



# Presentation 5



## **“I GIVE UP! I’M QUITTING”: HOW TO MOTIVATE ADULT LEARNERS**

**DR. AZMAWATY MOHAMAD NOR**  
**SENIOR LECTURER**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**  
**& COUNSELING**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF MALAYA**  
[azy\\_mn@um.edu.my](mailto:azy_mn@um.edu.my)



# INTRODUCTION

- The higher education has taken an innovative move by introducing distance education and virtual universities as alternative platforms of delivering quality education to its learners





# TRADITIONAL LEARNING

- **Traditional method of teaching** is when a **teacher** directs students to learn through rote memorization and recitation techniques thereby not developing their critical thinking, problem solving and decision making skills  
(Sunal et al., 1994)



# E-LEARNING VS TRADITIONAL LEARNING

- **Learners can learn** by themselves (**self-learning**)
- **Classroom training** is limited to a certain place, time and number of people, unlike **e-learning** where it is possible to train global learners
- **Classroom training** is not usually repeated where as with **e-learning**, it is possible to take the course multiple times



Students, educators and administrators

- have made good use of the internet
- to implement electronic learning (e-learning) as their online educational learning programs
- has become many universities' key item in their educational agendas (Mohanachandra & Ramalu, 2013)



This key educational agenda was developed to :

- cater to the growing number of working adults who are interested in pursuing their higher education through **Online Distance Learning (ODL)**

relatively **new** in  
Malaysia

through the internet  
**without the need of  
students being  
physically present in  
school**  
(Traxler, 2018)

**offers interactive  
participation** in the  
acquisition of  
knowledge

needs to be  
understood further in  
terms of their  
requirements,  
enhancement of  
system and processes



**USM**

**1971**

Distance Learning  
Education



**OUM**

**2000**

Online Distance  
Learning



**UNITAR**

**1998**

Virtual Mode  
Education

# CHALLENGES

As ODL courses are famous for its flexibility, distance, cost effective, open and laidback approach to education, **many students misconstrue it as being an easy program**

Hence, when they start the course, they **quickly lose motivation**, become disengaged and lose sight of their goals

Online environment gives an **anonymous feeling** to students :  
lead to students participate minimally or being absent from the ODL session (Baxter & Haycock, 2014)

**Demotivation** among adult learners often **negates** the learner's positive attitudes and behaviours towards their studies

**Motivation** is **extremely important** in ODL :  
driving force that keeps students working hard to successfully compete the online program



# PAST STUDIES



A plethora of research have examined the role of students' motivation that often uses the self-determination theory (SDT) to explore the students' motives for engagement in ODL environments

This modern theory describes human motivation is built on the central principle of learner's autonomy, internal and external influences  
(Deci & Ryan, 2002)



the ultimate goal of SDT is to intrinsically motivate students to attain the stage of self-determination  
(Trenshaw, Revelo, Earl, & Herman, 2016)



this theory asserts that human motivation consists of intrinsic motivation, extrinsic motivation and amotivation  
(Chen & Jang, 2010)

For instance, if the environmental conditions are supportive towards the individual's autonomy and competence, then more forms of motivation will be evoked

SDT is built upon three main constructs :

- autonomy
- competence
- relatedness

which are compatible with the elements of ODL

Consequently, appropriate support from educators, peers, administrators and technical personnel are required by online learners

# HOW TO MOTIVATE ADULT LEARNERS?





**Reward Students**



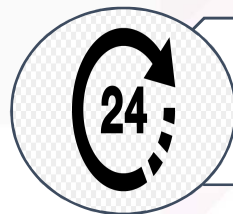
**Incorporate Various Teaching Styles**



**Obtain Students' Feedback and Take Them Seriously**



**Provide A Sense of Autonomy**



**Provide Timely Support**



# Rewards

Bibi & Abid (2016)

- ❖ boost the students' self-esteem, self-confidence and motivation in learning
  - the feel of excitements
  - have positive attitudes
- look forward for the next class or upcoming semester



# Reward Students

Mandhane, Ansari, Shaikh, & Deolekar (2015)

- ❖ use the sandwich technique when giving constructive criticism to students
  - praise them
  - provide corrective feedback
  - end it with more praises



# Reward Students

Elbeck & DeLong (2015)

- ❖ Offer extra credit from the get-go

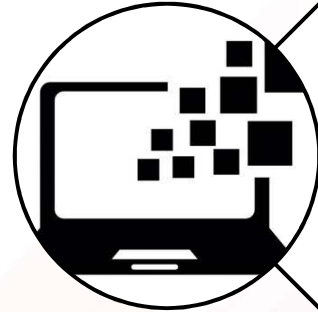
# Incorporate Various Teaching Styles

Hill (2010)

- ❖ Many ODL educators are **not technologists**, they are **teachers**, they are subject matter experts and are unable to **resonate emotionally** with their students through **technology**
- ❖ As such, ODL educators must expand and refine their technology abilities to emotionally engage with their students in an ODL environment



# Incorporate Various Teaching Styles



ODL educators can take advantage of the **current advancement of technology**

by making use of the internet and embracing educational videos, audiobooks and animations



educators can use **online quizzes** (e.g. Kahoot, Who Wants to be A Millionaire, GBL, & Gamifications) to reinforce and validate the new knowledge received



Use **online forum**

to encourage students to express their opinions and apply what they have learned in the real-world



# Incorporate Various Teaching Styles

These techniques :

- ❖ motivate students to engage in healthy competition
- ❖ helps them to accept all opinions as equally valid and be more tolerant of others
- ❖ while developing good teamwork, cohesion and fostering a tight-knit bond among ODL students

(Wichadee & Pattanapichet, 2018)



