

STUDY CIRCLE STUDY GUIDE

Motivating the Adult Learner

Unit 5: Environmental Factors & Motivation

Complete this guide as you watch the training video and participate in today's discussion.

Learning Focus

By the end of this unit, you should be able to:

Identify ways we can support students in addressing environmental factors that impact motivation.

Think of ways to lessen the impact of environmental factors.

Your Impact on Student Motivation

Complete this thought from the training: Motivation impacts our ability to _____ students.

Retention impacts _____ goals. Fostering motivation helps us reach our _____.

Three Categories of Environmental Barriers

The training identifies three broad categories. Fill in the missing categories:

1. _____
2. _____
3. _____

As you watch: What is one example of an environmental factor that you have seen affect a student's motivation?

1. School-Related Barriers

The training highlights several school-related barriers. Complete the list:

Hours of _____

Policies and _____

Open enrollment is an _____ issue that impacts students.

Think about your program: What is one school-related barrier that could affect motivation?

2. Barriers in the Home

What three home-related barriers are identified in the training?

1. _____
2. _____
3. _____

When students experience barriers in the home, teachers can help them:

_____ solve the problem.

Identify other _____.

Be referred to _____ that are better equipped to address their needs.

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3. External Demands

Complete the four external demands discussed in the training:

1. _____

2. _____
3. _____
4. _____

What Teachers Can Do

As you watch, listen for the specific ways teachers can respond to external demands. Complete the statements:

- Give students access to _____.
- Write _____ on behalf of students.
- Help students plan _____.
- Help students with _____.

Application: Which of these strategies would be most useful for your students? Why?

Community Resources

The training asks us to think beyond the classroom.

- Does your program have a database of community resources?
- How do teachers and students access that information?
- What role could 211 play?
- What relationships does your program have with agencies that can help students address needs outside the classroom?

One resource or agency relationship I would like to strengthen:

Maintaining Appropriate Boundaries

The training makes an important distinction about helping students. Complete the key idea:

Don't assume _____ for your students.

Help them _____ their own problems.

Why is this important? The training gives two reasons. What are they?

1. _____
2. _____

My Takeaways

Three ideas I want to remember from Unit 5:

1. _____
2. _____
3. _____

One Action I'll Take

One change I will consider making in how I support students facing environmental barriers:
