HOW TO MOTIVATE AND ENGAGE
ADULT LEARNERS

A Training Programme for Adult Education Staff
and Teachers Self-Assessment Tool

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INTRODUCTION

This self-assessment tool has been developed as part of the STEMS project (Supporting Teachers and Staff in Motivating Adult Learners) to help the participants: teachers/trainers/educators involved in adult education and non-educational staff members to track, assess and monitor their competence development in relation with motivating adult participation in learning.

The self-assessment tool encourages participants to reflect on their methods of teaching ad strategies they use to engage adults in the learning process. It represents a useful instrument to assess the necessary knowledge/competences to attract participants and retain them all along the process. Furthermore, the tool enables participants to monitor their progress and to record their experiences of teaching and working with adult learners.

This tool is just the first step of the learning path foreseen by the STEMS project (stems-project.eu). The beneficiaries who will participate in the self-assessment evaluation (trainers, teachers, staff) are encouraged to attend a learning progamme that will focus on increasing their competences for motivating the participation and supporting persistence of adults in learning.

MAIN AIMS
OF THE SELF-ASSESSMENT TOOL ARE TO:

1. Encourage participants to reflect on their competences/strategies, and tools for motivating and engaging adult learners as well as maintaining their persistence in learning

2. Help them to assess their motivation competences as well strengths and weaknesses and respond better to the needs of adult education providers and adult learners

3. Provide participants with a useful instrument which can be used to track their progress and overcome obstacles

4. Promote better communication and understanding of adult learners needs trough the use of ICT

5. Help teachers to identify barriers that hinder participation and persistence of adults in learning

THE SELF-ASSESSMENT TOOL CONTENT

This tool is meant to be used before, during and after professional development training - so that the participants (teachers/trainers/educators and non-educational staff) can track their initial competence level with how they're progressing during the course and compare it with the end level after completing the course.

The initial evaluation using the self-assessment tool will be used to determine the existing level of motivation competence, and the mid-point and final evaluations to measure progress.

It consists of a set of statements for key categories that the participants should reflect on and then mark how much they agree with the statement or mark how high their competence level is.

THE CATEGORIES INCLUDED ARE THE FOLLOWING:

ADULT LEARNING THEORY •
INTERPERSONAL COMMUNICATION •
LEARNER MANAGEMENT •
LEARNER ENGAGEMENT AND PERSISTENCE •
USE OF ICT TOOLS •
MARKETING IN TEACHING •

Each category is briefly described to help the participant understand what a good level of knowledge means for each of the categories. In this way, the participant can visualize the main outcomes or evidence which are required to have a good level of that competence.

Under each category, the participants can find a set of statements, consisting of „can do/understand/encourage" descriptors to facilitate reflection and self-assessment of competences relevant in teaching and motivating adult learners.

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SELF-ASSESSMENT SCALES

Each statement is accompanied by a scale from 1 to 5, with 1 representing very low knowledge and 5 representing a high level of knowledge or by a scale from 1 to 5 where 1 represents always, 2: usually, 3: sometimes, 4: hardly ever, 5: never.

To get accurate feedback it is important that you answer each statement honestly, thinking about your current situation, not how you wish to be in the future. In doing the last self-assessment activity take time to reflect on your current knowledge and competence and think honestly about your level in each category.

Nevertheless, you must be aware that learning to teach, motivate and, engage participants in the learning process is a continuous and life-long process!

SELF-ASSESSMENT EVALUATION

Even though it is very difficult to quantify didactic competences, knowledge, attitudes, skills and abilities in order to measure an individual's progress in relation to the evaluated categories, some recommendations are made according to the score obtained.

This option can help participants to visualise better their competency level and take action to improve their knowledge, skills, attitudes and abilities. When you self-assess you become an active participant in your evaluation, it enables you to assess your strengths and also areas you need to improve.

Scored results on this instrument identify areas of priority and should stimulate reflections and introspection.