# Incorporate Various Teaching Styles

Ahmad & Bokhari, 2013; Murphy, Rodríguez-Manzanares, & Barbour (2011)

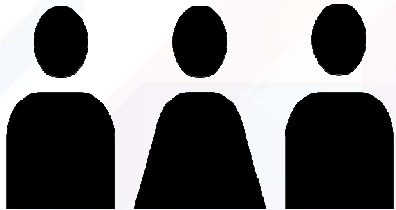
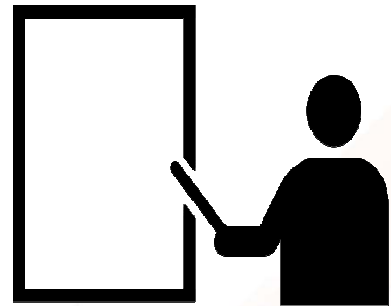
As ODL sessions is done synchronously and asynchronously,  
**the lesson must be complete and accurate**

- ❖ ODL educators must prepare thoroughly before the session to optimize the learning process
- ❖ Set reasonable boundaries at the start of the semester to avoid misunderstandings

# Incorporate Various Teaching Styles

## know your student

this will assist you to select the best strategies to reach them



- ❖ ask them what language to they prefer (e.g. English or Malay)
- ❖ implement a dual language system in the ODL session

# Incorporate Various Teaching Styles

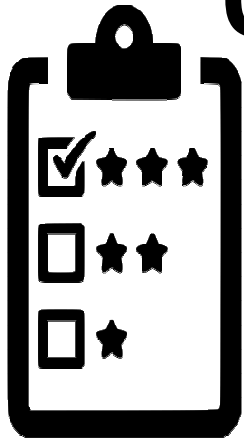
- ❖ Studies have shown that **nonverbal communication** impacts 60% to 93% of the conversation

(Mehrabian, 1972; Pease & Pease, 2006)

- ❖ Hence, ODL educators are advised to have **a good posture, lean forward, sit squarely and be relaxed** when preparing an **online video lesson**



# Obtain Students' Feedback and Take Them Seriously



Most higher education obtained student feedback forms on a regular basis but failed to read, understand or make appropriate changes towards the feedback collected

(Mamoon-Al-Bashi, Kabi, & Rahman, 2016)

# Obtain Students' Feedback and Take Them Seriously

ODL institutions **should allow students have a say** on their structure of the subject

during the first lesson, the educator can ask the students what they want to achieve from the class



can incorporate the objectives into lessons while still maintaining enough theory and practice to satisfy the goals of the subject



# Obtain Students' Feedback and Take Them Seriously

- ❖ many universities only provide the student feedback forms during **the end** of the semester
  - ❖ This is **too late**, as students did not have the opportunity to change what they didn't like about the course, thus, they feel like it is a waste of time



# Obtain Students' Feedback and Take Them Seriously

Hence,  
the educator can provide gripe sheets to students during  
the **middle** of the semester

- share their gripes
- what they want to change
- what is great about the particular course

**this provides a sense of autonomy to students**



# Provide A Sense of Autonomy

- ❖ student's **motivation** is linked to whether or not the student **feels autonomous**

(Deci, Eghrari, Patrick, & Leone, 1994; Gagne´ & Deci, 2005; Jang, Reeve, & Deci, 2010)



- ❖ individuals feel empowered when they **have control** or **have a say** over the learning process or course content



# Provide A Sense of Autonomy

- ❖ **level of self-determination and motivation increases**
  - when educators provide opportunities to students to make choices

(Chang, Chen, Tu, & Chi, 2016; Prusak, Treasure, Darst, & Pangrazi, 2004).

- ❖ **negative feelings are acknowledged**
  - when educators provide rationales when rejecting the student's unappealing choices



# Provide **TIMELY** Support

A program administrator role is to ensure that the educators are instructing in a manner that is congruent with the higher institution's objectives and regulations

(Yang & Cornelious, 2004)

# Provide Timely Support

Administrators deliver proper support towards the students and educators

students feel emotionally competent and motivated during the course of their program

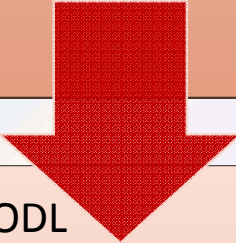
- the institution will have a more engaged faculty
  - positive relationship between faculty engagement and students' motivation
- (Ilgaz & Gülbahar, 2015)

# Provide Timely Support

Involves the higher institution and educators providing relational support

(Lowe, 2005)

Educators can provide timely feedback on the ODL students' assignments so they can understand how to improve themselves



builds a connection with ODL students and motivates them to become an independent learner which indirectly increases the student's self-determination

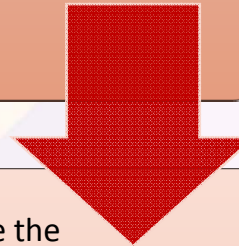
# Provide Timely Support

ODL students can also gain and provide support from their own peers

(Ngubane-Mokiwa & Letseka, 2015)

## 'WhatsApp' group

- an avenue to share resources, questions and discussions
- about the course or the whole program altogether.



Supportive environment will enhance the

- learning process
- knowledge sharing
- inspiring dialogue

encourage students to help and motivate each other

# CONCLUSI



Nonetheless,  
they must not lose  
sight  
- main goal is  
**to educate students**



These new strategies  
can **instil excitement**  
about ODL in all  
faculties



self-motivation  
absolutely vital for  
ODL students

- equip students to  
face the oncoming  
challenges  
- in juggling their  
studies, work and  
personal lives



- self-motivation  
- autonomy  
relatedness  
- competence

help build a  
**positive attitude**



