a day to the workshop. Will the participants be able to benefit from a one-time application of this workshop, or will they need more sessions to acquire the traits of improving their ability to learn? In my opinion, it will vary from participant to participant. Those who have a growth mindset already will be able to benefit quickly from the

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project because they are open to learn; but learners with a mixed (growth and fixed) and fixed mindset may need repetitive sessions on the growth mindset.

### **Effectiveness**

The effectiveness of this program will be measured by a positive change in the abilities of learners. We have to rely only on the learners' word to check how effective the workshop and content was for them. Some participants will not be able to answer it quickly, as acquiring new skills and changing behaviour takes time. For instance, a learner can depict the active listening part of receiving feedback during the workshop, but to apply and improve all the desired qualities for effective feedback skills takes time and more efforts to build on. These efforts can be practised with colleagues for feedback sharing, listening to some experts in the feedback sessions, and writing some positive feedback phrases to refer to in future.

### **Looking Forward**

I have studied and discussed the motivational factors for adult learning, which are the growth mindset, feedback, relationship building, inclusion, relevance, collaboration, and co-operation during learning. I have tried to include the required facts about these essentials in the lesson plan according to my question, "What motivates adults to improve their abilities to learn in the workplace?" The literature review revealed that comprehensive study can be conducted on these factors individually.

Wlodkowski and Ginsberg (1995) experienced that some ambiguities, conflict, and dilemmas remain unresolvable during culturally responsive teaching (p. 41). Adult learning demands that facilitators are culturally responsive. I would like to further conduct a deeper study of the fears, dilemmas, and hindrances for a facilitator in adult learning and how to form an ideal learning platform for learners from various cultural backgrounds.

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Improvement in the ability to learn is desired in each sector, whether it is the education field, the corporate sector, or an individual business. Learning can be more relevant if the learners will know how to learn, not only what to learn

These lesson plans will work as a foundation course for my further research into learning and development. A number of programs can be designed after a deep study of the growth mindset, feedback, relationship building, collaboration, and co-operative learning individually. As it is the basis for my Master's program project, I have tried to incorporate the basic information about all of these motivating essentials, but someone conducting a study at the doctorate level can unveil vast aspects of the growth mindset, feedback, relationship building, collaboration, and co-operative learning.

### **Conclusion**

This project has given me an opportunity to recognize the importance of motivation for the adult learners. The growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation boost the motivational level of the adult learners. The workshops that I have designed on the basis of previous research in the field of adult learning and motivation has guided the facilitator in how to establish an ideal learning environment for the participants. My expectation from the facilitators in these workshops is to create such settings that learners can open up with the ideal conditions required for adult learning. During these workshops, the adult learners will be able to describe and understand what encourages them to learn more keenly on their professional front. Once the sources have been discovered, it will be easy for learners to know how they can expand their abilities to learn. Once this project will be applied in the schools in Yamuna Nagar district, I expect that the teachers will be able to utilize their professional development opportunities more effectively. One of the

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main reasons for selecting this question was to gain an in-depth understanding of motivational learning strategies for adults, and the journey of compiling this project has been an exciting learning experience for me.

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## Appendix A

### Workshop Series in Detail

#### Overall Objectives of the Workshop

- To motivate the learners, I have included examples of adult learners who chose to learn something new in adulthood to prove the fact that talent is not just inborn.
- To understand the different types of mindset, there will be videos and reflection.
- To build relevancy, I tried to include activities that demand the learners' experience regarding the ability.
- To ensure inclusion and individual attention, I have set up some guidelines in the beginning of the workshop so that everybody's voice is heard and each individual is respected.

#### Workshop Day 1: Workshop for Motivation

##### Lesson Plan 1

**Introduction:** In this workshop, participants will discuss motivation and how to keep the motivational level high for better learning. The first day is dedicated to understanding motivation and factors that are motivating to adult learners.

To create a harmonious and democratic approach during the learning sessions, I have suggested setting up some ground rules or establishing norms at the beginning of the first workshop, and respecting the speaker would be one of those rules. These guidelines will be the rules of the learners, co-created by the learners, and for the learners.

