

Motivating Adult Learners

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**I'm a trainer who trains
trainers to train trainers
to train farmers**

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She's my trainer

Born to Learn!



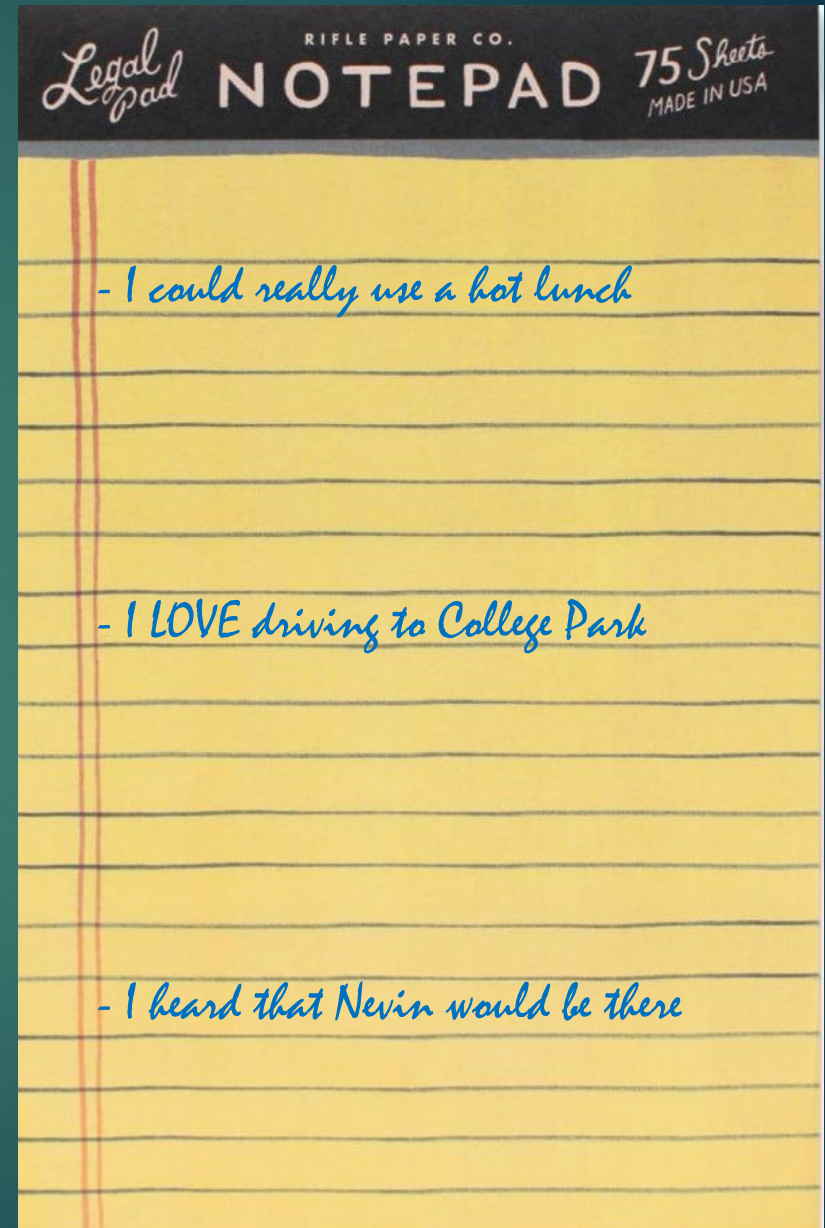
Born to Learn!

- ▶ Motivation to learn is a trait all humans share
 - ▶ Necessary for survival
 - ▶ We are attracted to novelty
 - ▶ We actively assimilate new info and skills and apply them



Learner Exercise, Step 1 (2 min.)

