

STUDENT-RELATED FACTORS FOR MOTIVATING ADULT LEARNERS

UNIT 1

To get the most out of our discussion on March 19, please keep the following questions in mind as you complete the self-paced module. We will use your answers as the foundation for our breakout groups and large group discussions. I encourage you to take notes.

1. **The "I'm Just Not Good At This" Barrier (Attribution Theory):** Think of a specific student who gave up because they believed their failure was permanent or out of their control (e.g., "I'm just bad at math" or "I'm too old to learn"). What specific feedback could you give to shift their focus from *ability* (stable/uncontrollable) to *effort* (unstable/controllable)?

2. **Engineering "Mini-Successes" (Self-Efficacy):** The training mentions that "past success" is the biggest predictor of future confidence. What is one small, "low-stakes" task you assign early in your semester to guarantee students feel a "win"?

3. **The Autonomy Audit (Self-Determination Theory):** We learned that students need to feel in control. Look at your current syllabus or class routine—where is **one** place you could give students more choice (e.g., choosing which essay topic to write or choosing due dates)?