

# MOTIVATING ADULTS TO PARTICIPATE IN LIFELONG LEARNING

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# MOTIVATING ADULTS TO PARTICIPATE IN LIFELONG LEARNING

## Objectives:

- Objective 1 – To understand what lifelong learning is
- Objective 2 – What are Motivating Factors
- Objective 3 – To be able to Motivate Adults
- Objective 4 – Barriers and how to overcome them
- Objective 5 – My Goals

# MOTIVATING ADULTS TO PARTICIPATE IN LIFELONG LEARNING

Motivating adults to participate in  
lifelong learning

Objectives:

- Objective 1 – To understand what lifelong learning is



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# What is Lifelong Learning?

- In Groups have a discussion on lifelong learning and Feedback.

## Objective 1 Exercise





# What is Lifelong Learning

- Learning after formal education
- New development skills
- Vocational
- Educational
- Hobby
- Exploring Culture Current Affairs

## Exercise



## Definition of Life long Learning

- **LIFELONG LEARNING** IS THE "ONGOING, VOLUNTARY, AND SELF-MOTIVATED PURSUIT OF KNOWLEDGE FOR EITHER **PERSONAL** OR **PROFESSIONAL** REASONS. IT IS IMPORTANT FOR AN INDIVIDUAL'S **COMPETITIVENESS** AND **EMPLOYABILITY**, BUT ALSO ENHANCES **SOCIAL INCLUSION**, **ACTIVE CITIZENSHIP**, AND **PERSONAL DEVELOPMENT**

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THEORIES OF PARTICULAR RELEVANCE WHEN CONSIDERING LIFELONG LEARNING ARE COGNITIVISM AND CONSTRUCTIVISM. COGNITIVISM, MOST NOTABLY GESTALT THEORY, SPEAKS OF LEARNING AS MAKING SENSE OF THE RELATIONSHIP BETWEEN WHAT IS OLD AND WHAT IS NEW.

CONSTRUCTIVIST THEORY STATES THAT "KNOWLEDGE IS NOT PASSIVELY RECEIVED FROM THE WORLD OR FROM AUTHORITATIVE SOURCES BUT CONSTRUCTED BY INDIVIDUALS OR GROUPS MAKING SENSE OF THEIR EXPERIENTIAL WORLDS".<sup>[1]</sup>

CONSTRUCTIVISM LENDS ITSELF WELL TO LIFELONG LEARNING AS IT BRINGS TOGETHER LEARNING FROM MANY DIFFERENT SOURCES INCLUDING LIFE EXPERIENCES.

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# Motivating Adults to Participate in Lifelong Learning

## Objectives:

- Objective 2 – What are Motivating Factors



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# What Motivates Us to do More ?

- Think of a time that you have learned something new. Why did you do it.

## Exercise



# What Motivates Us to do More ?

- Feedback from Groups



## Feedback



# Definition of Motivation?

**Motivation** is what explains why people initiate, continue or terminate a certain behaviour at a particular time.

Motivational states are commonly understood as forces that create a disposition to engage in goal-directed behaviour.

It is often held that different mental states compete with each other and that only the strongest state determines behaviour.<sup>1</sup>

We can be motivated to do something without actually doing it. The paradigmatic mental state providing motivation is desire. Other states, such as belief about what one ought to do or intentions may also provide motivation.

## Feedback

**MOTIVATION**



LOADING...



# Motivating adults to participate in lifelong learning

## Objectives:

- Objective 3 – To be able to Motivate Adults

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## Defining the Terminology

The term 'lifelong learning' evolved terminology for lifelong learners created by Leslie Watkins and Professor Clint Taylor (CSULA) in 1993.

The term recognises that learning is not confined to childhood or the classroom, it takes place throughout your life in a range of situations.

