



# MOTIVATING THE ADULT LEARNER

## Instructor-Related Factors & Motivation, Part 2

The lesson examines how teachers' words, choice of materials, and attitudes and dispositions can increase or decrease student motivation.

### Impact Motivation: Part 2

Instructor-related factors that impact motivation:

1. What we do in the classroom
2. What we say to our students
3. Strategies we use
4. Materials we use
5. Our attitudes and dispositions

4 things that instructors might say that impact student motivation:

1. Provide students with vague feedback, that isn't helpful
2. Reinforce negative self-concepts through the things we say
3. Compare students to one another
4. Use language that is culturally insensitive

4 Features of Useful Feedback:

1. Clear
2. Actionable
3. Specific
4. Timely

**C** – **Clear** feedback should explain how the student's effort is connected to their goal

**A** – **Actionable** feedback tells the student how to fix it

**S** – **Specific** feedback tells what the student did well, and what the student didn't do well

**T** – **Timely** feedback is almost immediate

**Examples of Feedback that Reinforces Negative Self Concepts:**

1. Feedback that emphasizes outcomes over inputs
2. Feedback that reinforces capacity theory and external locus of control



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## Student-Related Factors & Motivation, Part 2

The trouble with agreeing that word problems are difficult for everyone:

1. Communicates that the problem itself is the trouble, not the student's approach
2. Focuses on external forces instead of factors the student can control
3. Reinforces the belief that the student is just not good at math problems

There are three things we can do to avoid reinforcing negative self-concepts. These apply to any situation.

1. When we hear students imply that struggles or failures are related to personal limits, we can focus our feedback on their personal strengths.
2. When we hear students using language that focuses on outcomes, we can focus our feedback on inputs.
3. When students attribute struggles or failures to external forces, we can direct our feedback to things that are within a student's control.

There are a few things that we can do to decrease the use of culturally insensitive language in our classes. We can:

1. Guard against referring to cultural groups with offensive terminology
2. Encourage person-first language, and
3. Discourage the use of sweeping generalizations about groups of people

Best way to be sure that you are not referring to cultural groups with offensive terminology is to:

1. Create a classroom culture where it is safe to talk about diversity
2. Intentionally work to build relationships and establish trust and respect
3. If an issue arises, you can address it, and learn from it

If students use culturally insensitive language casually

1. Address it right away
2. Be sure that students know what is and what isn't acceptable

Person-first language is language that acknowledges a person before some attribute.

We want to avoid using any materials that are:

1. Level or age inappropriate
2. Not engaging, and
3. Culturally Exclusive



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## Student-Related Factors & Motivation, Part 2

There are three things that we can do to make sure that our attitudes and dispositions don't negatively impact our students' motivation:

1. Acknowledge our biases
2. Find something that we like or admire about each student
3. Treat them as the adults that they are