FEEDBACK EVALUATION

There are 3 points recommendations:

GOOD KNOWLEDGE SCORE BETWEEN 186-310

According to this score, you demonstrate good knowledge, skills, abilities and attitudes which teachers/trainer and other school staff need to have in order to promote relevant learning experience and design lessons.

As your strengths, you demonstrate accurate knowledge of the subject in these matters and you can use effective strategies, resources and data to meet adult learners' needs.

Recommendations:

Keep up the good work and don't forget that good educators and school staff, both at the end of a class and in the middle of their work, reflect on their everyday activity and adjust

their teaching, relationships, and attitudes to the adult learner needs.

The teacher, trainers and other school staff should maintain data/evidence to track goal attainment and participation in professional development activities. Moreover, it is recommended you take part in a continuous assessment of how the professional development plan and goals are being met in a way that has an enduring impact on performance on the professionals and adult learners as well.

For useful resources, you can also check the training modules developed for the STEMS project, available at stems-project.eu.

AVERAGE KNOWLEDGE SCORE BETWEEN 62-186

Your self-assessment results indicate you have average knowledge, skills, abilities and attitudes about key teaching competences which reflects that some actions are needed to take in order to adapt lessons/content to the conditions, abilities and expectations of the adult learners.

Key recommendations:

This self-assessment is the first step for reflection and adjusting your teaching style. It allows you to evaluate your work habits and interaction with adult learners with respect to engagement, class management, or other didactical knowledge, practical teaching and experience.

Therefore there are key recommendations that you can consider:
• develop appropriate long and short time plans and adapt plans when needed
• combine theory and practice using the knowledge that comes with experience
• change habits/practices that don't work with practices that have an impact on participants' outcomes

Through the STEMS project, further reading and resources are available on the Moodle platform at stems-project.eu.

LOW KNOWLEDGE SCORE BETWEEN 0-62

Your low self-assessment score demonstrates that you need improvements to upgrade your knowledge, skills, and attitudes. But, you don't have to worry, because a lot of resources are available for you in order to enhance the key knowledge mentioned in this self-assessment.

Therefore there are a set of key recommendations that you can consider:
• adjust your communication style to your adult learners' way of communication
• use Bloom's Taxonomy as a reference
• take time to periodically assess if the lessons plan, goals, and school management strategies, work or need improvements
• professional forums such as class meetings, peer coaching, peer review are useful instruments to provide feedback and insights
• apply differentiation strategies specific to content, process and product expectations

Through the STEMS project, further reading and resources are available on the Moodle platform at stems-project.eu.

STEMS

PERSONAL
SELF-ASSESSMENT TOOL

Your name

_____

Institution

_____

Position

_____

Initial date for self-assessment

_____

HOW ADULTS LEARN

Having knowledge about how adults learn means that teachers and other adult education professionals can identify adult learning needs, learning styles, and profiles and adapt the teaching accordingly. Furthermore, teachers/trainers and other education professionals are able to select and apply appropriate methods and strategies for learning to adult learners taking into account their learning needs, styles, and profile.

In the following statements mark how much do you agree/disagree with the statements, using the scale from 1 to 5 where:

1=never, 2=hardly ever, 3=sometimes, 4=usually, 5= always.

STATEMENT	SCALE	COMMENTS/EVIDENCE
Before starting a new course, I usually assess / ask questions about adult learner's motivation to participate in the course.	1 2 3 4 5	
I use various instructional strategies to attend to the different learning styles of adult learners in the classroom.	1 2 3 4 5	
I usually use methods to assess adult learning preferred modes of learning.	1 2 3 4 5	
I encourage the learning motivation of adults by engaging them in self-directed learning.	1 2 3 4 5	

