Module №:4 *Involvement and motivation*

Module Objectives:

This module is designed to help participants, Adult Education Professionals, to gain a deeper understanding and to give support in their work while dealing with low qualified adults. The module will go through a number of topics which can beneficially influence and improve the mutual work of AEPs and low-qualified adults.

Moreover, an overview of what should attention be paid to, while providing already implemented good practice examples for motivating the target group of low qualified adults in improving their involvement and motivation to participate in learning processes.

Learning outcomes:

Upon completion of this learning module, participants (AEPs) will be able to:

- understand how to approach low-qualified adults in order to engage them in learning processes
- understand how to connect learning to real-life situations
- understand why and how to motivate low-qualified adults on their learning path
- assess low-qualified adult's skills
- understand what Action Planning is and the benefits of mastering this skill
- understand what Goal Setting is and its importance towards success
- combine Action Planning and Goal Setting for setting a strategy
- understand how to work with positive feed-back

Methodological approach

The methodological approach which is going to be used for the Comp-UP Curriculum, consequently also for this module, is blended-learning. There will be a combination of face-to-face sessions and webinars. The webinars content will involve the theoretical part of the topics, which will be presented as an interactive ppt presentation, while the face-to-face sessions will concentrate on the practical parts. Therefore, along the face-to-face meetings, group work, individual reflections and group discussions will be used. Learners will have the possibility to gain deeper understanding, reflect and change experiences with peers in relation to the different approaches which can be successfully used in the learning processes, as well as in improving self-awareness and motivation of low-qualified adult learners.

Learning materials needed for the implementation

For the implementation of the present module, the following resources will be needed:

- ➢ For the face-to-face sessions: handouts, flip-chart paper, post-its, marker, projector, laptop, audio-visual equipment.
- ➢ For the online sessions: laptop.

All the links, online resources (apart from the Webinars) which will be needed, will be added at each Unit.

Content (Topics /Units):

As the curriculum is based on blended methodology, each constituent module, is using the same methodology. This will be achieved through combining the face-to-face sessions with online learning possibilities.

Within each unit there will be an interactive ppt filmed, named as the unit for easier identification. These will provide the theoretical part for each unit. They will be available on the COMP-UP website under the Webinar library. Educators/Trainers will be able to use them according to their preferences as an introduction to the topic in the module or as a summary of the subjects the group found implementation ideas for in the units.

Within Module 4, the following units will be undertaken:

1. How to identify low-qualified learners and how to get them involved in education?

2. How to work with support in everyday life when it comes to low-qualified adults?

3. How to set up realistic and individual goals for the participants?

4. How to work with positive feed-back in a goal-oriented teaching?

Learning hours by topics/units

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	**Webinar**	
1	How to identify low-qualified learners and how to get them involved in education?	1 hour	5 min	- Icebreakers will be used to get a positive group dynamic - *Emotional intelligence* and *Respecting diversity* activities will be implemented
2	How to work with support in everyday life when it comes to low-qualified adults?	1 hours	5 min	- To *establish* a bond and a *trustful relationship between trainer and learner* - *Role play activities* to connect with real-life situations
3	How to set up realistic and individual goals for the participants?	1 hour	5 min	- *Action Planning* and *Goal Setting* exercises to be implemented
4	How to work with positive feed-back in a goal-oriented teaching?	1 hour	5 min	- Emphasis will be put on *Emotional intelligence: Giving and receiving feedback*

Step by step implementation
Unit 1: How to identify low-qualified learners?

Social support skills contribute towards an effective development of a trusting working relationship between trainer and learner. This means that trainers are able to demonstrate emotional intelligence during the learning process, and must have the capacity and capability to provide empathy and develop an understanding of the individual/ learner through their learning process, consequently communications and social engagement activities. A trainer must be aware of, and should be sensitive to the leaner; should pay attention to social, cultural, ethnic and economic diversities. The trainer needs to know of socio-cultural differences and seek to reduce the unconscious bias effect when engaging with the learners. Providing professional advice and information in a non-threating environment is key to establish trustfull and supportive relationship with the learner. Special attention should be also paid to the physical aspect of the training room, the layout, privacy, proximity of seats. Trainers should have in mind that it is very important from the perspective of a fruitful cooperation to secur trust and confidence, as well as objectivity in the trainer/learner relationship. Trainers/ Educators need to be emotionally intelligent enough to provide support, feedback and ensure a non-threatening, trustful, confident environment where even low qualified adult learners, with low self-confidence and possible negative prior learning experiences, will feel safe and will get involved in the learning processes. The below exercises, activities could be put in place in order to improve trainers' skills in identifying low-qualified learners'.