- ▶ On your pad of paper, jot down 3-5 reasons that you decided to invest your time in today's In-Service Training
- ▶ Be honest!
- ▶ **Leave several lines of space between each**



INTRINSIC VS. EXTRINSIC MOTIVATION: WHY WE DO WHAT WE DO

Because of the interest and enjoyment in the task itself

- Enjoyment
- Purpose
- Growth
- Curiosity
- Passion
- Self-expression
- Fun



Intrinsic



Extrinsic

Because of the outcome that will result by doing the task

- Promotions
- Pay raises
- Bonuses
- Benefits
- Prizes
- Winning
- Perks

Intrinsic Motivation

- ▶ From within
 - ▶ Inherently interesting and enjoyable
 - ▶ Not everyone is intrinsically motivated for every task
- ▶ Stronger when learner feels
 - ▶ Competent
 - ▶ Autonomous/In control
 - ▶ Socially connected



Extrinsic Motivation

- ▶ From the outside
 - ▶ Done for instrumental value
 - ▶ Leads to separate outcome
- ▶ Can include
 - ▶ Avoiding punishment
 - ▶ Gaining approval/award
 - ▶ Achieving a goal



Motivation Continuum

More likely to be sustained

AMOTIVATION

EXTRINSIC

INTRINSIC

I have no interest in learning/doing it

- I don't value it
- Can't do it
- Don't think it will help me

To Avoid Sanction or Attain a Reward

External

CEUs, Volunteer Recognition

I want to learn it/do it

To Gain Approval or Avoid Guilt

Somewhat External

To Achieve a Personally Endorsed Goal

Somewhat Internal

Typical Extension client

Because I have internalized how important this is and really value it

Internal

I want to learn it/do it

because it's

- Enjoyable
- Interesting
- Satisfying

Internal

Rare

(Adapted from Ryan and Deci, 2000)

Learners generally have more than one motivation

Learner Exercise, Step 2 (2 min.)

- ▶ Under each of your reasons for being here, add the applicable motivation point(s) from the continuum graphic
- ▶ Add additional detail (the “why”) to each reason if needed

Motivation Continuum

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Learner Exercise, Step 3 (2 min.)

- ▶ What could we (as in-service training committee) have done to move you to the right on the continuum for one or more of your reasons?

Motivation for Adult Learning

ATTITUDE - interest and relevance of content, instructor quality and attitude, voluntary participation, endorsement of goals

MEANING - ability to connect new ideas to prior experience, opportunity to apply new skills in realistic, authentic situation

Factors that influence motivation for learning

INCLUSION - feeling connected, accepted, belonging to community, contributions recognized and valued

COMPETENCE - able to successfully use new knowledge and skills, esp. in self-directed efforts

4. Let learners contribute to content, process, and outcomes

2. Uncover and share learners' mental models about the content

Four Best Practices for Adult Learning

3. Link content to learners' prior experience; let them experiment with it

1. Provide a safe environment for learning

Educator Exercise, Step 1 (3 min.)

- ▶ Think of a past or future training for which you were/are in the educator/coordinator role
- ▶ What best practices were/are already in place?
- ▶ What would/will you improve?

