

Motivation

How to Motivate Adult Learners

Presenters:

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The Face of Higher Education

- Adult learners are the fastest growing group enrolled in higher education
- 39% of all post secondary students were twenty-five years of age or older in 1999 compared to 28% in 1970
- It is expected that from 2004-2014, there will be a rise of 15% in enrollment ages twenty-five and older

Possible Barriers of Adult Learners

- Delayed entry into college
- Part-time enrollment into programs
- Full-time work requirements
- Academic failures
- Social isolation
- Family responsibilities

Definition of Motivation

- Internal and external factors that stimulate desire and energy in people to be **continually** interested in and committed to a job, role, or subject, and to exert **persistent** effort in attaining a goal.
- Motivation results from the **interactions** among conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her significant others.

Types of Motivation

Intrinsic

- This is motivation that comes from within, from personal enjoyment and educational achievement that we derive from doing that particular thing.
- Example: People that love music are motivated to practice their instrument.

Extrinsic

- This type of motivation comes from things or factors that are outside the individual.
- Example: Working hard on your job in expectation of a promotion. Social recognition, money, fame, competition or material achievements.



Motivating Students



“Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly.” Davis, 1978





GROUP
ACTIVITY

Motivational Strategies: What We Can Do

- Give feedback early on that support the belief that they can do well.
- Ensure there are opportunities for the student to be successful.
- Help them find personal meaning and value in what they are doing.
- Create and foster an atmosphere that is open and positive, and “real.”
- Make students feel valued and that they are members of a learning community.

The Faculty's Role

- These are some factors that faculty need to consider when motivating the adult learner. Students arrive in class with a certain degree of motivation, some none at all. The instructor's behavior, and teaching style, as well as the structure of the course/classroom play a pivotal role. The nature of assignments/requirements as well as informal interactions with their students.

Administration and Staff's Roles

- Colleges need to offer a range of student support services, create specialized programs, and form community collaborations to reduce student barriers.

<http://www.youtube.com/watch?v=RmTxr7OsPjo>

Resources

- Davis Gross B. (1993) Tools for Teaching
- Spellman, N. (2007). Enrollment and retention barriers adults students encounter. *The Community College Enterprise*, Spr07, 63-79.
- U.S. Department of Education National Center for Education Statistics. (2002). *Findings from the condition of education 2002*.
- U.S. Department of Education National Center for Education Statistics. (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), Table 205.

Presenters

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