For better supporting Adult Educators in their goals of achieving the learning outcomes of the units, the following, already implemented European good practice projects can be used from the Comp-UP Tool Collection:

Name	Best practice number	Page
LearnersMOT	1	9
Follow the story	2	10
Improving basic skills	5	13
KnowHubs	8	16
SAVE	10	18
OutSideIn	12	20
IPOOL	13	21
ES8KEYCOM	19	27

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
5 min.	Initial group meeting/Icebreaking Trainers should choose in advance a number of questions from the provided links in order to	Training room, Handouts with questions from the links below

	generate a group discussion, through which introduction of learners/participants can be done.	https://conversationstartersworld.com/icebreaker-questions/ https://icebreakerideas.com/icebreaker-questions-biggest-list-ever/
5 min.	Brief presentation of the unit – on the basis of the Webinar – the importance of Emotional intelligence, while identifying low-qualified learners.	Laptop, projector
25 min.	Emotional intelligence, respecting diversity, providing empathy	Flip chart, markers, wi-fi, audio visual equipment, paper, pens
	This exercise can be done with a group of 5-10 people, where learners are divided in smaller groups of 3-5 people. Each group will need to have a laptop or a smartphone available to explore the below headings - **Emotional intelligence** and **Respect for diversity**, alongside a set of questions. Instruct the groups to gather ideas, put them to paper (flipchart paper should be used), and nominate a presenter to share the groups' ideas.	Possible links to suggest as starting point https://www.youtube.com/watch?v=kUWl6sIGPPw https://www.youtube.com/watch?v=cZjqpTsnc3I
15 min	Debriefing, discussions on findings	Paper, pen
	After all groups have had their presentation, generate a discussion of 5-10 minutes, where questions such as A) **Emotional intelligence** • What is emotional intelligence? • List some skills related to emotional intelligence. B) **Respect for diversity** • What is meant by diversity in a social context? • What skills are required to respect diversity? Some additional questions which you may consider: • Can you identify different forms of bias that may be relevant in the learner/trainer engagement and communicaition approach? • Can you list some items, topics or issues that a trainer may need to be aware of when considering respect for diversity?	
5 min	Webinar – introduction to Module4/Unit 1	Training room, laptop, projector

The webinar can be used as the trainer/educator decides and considers it is best.

Unit2: How to work with low-qualified adults in everyday life and how to integrate the Learning Outcomes to real-life situations?

When working with support connected to everyday life one important factor to succeed is communication and creating a safe and open environment between teachers and students. However, this strategy is not sustainable for everyone and alternative methods can therefore be to offer support in more practical tasks, such as: writing CVs, applying online for a job, addressing or accompanying users to other institutions such as training providers, libraries, etc. In this way the support is very concrete and practical.

An alternative to support this target group in their real-life situations is to possibly assign whole week tasks to them, involving them in setting goals and planning the actions which are going to be undertaken. Within the next unit, methods for these two aspects will be presented in more detail.

For better supporting Adult Educators in their goals of achieving the learning outcomes of the units, the following, already implemented European good practice projects can be used from the Comp-UP Tool Collection:

Name	Best practice number	Page
ReplayVET	3	11
GOAL	4	12
Non-vocational adult education	7	15
KnowHubs	8	16
Supreme	9	17
CLAN	14	22
YEP!	18	26

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
15 min.	Brief presentation of the unit - Importance of the module, through the Webinar	Training room, laptop, projector, audio-visual equipment
	Answering the questions why it is important to: - establish a bond between participants and trainer – discussions about participant's background (10 min) - create a positive atmosphere for learning (5 min) - initiate a group discussion about prior learning experiences	
25 min.	Discussion and reflection on how to support low-qualified adults on the basis of the role play activities	Paper, pen, flip-chart paper, marker
	- Group work: divide the groups in 3-5 persons and let them discuss about role play scenarios which can be used to overcome language and social-cultural barriers in real-life situations.	