4. Let learners contribute to content, process, and outcomes

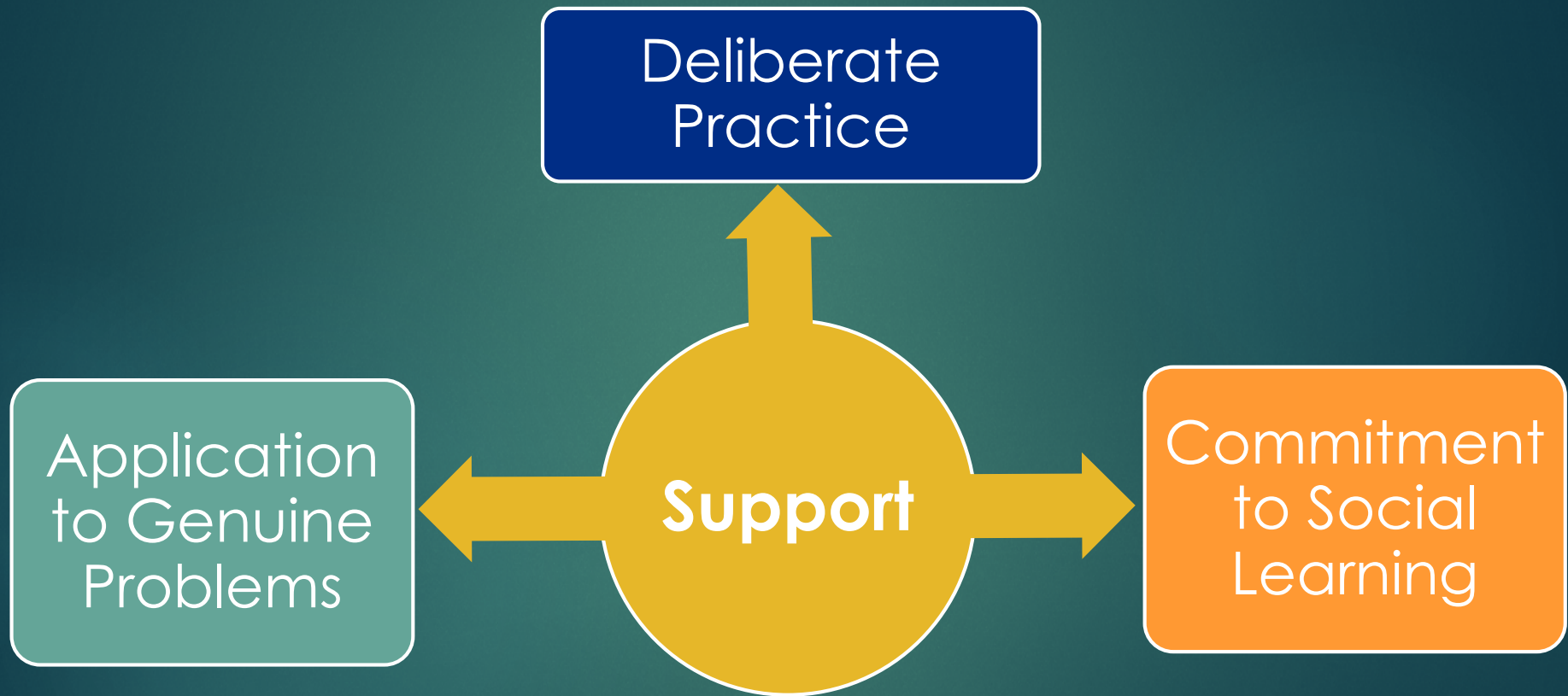
2. Uncover and share learners' **mental models** about the content

Four Best Practices for Adult Learning

3. Link content to learners' prior experience; let them experiment with it

1. Provide a safe environment for learning

To sustain learning and promote relationships...



Educator Exercise, Step 2 (start thinking)

- ▶ With the same event in mind...
- ▶ What sustained learning practices were/are already in place?
- ▶ What would/can you improve?

To support learners in Deliberate Practice, provide:

Multiple formats for continued learning after event

- Text, audio recordings
- Custom videos, YouTube links
- Labs, on-site observations

Practice Activities

- Sequential, scaffold activities
- Workbooks, homework activities

Learning Guides

- Rubrics for planning, & self-assessment
- Examples, “worked” cases
- Custom videos, YouTube links

Feedback

- Use multiple formats for feedback (video conference, phone, review of self-assessments and assignments)
- Be specific, positive, and timely

To support learners in Applications to Genuine Problems, provide:

Problem Scenarios

- Genuine, “unworked” cases in variety of formats (text, custom video, stories)
- Hypothetical “composite” cases to emphasize specific challenges

Methods to Record and Represent Problem Attributes

- Concept maps, flow charts, rubrics
- Workbooks, examples

Methods to Record and Reflect on Problem Solving Experiences

- Journals (text, audio, photo, video)
- Guiding questions for reflection (“Gaps in your knowledge or skills?” “Assumptions?”)

Resources to Address Gaps in Knowledge and Skills Needed to Address Problems

- See supports for Deliberate Practice
- See Supports for Commitment to Social Learning

To support learners in Commitment to Social Learning, provide:

Resources that Support Social Interactions

- Physical or virtual meeting spaces, Google Groups, listservs, etc.

Help for Learners in Making a Commitment to Social Learning

- Provide introductions; share contact info
- Connect learning partners with similar interests, challenges; with complimentary knowledge, skills, values, or resources

Activities that Promote Social Learning

- Multi-part scenarios, cases, role play
- Problem-based team challenges

Supports for Peer Teaching

- Multi-part projects that require peer teaching
- Model use of Best Practices and support teaching volunteers in use of Best Practices

Educator Exercise, Step 2 (3 min.)

- ▶ With the same event in mind...
- ▶ What sustained learning practices were/are already in place?
- ▶ What would/can you improve?