**Objectives:** At the end of this session, participants will be able to understand:

- The definition of motivation.
- How to stay motivated to reach our goal.

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- Types and sources of motivation.
- Why motivation matters for learning.

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, chart paper.

**Duration: 30 minutes**

**Introduction of group:** The workshop begins with an introduction session for all the participants including the trainer. This introduction and ice-breaking meeting will include the name, experience, and the expectations for the workshop. Each participant will have two minutes to introduce him/herself.

After introductions, the facilitator will ask the participants to set up some ground rules or norms for the workshops. Some examples of ground rules are: Respect the speaker, share feedback positively, and other elements that make learners feel comfortable.

**Activity 1. Discussion: What is Motivation?**

**Duration: 60 minutes**

The facilitator will give a brief introduction about the inseparable relationship between learning and motivation. The relationship is intimate as there is always a motive behind learning anything: our interest, professional growth, or it can be a requirement of our personal life. The facilitator will introduce participants to definitions of motivation.

The facilitator will ask the learners about types of motivation.

The facilitator will explain the distinction between intrinsic and extrinsic motivational categories. After explaining the types of motivation, the facilitator will encourage each participant to give one example of each type of motivation.

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Then the facilitator will ask the participants why they want to learn more and what they understand about motivation. Each participant will mention what motivates him/her for learning at this stage of life. Each participant will give his/ her understanding about motivation one by one.

### **Activity 2. Video and Discussion**

#### **Duration: 45 minutes**

The participants watch the video: “The Video That Will Change Your Future” (10:22)  
<https://www.youtube.com/watch?v=4ltDn2xqJPY>

After watching the video, the facilitator divides the participants into pairs. They discuss three key ideas that they learnt from the video. After 10 minutes, the pairs will share their views with the whole group one by one. Every pair has a maximum of three minutes to explain their understanding to the group. Discussion will provide participants a chance to share their opinions about motivation and if they agree to the concept depicted in video. The participants will be able to see the real examples of motivated persons and discuss more about the strengths depicted by the achievers in video.

### **Activity 3. Reflection and Discussion**

#### **Duration: 45 minutes**

The facilitator will provide blank papers to each participant and ask them to write the name of the source of motivation for him/her. The participant is required to mention the qualities of that motivational source. The rationale behind this activity is to reflect upon the relevant sources of motivation for the individual participants in group so that maximum motivational factors can be discussed. Once the participants have noted down the qualities, they will discuss it among the group. Ask earners to mention a person who motivates them instead of giving a

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lecture on a famous motivational personality in front of the whole class because an individually relevant source motivates the learner more in his/her life. The more relevant the session would be, the more meaningful it will be for the learners. They will be able to connect their understanding to the actual scenarios.

Name the person who is your source of motivation.

Mention at least two qualities of the person who motivates you and why.

### **Workshop Day 2: Understanding Mindsets.**

#### **Lesson Plan 2**

**Introduction:** To learn something, one needs to have a growth mindset. The second day is dedicated to this mindset because I think it is the most impactful element of motivation. If we don't have an accurate mindset, no matter how effective or engaging the learning process is, it will end up as mere activity.

**Objectives:** At the end of this session, participants will be able to understand:

- Definition and meaning of mindset.
- How they can learn at any stage of their life.
- The role of practice and determination for learning

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper.

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The first step will be ice breaking.

### **Duration: 20 minutes**

The check-in will include how the participant is doing and what the participant learned from the last session. Then the facilitator will introduce the group to the topic of the day:

Mindset.

### **Activity 1. Checking mindset.**

#### **Duration: 20 minutes**

For learning, it is always better to understand what kind of mindset we have. The facilitator will discuss with the participants about the mindset and try to determine the mindset of the learners. The facilitator will seek learners' opinion about intelligence and skills. The intention behind this activity is to make facilitator and learners familiar with learners' current mindset as mindset plays a significant role in motivating adult learners. The facilitator will ask these questions: What do they think about the skills and abilities, if these are flexible or fixed? How do they feel when someone shares feedback for their work?