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STATEMENT	SCALE	COMMENTS/EVIDENCE
I'm aware of the fact that each person learns in their unique way and my personal method can influence their learning style.	1 2 3 4 5	
I can understand how adult learners' approach, acquire and use information in a learning situation.	1 2 3 4 5	
I can match adult learning needs with appropriate methods of teaching.	1 2 3 4 5	
I encourage participants to get involve and deciding on the content and skills that will be covered during the training/courses.	1 2 3 4 5	
When announcing/preparing a new course, I take into account how adults learn.	1 2 3 4 5	
I try to be updated with the latest info instructional techniques or innovative Methods to engage my students in learning.	1 2 3 4 5	
Your score		

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INTERPERSONAL COMMUNICATION

Having knowledge about interpersonal communication means that the teacher/trainer and other adult education professionals and administrative staff are able to connect with the learners and establish good relationships. Moreover, the teachers/trainers and other education professionals are aware of their communication style (verbal and body language) and they try to create a culture of empathy, respect, approachability, and authenticity.

STATEMENT	SCALE	COMMENTS/EVIDENCE
I can establish a good relationship with the adult learners.	1 2 3 4 5	
I am a good listener and I encourage the adult learners to express themselves.	1 2 3 4 5	
I can understand and respect the views of others – even if they are different from my views.	1 2 3 4 5	
I'm aware that my gestures and facial expression can show interest or lack of interest in relation to what is being said.	1 2 3 4 5	
I offer verbal signals while listening, things like, 'Go on…' or 'Uh-huh' to encourage the speaker to continue.	1 2 3 4 5	

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STATEMENT	SCALE	COMMENTS/EVIDENCE
When communicating with others, I pay attention to non-verbal signals - body language, facial expressions, and gestures, or tone of voice.	1 2 3 4 5	
In a group conversation, I encourage interaction between participants and listening to other points of view.	1 2 3 4 5	
I can express my ideas clearly in my relationship with adult learners.	1 2 3 4 5	
I encourage discussions and cooperation among adult learners.	1 2 3 4 5	
I can use training methods that encourage participants to explore feelings, attitudes, and skills with other learners.	1 2 3 4 5	
Your score		

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LEARNER MANAGEMENT

Teachers/trainers and other educational and administrative staff who have knowledge about learner management have the capacity to establish rules and give clear instructions to adult learners. That means the teacher and other educational staff design strategies to provide guidance about how to do the activities and create a pleasant atmosphere in order to help students in the learning process.

STATEMENT	SCALE	COMMENTS/EVIDENCE
I can apply different strategies to ensure that the physical and social environment (training space) is safe, comfortable, and enjoyable.	1 2 3 4 5	
I can develop long-term activities/strategies according to participants learning needs.	1 2 3 4 5	
I can guide adults learning processes in order to promote teamwork and provide opportunities for cooperation.	1 2 3 4 5	
I have the resources to motivate adult learner participation and interaction.	1 2 3 4 5	
I can provide opportunities for participants to apply the new information and skills they have learned.	1 2 3 4 5	
I usually establish clear rules from the beginning of the course/enrolment in the course.	1 2 3 4 5	

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STATEMENT	SCALE	COMMENTS/EVIDENCE
I can assign tasks and delegate responsibilities in a group class.	1 2 3 4 5	
I can develop team norms and guidelines for working together.	1 2 3 4 5	
I'm usually very attentive to details and I plan my work carefully.	1 2 3 4 5	
I discussed instructional techniques or innovative methods with my colleagues in order to make courses more interesting and effective.	1 2 3 4 5	
I apply different strategies to evaluate results, identify problems and search for solutions.	1 2 3 4 5	
Your score		

LEARNER ENGAGEMENT AND PERSISTENCE

Having knowledge about learner engagement and persistence means that teachers/trainers and adult education professionals, both teachers and staff, are able to help learners develop realistic expectations and goals for their learning, encourage learners to ask questions, and share with this one, when is needed, the responsibility of organising the learning process. The teacher/trainer is aware of the feedback importance and tries to assign tasks that are challenging enough to involve learners but do not exceed learners' competence.