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# Motivation

- **Ways to Motivate Adult Learners.**

- Make it relevant to them
- Use Humour.
- Is the learning accessible
- Can they learn at their own pace
- Don't forget learning styles
- Check for understanding
- Reflect together
- Reward learning with fun and games
- Demonstrate the personal benefits
- Demonstrate the profesional benefits

## Objective 3



# ERG Theory

- **ERG theory** is a theory in psychology by Clayton Alderfer. Alderfer further developed Maslows theory of needs into **ERG theory** - Existence, Relatedness & Growth.
- The existence category is concerned with the need for providing the basic material existence requirements of humans.
- Relatedness category is concerned about the desire for maintaining important interpersonal relationships
- The growth category is concerned about the desire for personal development ..
- Alderfer also proposed a progression and regression theory to go along with the ERG theory: he said that when needs in a lower category are satisfied, an individual will invest more efforts in the higher category, and when needs in a higher category are frustrated, an individual will invest more efforts in the lower category. For example if self esteem is not met then an individual will invest more effort in the relatedness category in the hopes of achieving the higher need
- Further reading

[ERG Theory of Motivation \(managementstudyguide.com\)](https://www.managementstudyguide.com/ERG-Theory-of-Motivation)

## Objective 3



# Herzberg's Theory

- Frederick Herzberg's two-factor theory concludes that certain factors in the workplace result in job satisfaction.
- Job satisfaction (motivators), while other factors (hygiene factors), if absent, lead to dissatisfaction but are not related to satisfaction. The name hygiene factors are used because, like hygiene, the presence will not improve health, but absence can cause health deterioration.
- The factors that motivate people can change over their lifetime. Some claimed
- Motivating factors (satisfiers) were: **Achievement**, **recognition**, **work itself**, **responsibility**, **advancement**, and **growth**.
- Some hygiene factors (dissatisfiers) were: company policy, supervision, working conditions, interpersonal relations, salary, status, job security, and personal life
- Further reading

[Herzberg's Motivation Theory \(Two-Factor Theory\) - Simply Psychology](#)

## Objective 3





# Motivating Adults to Participate in Lifelong Learning

## Objectives:

- Objective 4 – Barriers and how to overcome them



# MOTIVATING ADULTS TO PARTICIPATE IN LIFELONG LEARNING

SUBTITLE



# Overcoming Barriers

- Barriers to Adult Learning.

- Physical
- Mental
- Emotional
- Cultural
- Social elements

## Objective 4



# Overcoming Barriers

- Exercise

- Physical
- Mental
- Emotional
- Cultural
- Social elements

Thinks of an example of each of these and how you might overcome it. Work in groups.

## Objective 4



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Objectives:

- Objective 5 – My Goals



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## Continuous Professional Development (CPD)



Without continuous personal development, you are now all that you will ever become, and hell starts when the person you are meets the person you could have been.

— Eli Cohen —

AZ QUOTES

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## Continuous Professional Development (CPD)

If you don't get  
UNCOMFORTABLE  
leaving your  
*comfort zone*  
then you haven't  
really left it.

– Tim Brownson  
[www.adaringadventure.com](http://www.adaringadventure.com)

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# Continuous Professional Development (CPD)



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# Continuous Professional Development (CPD) - Definition

CPD stands for Continuing Professional Development and is the term used to describe the learning activities professionals engage in to develop and enhance their abilities.

CPD enables learning to become conscious and proactive, rather than passive and reactive.

CPD is the holistic commitment of professionals towards the enhancement of personal skills and proficiency throughout their careers.

CPD combines different methodologies to learning, such as training workshops, conferences and events, e-learning programs, best practice techniques and ideas sharing, all focused for an individual to improve and have effective professional development.

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# Continuous Professional Development (CPD) - Definition

A structured, practical and methodical approach to learning helps retain key staff and develop the skills & knowledge in their organisations to maintain a sustainable and competitive advantage.

Engaging in Continuing Professional Development ensures that both academic and practical qualifications do not become outdated or obsolete; allowing individuals to continually 'up skill' or 're-skill' regardless of occupation, age or educational level.

By tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training, becomes a record of what you experience, learn and then apply.

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# Continuous Professional Development (CPD) and Lifelong Learning

The CPD process helps you manage your own lifelong learning on an ongoing basis. Its function is to help you record, review and reflect on what you learn.

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## Exercie - Where am I Now

Write your thoughts down about what you lifelong learning you have taken part in what insights it gave you and what you might have done differently.

Include both formal training events and informal learning, such as:

- learning from colleagues or shared learning from networking
- reading about new technologies, new methods of working, legislative changes, shadowing or assisting an experienced colleague
- insights and learning points from coaching and mentoring
- reflections, insights and learning points from taking on a new responsibility organisational or role change
- temporary job swaps within the department/organisation
- deputising or covering for colleagues
- insights and lessons learned from mistakes
- lessons learned from critical incidents or events

Make a note of any outcomes of each learning experience and what difference it has made to you, your colleagues, or your employer.

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## Where do I Want to Be - Exercise ?

Write down your overall career goal -

Where you want to be in two, five and ten years time.

Then write down no more than three specific and achievable shorter objectives, including the dates you want to achieve them.

### ***WHAT DO I HAVE TO DO TO GET THERE?***

Looking at your overall career goal,  
make a note of what you need to do to achieve them.

This could include lifelong learning, job or role progression or changes in direction.

### **WHAT WILL STOP OR SLOW ME DOWN?**

Look at circumstances specific to you e.g pregnancy, child care or health issues.

document what role these may play in your learning and how you will tackle the delays.

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# Where do I Want to Be - Exercise

?

For shorter-term objectives, include the first step – what you can do today or tomorrow.

For example, having a chat with your manager about a new responsibility or finding out about new technology from a colleague who has experience of it.

## *When should I review progress?*

This step is essential! You'll need to set a date in advance for review of the objectives you've set yourself. You can either do this from one review to the next or decide to review regularly – once every three, six or 12 months. Put it in your diary and do it! The cycle of continuing professional development has begun.

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# THE GROW MODEL

The Grow Model is the most commonly used model in coaching. It encourages self reflection and encourages the adult to plan their own progression goal