### **Activity 2. Knowing each other and building relationship among team**

#### **Duration: 45 minutes**

As it is the second session, the facilitator will focus on the relationship-building aspect too because the relationship building impacts and motivates the adult learner. The following activity will help the team get to know each other. The group will be sitting in a circle including facilitator. As one of the purposes of adult learning is improvement so all the participants are supposed to share their strengths and weaknesses related to their profession one by one but they are not forced to share their area of opportunity due to autonomy of learner. They will also be discussing the remedies they are following to convert that area of opportunity into a strength.

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**Activity 3. Understanding relationship between brain and learning****Duration: 1 hour and 30 minutes**

As Collins (2001, as cited in Dweck, 2012) found, the growth mindset leads to the accomplishment of goals. The video from an expert in growth mindset gives us the example of a learner who decides to learn something new and then follows the strategy to achieve his goal through practice and a positive mindset. Dweck (2006) opined that athletes with a growth mindset enjoy learning and improving instead of success. For relevancy, ample time has been allotted to reflect upon their own learning experience.

To learn something, it is crucial to understand how our brain works. This video is important as most of us think that our brain stops developing after childhood, and that childhood is the best time to learn anything. The video following explains the functionality of an adult brain and shows us a new path for learning new habits.

Video: *Neuroplasticity*: <https://www.youtube.com/watch?v=ELpfYCZa87g> (02:03)

After this video, the facilitator will discuss with participants regarding the information provided in video. The facilitator will discuss about the Dweck (2006) and Wlodkowski's (2008) views about the mindset and functioning of brain. The facilitator will ask from participant if any of them have realized this fact before. The facilitator will also recommend the participants to pay more attention to this fact during learning a new skill in future.

After watching the video and discussing about functioning of our brain regarding learning, we come to understand that we can learn anything; in the video we see some examples that prove when a person decides to learn different things in adulthood, he/she can succeed in learning it efficiently.

After discussing the rewiring of the brain, the facilitator will play the next video.

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Title: *The first 20 hours - How to learn anything* by Josh Kaufman, TEDxCSU

<https://www.youtube.com/watch?v=5MgBikgcWnY> (19:26)

The facilitator will stop the video at 10:30 minutes to discuss how the presenter Kaufman, in video talks about deconstructing the skill. The reason for selecting this video is that the facilitator in the video explains that instead of a big bundle of skills, we should deconstruct the skill. Dweck (2006) opines that practice can improve our abilities. After this video, the facilitator will give participants a hypothetical situation of learning new language and ask them how they will deconstruct the process to learn the new language.

**Reflection and filling in response sheet:****Duration: 30 minutes**

After watching this video, participants will reflect on it for 10 minutes and then they will be handed sheets to fill in their responses. Participants will be reflecting on their own recent learning experience.



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Q 1. When did you try to learn something new related to your profession? Recall that situation?

Answer.....  
.....

Q 2. Try to jot down the barriers that you faced at that time.

Answer.....  
.....

Q 3. What kind of obstacle did you think that you faced at that time in trying to learn?

Answer.....  
.....  
.....

Q 4. What kind of thoughts did you have when you tried to learn something new?

Answer.....  
.....

After 30 minutes, the facilitator will ask volunteers to write at least two barriers on the board that participants faced while learning as adult learners. After that, volunteers can brainstorm on how these barriers can be removed. Rather than giving solutions to remove those obstacles, the facilitator will seek input from the group. We have experienced and newly hired types of participants in the group, so the experienced participants can mentor the novice participants.

**Workshop Day 3: Understanding Feedback****Lesson Plan 3**

**Introduction:** This session will be helpful to understand the relationship between learning and feedback. They will be able to understand definition of feedback, and differentiate between positive and negative feedback statements. For learning it is crucial to understand the feedback as Fullan (2015) considers feedback as a good fortune, because it is required for improvement, especially at the beginning of any task.

**Objectives:** At the end of this session, participants will be able to understand:

- the role of feedback in learning
- how to be a good feedback receiver and giver
- feedback etiquette

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper.