Multiple formats
for continued
learning after
event

Learning
Guides

Feedback

Practice
Activities

Deliberate
Practice

Problem
Scenarios

Methods to Record
and Represent
Problem Attributes

Help for Learners
in Making a
Commitment to
Social Learning

Resources that
Support Social
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Application
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Support

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Methods to Record
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Resources to Address
Gaps in Knowledge
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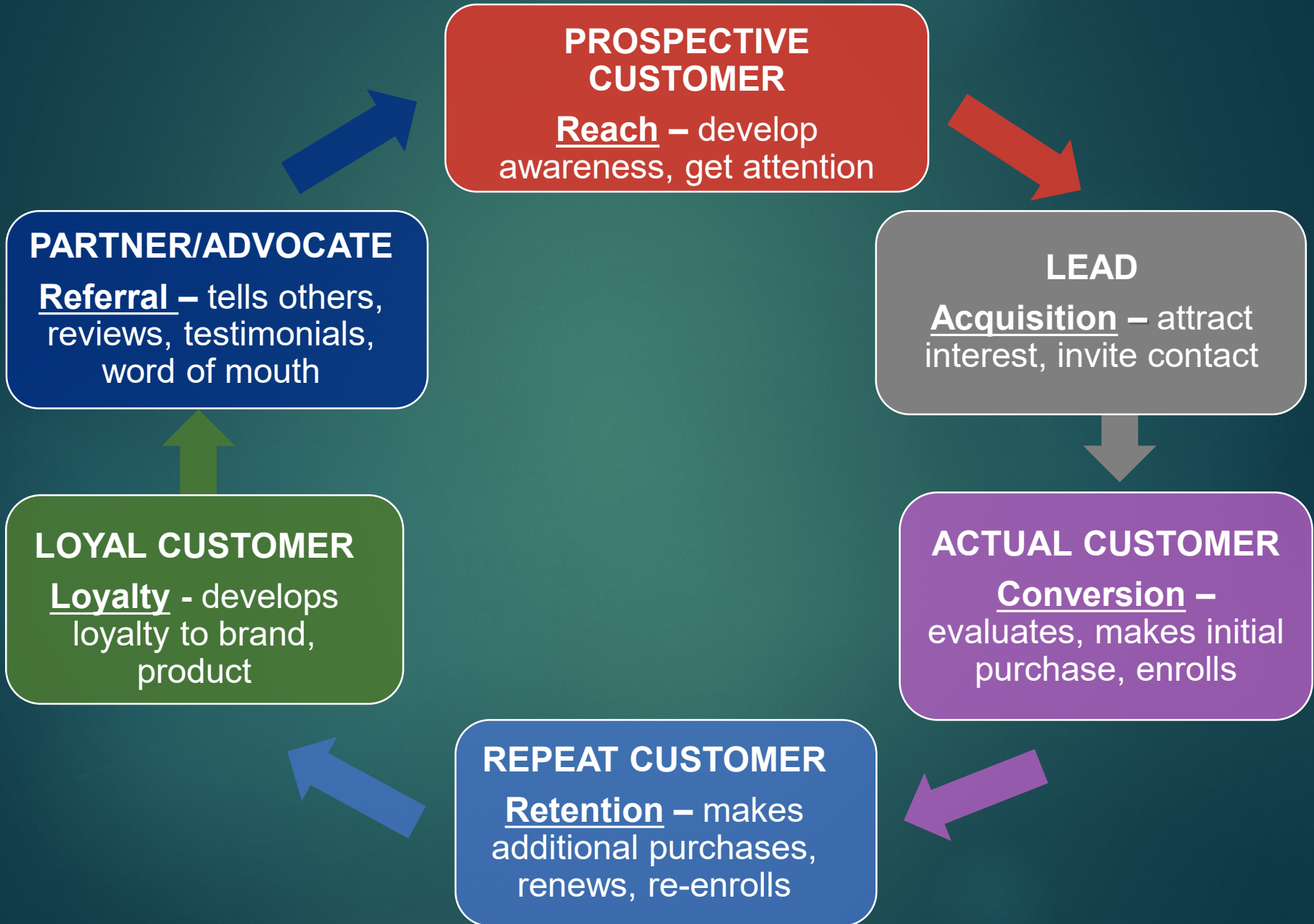
Supports for
Peer Teaching