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# THE GROW MODEL



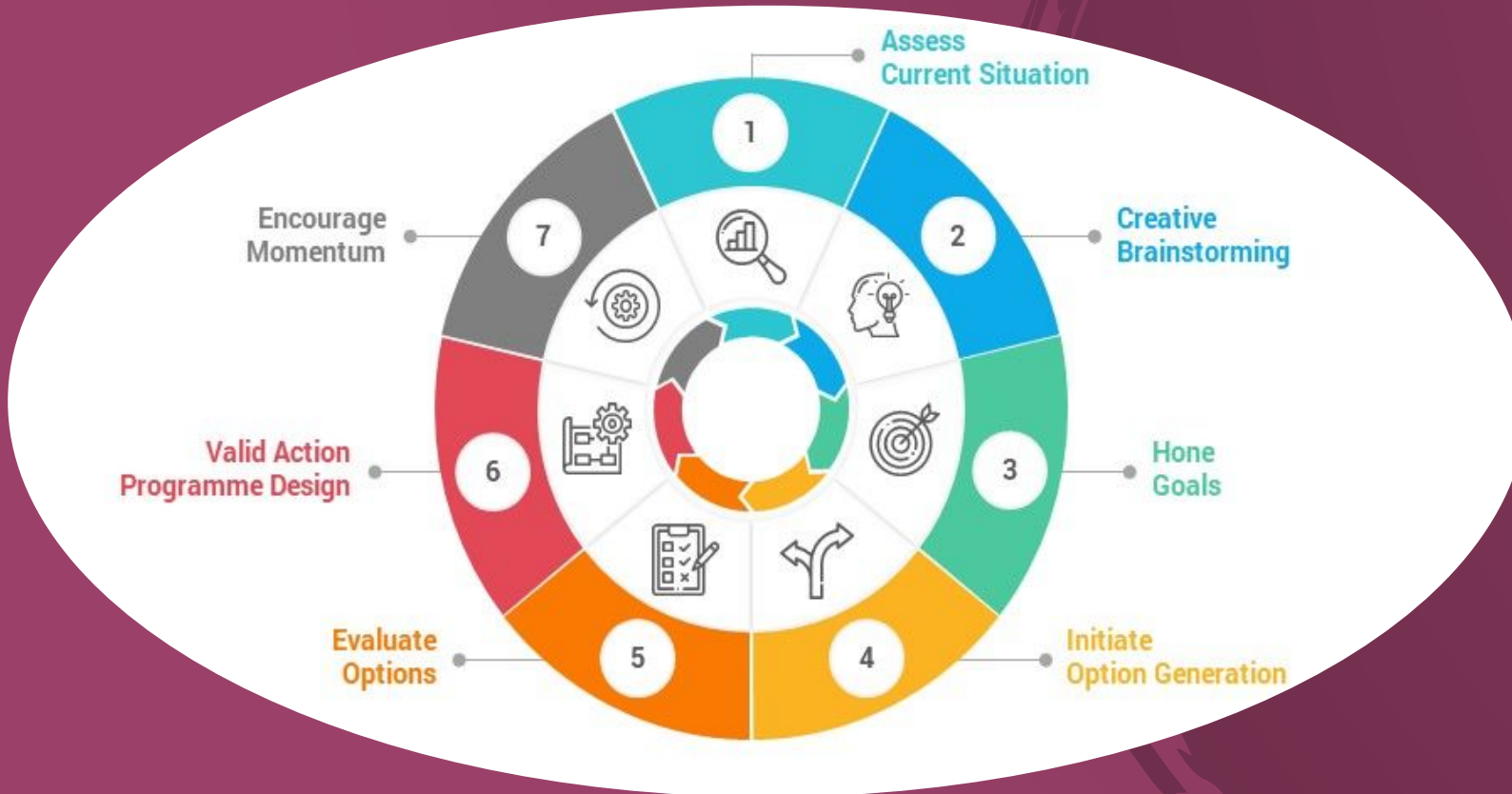
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# THE ACHIEVE MODEL

This model is intended to increase trust between client and coach by increasing understanding of the methods involved in goal-setting and problem-solving

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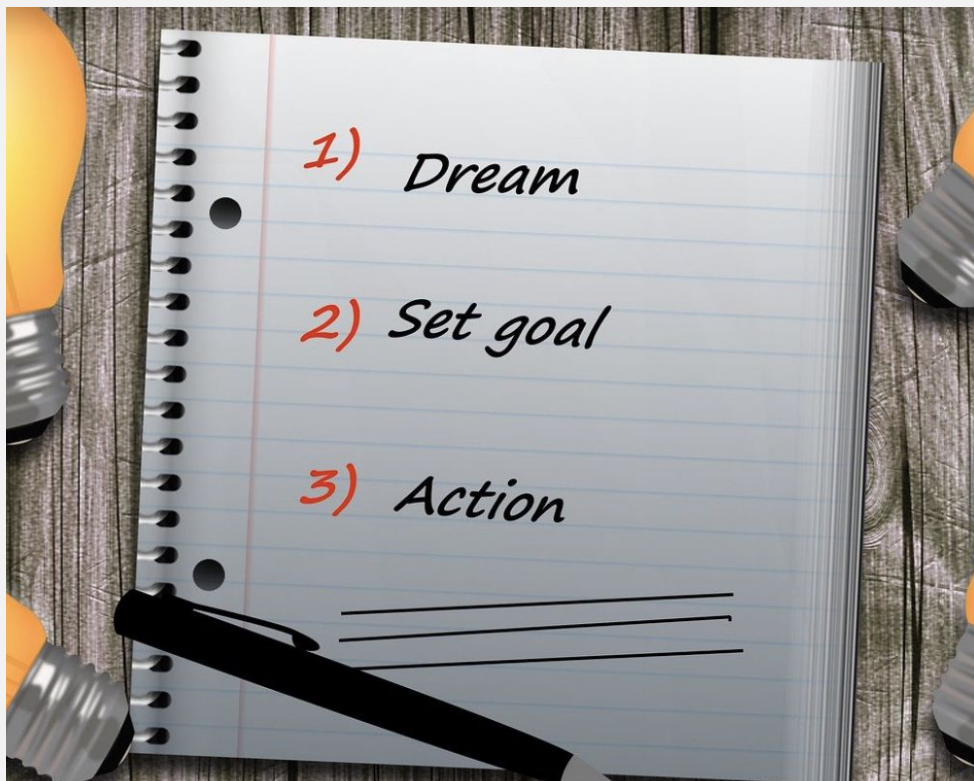