**Activity 1. Feedback meaning****Duration 30 minutes**

The session will start with the check in. The facilitator will introduce the group with the topic of the day, “Feedback” and ask some volunteers to explain their understanding about feedback. The facilitator will jot down the main words used for feedback on the board. After discussing it for 15 minutes with participants, the facilitator will play a video to explain what other specialists think about feedback. After watching video participants will be able to understand and discuss more about the feedback. They will be able to recognise the role of a continuous good relationship between feedback giver and receiver to make feedback successful.

Title for the video: *Listening to Feedback*

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<https://www.youtube.com/watch?v=6QupnaPvz4Q> (6:05 minutes)

After watching the video, there will be discussion on feedback for 10 minutes.

The discussion will consist of the behaviour of feedback giver and reaction of feedback receiver.

The facilitator will also ask any volunteer to share a scenario from his/her feedback sharing experience.

## **Activity 2. Role playing for types of feedback**

### **Duration: 1 hour**

After watching the video and engaging in discussion, the learners will be able to understand different forms of feedback. The facilitator will divide the learners into two groups. One group will discuss the characteristics of the positive feedback giver and another will focus on the qualities of the negative feedback. The facilitator will hand out a sheet with a scenario for sharing feedback to each group. The facilitator will brief the team about some important facts related to feedback sharing; for example, about the reaction of learners. Wiliam and Leahy (2015) opined that feedback shared with the focus on the reaction of learner helps the receiver to understand and apply it straightforwardly. Fullan (2015) advised to remove rigidness and to add deep analysis in feedback.

After discussing the scenario for 15 minutes, both groups will do the role-play activity of feedback. While the groups are preparing for the presentation, the facilitator has to make sure that each participant contributes in the activity preparation. There will be a reminder of group norms of respect and listening. When one group is presenting, the other group will observe the performers and write down their views about the language, tone, and body language of the performers. Each team will get 10 minutes for role playing. Spectators will get 10 minutes more for questioning and opinion after the role play. Have small group discussions and teamwork-

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based activities as these activities are less structured and more open ended, which help adults in learning from others' experience.

### **Scenario for Sharing Feedback**

Bella, a newly hired history teacher in school, is called by the principal, as her class is not performing well in her subject. The principal discusses that it is only for history that the performance graph of the class is going down month by month; but the class is doing well at other subjects. The school has another history teacher, Mr. Anderson, who was teaching Bella's class for three months. The principal has given the example of Mr. Anderson to Bella and suggested she consult him for help if she needs it.

### **Activity 3. Positive feedback statement**

**Duration: 45 minutes**

**Materials Needed:** A ball and basket.

In this activity, participants will be using the power of positive and spontaneous feedback. This activity depicts the importance of peer feedback. The facilitator will divide the team into two groups. The facilitator will bring a ball to the classroom. One participant from each team will be asked to come and play one by one.

The person who will be playing will be blindfolded and given a maximum five chances to throw the ball in the basket. For the first five attempts, he/she cannot take anybody's support or suggestions. After that, he/she will be given more chances, maximum five chances again; but this time, his/her team will be guiding him/her about the distance and direction by telling him/her

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what to do to get closer. While playing this game, the guiding team members will be using positive phrases.

Then, one participant from the second team will repeat the same activity.

After the game is finished, the facilitator will ask the performers: What difference did they feel while playing alone, and what were the thoughts in their mind with the guidance of team members?

This activity is relevant as during this activity, the group members motivate and guide the performer with positive verbiage. This activity is a good example of collaboration and feedback. With the feedback of the group members, the performer was able to hit the basket more quickly and easily as compared to trying alone.

### **Workshop day 4: Receiving Feedback**

#### **Lesson Plan 4**

**Introduction:** In the previous lesson plan, learners are able to understand different ways of giving feedback. Wlodkowski and Ginsberg (1995) suggested to keep feedback specific, constructive and informative for the receiver so that feedback enhances learners' motivational level. This lesson plan will introduce the learners to feedback receiving skills.

**Objectives:** At the end of this session, participants will be able to understand:

- How to be a good feedback receiver and giver.
- Different feedback etiquette.

**Material Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper.

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**Check-in****Duration: 20 minutes**

The check-in will include: How the participant is doing, and one sentence of feedback for the session they attended in the last workshops. It will give the facilitator an opportunity to understand if learners are able to differentiate between the praising words and actual feedback. To bring forth the aspect of receiving the feedback, the facilitator will play a video.

**Activity 1. Receiving feedback**

The next video will be helpful to understand how to use feedback effectively. When people in workplaces understand feedback, but for some reason they reject the feedback, they miss the opportunity of improvement. We become defensive and argumentative when we receive feedback, but we need to develop good learning and receptive feedback skills to improve from where we are now. Fullan (2015) supports the importance of feedback and encourages focusing on the receiver of feedback instead of the giver of feedback.

Video for feedback: *How to use others' feedback to learn and grow* by Sheila Heen (2015)  
[https://www.youtube.com/watch?v=FQNbaKkYk\\_Q](https://www.youtube.com/watch?v=FQNbaKkYk_Q) (19.28 minutes)

The reason for adding this video is that the author, Sheila Heen, is talking about the importance of receiving feedback. She emphasizes the responsibility of the receiver in the process of feedback. Heen (2015) stating that the receiver is in charge of feedback is not excessive. She supports the benefits of accepting feedback honestly: higher work satisfaction and performance. Spontaneous decisions about feedback, whether it is wrong or right, is one of the biggest obstacles in our learning process because if learners consider feedback unsolicited and negative, then it is rejected at the same moment.

Q 1. What qualities of a good feedback receiver do you have?

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.....

.....

Q 2. What is the role of the feedback giver in enhancing learning for the receiver?

.....

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.....

Q 3. What are the obstacles in accepting and applying the feedback you received?

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Q 4. What are different sources of feedback in your profession?

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Q 5. Under what conditions do you seek out feedback?

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**Activity 2. Feedback Sharing in One - One session.****Duration: 45 minutes**

According to Fullan (2015), empathy is the crucial component of feedback. The facilitator will ask the participants to recall a situation in which they have rejected feedback and why. A worksheet will be given to each participant. The importance of adding this activity is that receiver will be able to review the real-time situation with the lens of another person.

Wlodkowski and Ginsberg (1995) stated that informal feedback more often brings a positive impact to learners' minds, so the facilitator will ask the learners to experience a formal feedback-sharing incident and then to experience an informal situation, in order to compare. Participants will have 20 minutes to recall and write down the scenario with an effective feedback strategy in both formal and informal conditions. Then the facilitator will ask the participants to choose a partner for him/her from the group and exchange their sheets between them. Then the next person will review the situation and share feedback as per his/her point of view.

The feedback shared by the other person in the pair will help to view the situation with another person's perspective. This feedback-sharing activity will be repeated in the same pairs again so that both participants get the chance to play the role of feedback giver and receiver. The facilitator will play the role of guide at this time and check if participants have shared specific, descriptive feedback with care and concern. Sometimes adult learners don't feel comfortable sharing their areas of opportunities in the group, so this activity will serve the introverted learners to share their experiences. Participation of each individual in the activity will serve the inclusion perspective of adult learning. The facilitator needs to work hard on creating a learning environment that makes the learners feel safe to share their experiences.



Describe the situation with an example where you have turned away the feedback.

.....

.....

.....

What do you think could make you more receptive to that feedback?

.....

.....

.....

Comments from the Partner:

.....

.....

**Activity 3. Framing positive feedback phrases**

**Duration: 30 minutes**

The group will be sitting in a circle and the facilitator sits among the group. Each participant is required to frame a positive feedback statement for the person sitting next to him/her. The facilitator will initiate this activity and then it will go around the circle until the last participant shares feedback for the facilitator.

**Workshop day 5: Final Recap and Review****Lesson Plan 5**

**Introduction:** In this final session, the team will have an opportunity to review what they have covered in the previous sessions, to discuss their understanding about motivating factors, and improve their perception about the role of motivation in learning; what would be their strategy whenever they meet new challenges at workplace?

**Objectives:** By the end of this session, participants will be able:

- To depict their learning about the growth mindset from workshops attended.
- To represent their understanding about feedback.
- To show the motivational behaviour.
- To understand the importance of self-direction and team spirit or collaboration

**Materials Needed:** Projector, internet connection, marker, papers, pencils, worksheets, Chart paper, and library access.