STATEMENT	SCALE	COMMENTS/EVIDENCE
I provide opportunities for participants to give feedback and inputs to the learning process.	1 2 3 4 5	
I can give and receive feedback to/from participants.	1 2 3 4 5	
I encourage participants to ask questions to understand and remember.	1 2 3 4 5	
I can take time to respond to questions and explore different subjects.	1 2 3 4 5	
I involve participants in the learning process development and planning.	1 2 3 4 5	
I encourage learners to share discussions, thoughts, and arguments.	1 2 3 4 5	
I encourage participants to share their expertise and experiences with others.	1 2 3 4 5	

STATEMENT	SCALE	COMMENTS/EVIDENCE
I use different strategies/methods to engage participants in the learning process.	1 2 3 4 5	
I can set clear expectations for participants so they can succeed in the learning process.	1 2 3 4 5	
I can set objectives that take into account the differing levels of ability and special educational needs of the learners.	1 2 3 4 5	
Your score		

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USE OF ICT TOOLS

A good level of use of ICT tools means that adult education professionals, both teachers and staff, have the capacity to design, organise and perform teaching activities with the aid of digital tools, by selecting and using the most appropriate digital tool to reach and interact with learners. At the same time, they are able to encourage adult learners to use learning platforms in teaching and also to evaluate the process of learning and teaching by using digital tools.

STATEMENT	SCALE	COMMENTS/EVIDENCE
I usually use technology to enhance communication, including PowerPoint presentations, video conferences, webinars, or other tools.	1 2 3 4 5	
I can select and apply various online methods for engaging participants in the learning process.	1 2 3 4 5	
I usually provide blended learning (online and face-to-face) courses for participants.	1 2 3 4 5	
I can guide and engage participants in online learning activities and the use of the Internet for information retrieval.	1 2 3 4 5	
I am equipped with the necessary digital competences to engage participants.	1 2 3 4 5	

STATEMENT	SCALE	COMMENTS/EVIDENCE
I can supervise and assist learners' use of different forms of ICT both in and outside the classroom.	1 2 3 4 5	
I plan my teaching lessons and assessment using ICT tools, platforms and websites.	1 2 3 4 5	
I keep up-to-date with new technologies and digital teaching tools.	1 2 3 4 5	
I can solve problems I encounter when using digital tools.	1 2 3 4 5	
Your score		

MARKETING

Having good knowledge about the use of marketing in the education of the adult learners means that teachers/trainers, adult education professionals and also administrative staff understand the importance of marketing in the adult education sector. They know the marketing mix (Product, Price, Promotion, Place, People) and are able to use this tool in their educational institution. They are able to discover and define a perspective market segment for an educational product like, for example, an educational course. They are capable of designing and developing an educational product, and they are able to promote and sell it on the real market.

STATEMENT	SCALE	COMMENTS/EVIDENCE
I understand the importance of marketing in the adult education sector.	1 2 3 4 5	
I can name five elements of the marketing mix.	1 2 3 4 5	
I can discover and define a perspective market segment for an educational product like, for example, an educational course.	1 2 3 4 5	
I can design an educational product like an educational course.	1 2 3 4 5	
I can design the form and characteristics of the educational course in accordance with the needs of potential customers.	1 2 3 4 5	
I can formulate learning objectives of an educational course.	1 2 3 4 5	

STATEMENT	SCALE	COMMENTS/EVIDENCE
I can draft promotion activities for an educational product.	1 2 3 4 5	
I know why the promotion on social media networks is so important at present.	1 2 3 4 5	
I can use a graphics tool (like Canva.com) for the preparation of advertising and promotional materials, such as leaflets, Facebook or Twitter posts.	1 2 3 4 5	
I can post on Facebook, Instagram or Twitter.	1 2 3 4 5	
I can promote an aducational product on social media networks.	1 2 3 4 5	
Your score		

PROJECT PARTNERS

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