Activities that
Promote
Social
Learning

Educator Exercise, Step 3

- ▶ Discuss with your neighbor

Customer Lifecycle and Marketing Goal at Each Stage



Participant Lifecycle and Marketing Goal at Each Stage



Customer Lifecycle Phase and Marketing Goal	Relationship Marketing Activities to Achieve Goals
PROSPECTIVE CUSTOMER <u>Reach</u>	<ul style="list-style-type: none"> • Advertise to likely target audiences via multiple channels • Promote applicability, benefits, meeting needs
LEAD <u>Acquisition</u>	<ul style="list-style-type: none"> • Engaging messages via mail, email, networks targeted to interest, motivations, problems, goals • Invite prospects to request more info, to provide contact info for updates, promotions
ACTUAL CUSTOMER <u>Conversion</u>	<ul style="list-style-type: none"> • Focus on selling relationship, experience, service • Introductory offer, promotion, discount - may be time limited • If they don't purchase, explore why
REPEAT CUSTOMER <u>Retention</u>	<ul style="list-style-type: none"> • Onboard – get customer oriented, up and running • Develop supportive relationship; help solve problems; give prompt response • Special offers/opportunities for repeat customers
LOYAL CUSTOMER <u>Loyalty</u>	<ul style="list-style-type: none"> • Nurture relationship, connection; provide ongoing support proactively and reactively, check in • Maintain consistency and quality, identity of brand
PARTNER/ ADVOCATE <u>Referral</u>	<ul style="list-style-type: none"> • Engage for feedback about usefulness, value, applicability of product or service • Respond to feedback, make improvements, address new/changing needs



Keys to building strong customer (participant) relationships

- ▶ Quality product that meets identified needs and interests
- ▶ Building a sense of belonging to community of shared values and goals
- ▶ Providing opportunities for participants to make meaning of their new learning
- ▶ Giving and receiving feedback
- ▶ Responding to feedback to make improvements and remain relevant to the lives of participants

What Relationship Building activities are you doing at these Participant Lifecycle stages?

PROSPECTIVE PARTICIPANT <u>Reach</u> – develop awareness, get attention	
LEAD <u>Acquisition</u> – attract interest, invite contact	
ACTUAL PARTICIPANT <u>Conversion</u> – evaluates, enrolls, attends first event	
REPEAT PARTICIPANT <u>Retention</u> – takes part in additional events, activities	
LOYAL PARTICIPANT <u>Loyalty</u> – develops loyalty to project, commitment to goals	
PARTNER/ADVOCATE <u>Referral</u> – tells others, uses what learns to teach others	

Customer Lifecycle Phase and Marketing Goal	Marketing Activities to Achieve Goals
PROSPECTIVE CUSTOMER <u>Reach</u> – awareness, attention	<ul style="list-style-type: none"> • Advertise to likely target audiences via multiple channels • Promote applicability, benefits, meeting needs
LEAD <u>Acquisition</u> – attract interest, invite contact	<ul style="list-style-type: none"> • Engaging messages via mail, email, networks targeted to interest, motivations, problems, goals • Invite prospects to request more info, to provide contact info for updates, promotions
ACTUAL CUSTOMER <u>Conversion</u> – evaluates, makes initial purchase, enrolls	<ul style="list-style-type: none"> • Focus on selling relationship, experience, service • Introductory offer, promotion, discount – i.e. time limited • If they don't purchase, explore why
REPEAT CUSTOMER <u>Retention</u> – makes additional purchase, renews, re-enrolls	<ul style="list-style-type: none"> • Onboard – get customer oriented, up and running • Develop supportive relationship; help solve problems; give prompt response • Special offers/opportunities for repeat customers
LOYAL CUSTOMER <u>Loyalty</u> – develops loyalty to product, brand	<ul style="list-style-type: none"> • Nurture relationship; provide ongoing support proactively and reactively • Maintain consistency and quality, identity of brand
PARTNER/ ADVOCATE <u>Referral</u> – tells others, reviews, testimonials	<ul style="list-style-type: none"> • Engage for feedback about usefulness, value, applicability of product or service • Respond to feedback, make improvements, address new/changing needs

Follow-up

- ▶ Sign up sheet on your way out
- ▶ I will email
 - ▶ Information on relationship marketing
 - ▶ Worksheet for program design
 - ▶ PPT slides
 - ▶ PDF of handout
- ▶ Opportunity for direct feedback

Questions?

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MARYLAND
EXTENSION
Solutions in your community

**NORTHEAST
SARE**

Sustainable Agriculture
Research & Education