**Activity 1. Guess Who? (FunAttic.com, 2016)****Duration: 30 minutes**

Since it is the last day of the workshop, participants have had a lot of time to spend in the group, so the day will start with an activity of relationship building and understanding of team members. Each participant in the group writes a very interesting or unusual fact about him/herself on a piece of paper. Then the facilitator will collect the paper from participants and fold them. He/she will put these papers into a box and will bring the box in front of the team one by one. The participants will pick the folded paper from the box and will guess who it is. If the first person is not able to guess correctly, then it will be passed on to another participant in the

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circle (FunAttic.com, 2016). This activity helps to build rapport among the participants and healthy relationships among team members to derive learning.

### **Activity 2. Presentation**

#### **Duration: 1 hour 45 minutes**

The facilitator will divide the participants into three teams. It is the last day of the workshop, and the facilitator needs to play the role of an observer and feedback giver on this day. So far, the facilitator was available for encouraging the participants and helping them while preparing for activities, but in this last workshop, the facilitator will only guide the participants about their task. The effectiveness of guidance will reflect in the self-directedness and empowerment of adult learners. The facilitator will make sure that learners will get new participants in their team because it gives the participants the opportunity to work with new ideas. Wlodkowski (2008) comments “Providing the opportunity for learners to complete an authentic task is one of best ways to conclude a learning activity it promotes transfer of learning, enhances motivation for related work, and clarifies learner competence” (p. 327).

Each team will have an hour to discuss and prepare a visual presentation on the topics covered during workshops. It can be a PowerPoint presentation, chart paper, or role play activity depicting an overview of the assigned topic. The participants will have access to a library and other resources to prepare for their presentation. In the visual presentation, participants will try to summarize information about the assigned topic (motivation, growth mindset and feedback): The meaning of the topic assigned, types, and how will they apply the learning in future. The actual scenario-based learning will help the learners find out how and where to apply their learning.

Team A will be covering motivation.

Team B will be covering growth mindset.

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Team C will be covering feedback.

After an hour, the team will come back to the workshop room and will give their presentations. The viewers in the classroom will be given time if they have any questions for the presenters. It is noticeable here that in the first three activities the facilitator was observing the team when they were preparing for the role play; but in this activity, they have already worked as a team in the presence of a guide, but now this is the time to apply self-direction and a collaborative approach.

Maximum duration for the presentation: 15 minutes.

Once the presentations from all of the groups are completed, the facilitator will provide feedback on the presentation. After the presentation and facilitator's feedback for the presentations, the facilitator will ask the group members to reflect on their experience of preparing for the task; for instance, what new things did they learn about the topic?

While preparing, what was motivating them to accomplish the task?

**Recap:** At the end of the workshop, the facilitator will discuss the key learning from the workshops with participants.

The facilitator will distribute a feedback sheet to the learners on which the participants can share what they have learnt from the workshop and their input for making the workshop better next time.

Q 1. What is your take-away from these workshops?

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Q 2. Were topics described properly during sessions? If not, please explain?

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Q 3. Was the facilitator able to provide you with assistance when required?

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Q 4. Were the materials and activities relevant for you?

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Q 5. How stimulating did you find these workshops?

.....  
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Participants will be able to understand the significant relationship between learning and motivation. They will be able to recognise the formal and informal learning environment around them. I expect that after these workshops the learners may start identifying the informal learning during their daily lives. The workshop is designed with the perspective of drawing learners' attention towards the motivating factors: growth mindset, feedback sharing and relationship building, inclusion, relevance, and collaboration and cooperation. Kolb (1984) suggested for experiential learning opportunities, such as video watching, role play, group discussion, reflection, and other relevant activities give learners an example how other people have utilized these motivating forces for their learning.

The feedback sheet is designed to get participants' opinion about the workshop. Because teachers are the participants in these workshop, their advice can be a big contribution in making the workshop more effective next time. The feedback from each participant will be crucial as every adult learner have his/her own perspective about learning.