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# Time to practise!

- What are your goals



## Exercise



# References

Slide 4 + 5(speaker notes) Encarta, 2008

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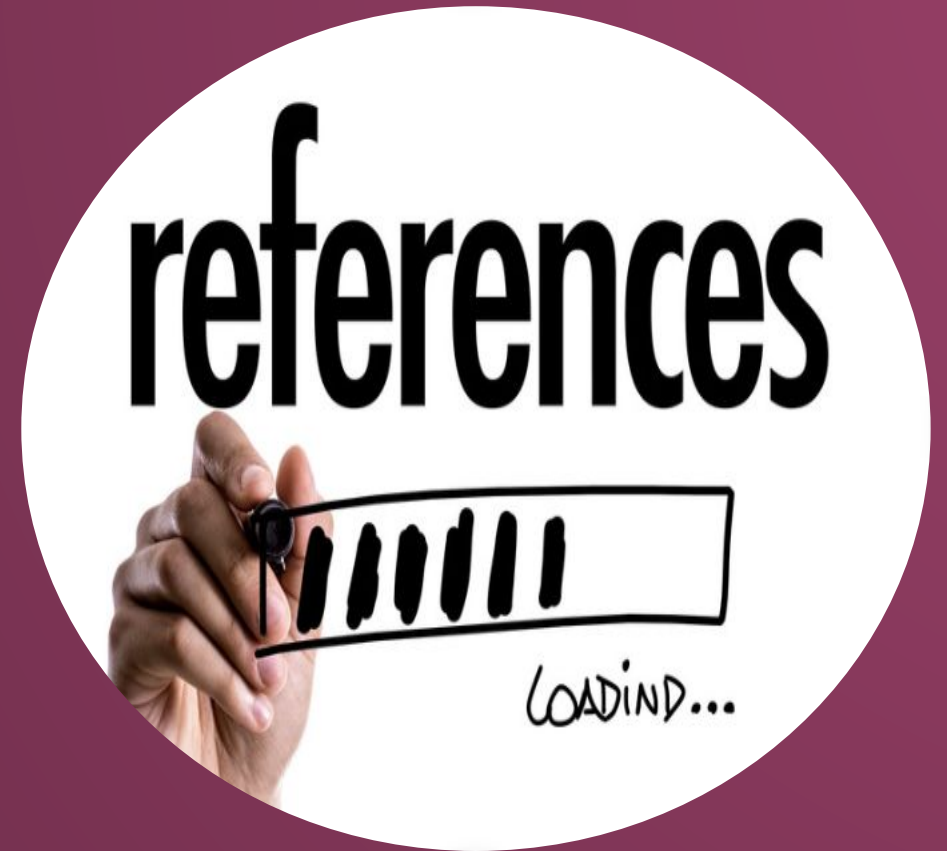
slide 22 [If You Don't Get Uncomfortable Leaving Your Comfort Zone then you haven't really Left it....~Tim Brownson - Quotespictures.com](#)

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slide 32 [ACHIEVE Coaching Model PowerPoint Template - SlideSalad](#)



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