	- After coming-up with the scenarios, let the whole group discuss the identified scenarios. - Role-play activities: going out to the market place, shops, post offices to gather everyday life experiences, through role play activities Prepare handouts with Questions such as: • How did you feel while visiting the shop? • Was it difficult to get in contact with the shop assistant? What could have been done differently?	Handouts with preset stories for role play activities for real-life situation scenarios
5 min.	Confidence/ self-esteem building activities & exercises Explain to participants why self-esteem is important. Put participants in pairs and let them reflect and discuss about what they've heard. Prepare handouts from the link below: *https://enlightenmentportal.com/development/self-esteem-building-activities/*	Pen, pencil, laptop, projector
15 min.	Rapport Building – exercise – Role play Invite the participants to watch some videos of - a role play showing empathetic listening https://www.youtube.com/watch?v=odXenbRMnU8 - - - an animation clip (Inside Out) showing an empathetic listening process https://www.youtube.com/watch?v=t685WM5R6aM Pair the learners (one will be the learner and the other will play the trainers' role) and ask them to prepare a role play where they need "to be listened" empathetically by their trainer/educator in the following cases (pairs can choose): Case 1: Young unemployed mother desperate after not being successful at her very last job interview (after having been already rejected three times). Case 2: Young male migrant from Eastern Europe – otherwise with very good competences – being discriminated at a job interview where young male Muslim refugees were offered the job instead of him (reason: country's policy). Bring the group back together for a few moments of reflection and debrief. Ask participants the following: *For Learner*: Did you feel that you received empathy from your mentor? *For Trainer*: Was it difficult not offering any solution only trying to be in the learner's shoes?	Laptop, projector, pen, paper

	Variations which can be introduced: Pairs swith roles and experience also the other persons' situation at a next phase.	
5 min	Final comments Initiate a discussion and let trainers express their impressions of the exercise and what they have learned. This can also be used for other units for evaluation of the training.	

Unit 3: How to set up realistic and individual goals for the participants?

It is very important that educators provide clear explanation of both notions and explain the logic between these two. Realistic and individual goals are explained through the steps which need to be taken in regards to Action planning. It is of upmost importance that educators understand the importance of the goal setting in order to be able to provide the information to learners. For better supporting Adult Educators in their endeavor to reach the anticipated learning outcomes, the following good practice example projects from the Comp-UP Tool Collection can be studied and used as basis for further exercises:

Tools to use: Name	Best practice number	Page
GOAL	4	12
Improving basic skills	5	13
Supreme	9	17
SAVE	19	27
CLAN	14	22
Central advice centre	20	28

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
5 min	*Brief introduction to the unit – on the basis of the Webinar*	Training room, laptop, projector, audio-visual equipment, handouts
5 min	Initiate discussion on individual goals and explain the importance of them, and the link between Goal setting and Action planning for setting a strategy.	
20 min	Action planning Explain the importance of Action planning. To start the group of, watch the following videos: https://www.youtube.com/watch?v=PCRSVRD2EAk https://tinyurl.com/y4r38ncr	Laptop, projector, audio-visual equipment, ppt presentation/Webinar, Handouts, pen, paper

	Give participants time to analyse their SMART ACTION PLAN: **S** Specific – what is the person going to do? This should be phrased as a positive action "To go swimming' rather than 'not to sit around so much' **M** Measurable – how much? How often? **A** Appropriate/Attainable – something they want to do. How important is the action? **R** Realistic/Relevant – how confident is the person that they can carry out the action? **T** Time-based – when will the action be carried out? Present the following questions in order participants will start thinking of their SMART framework, and include the answers to the following questions in their action plans • What you will do? • How much? How often? • How important this is to you? • When you will do it? • Imagining yourself doing this over the next week, how confident do you feel that you will complete the action plan?	
20 min	**Goal setting – short and long term** Watch the video on the link below: https://tinyurl.com/y3bs49f2 Explain what Goal setting is and highlight the importance of supporting people with long term conditions to self-manage, collaborative goal setting and action planning. Goal setting helps people to: • Identify what they want • Make a plan to get there • Move into action • Keep going until the goal is reached or a better one identified. Within the group, identify the importance of a Goal: • A goal is something that someone would really like to achieve. • People are unlikely to follow through goals that are not important to them. • Collaboratively setting goals helps to ensure that the goals agreed are relevant and important to the person. **Setting and reaching goals:**	Laptop, projector, audio-visual equipment, ppt presentation/Webinar, Handouts, pen, paper

	Set a reasonable goal – the goal should relate to a positive change and should make sense to the person within their life. **Break the goal into smaller steps, 'do-able' chunks** – this is the **action plan** **Carry out the action plan** – taking it one step at a time, learning from setbacks Remind participants about how important it is to write down their goals. Present *Annex1 - GPA* Outline form.	
10 min	Distribute the handouts of Annex1 and/or 2, generate a group discussion about it, and summarize what learners are asked to do on the basis of the topics covered. Let them do their Goal setting and Action Planning as homework which you can reflect on at the next session.	Handouts (Annex1 – GPA Outline, Annex2)

Unit4: How to work with positive feed-back in a goal-oriented teaching?

Trainers have to give sensitive feedback to their learners on performance and they also must learn to listen to feedback from them – if they want to have a close relationship. This unit focuses on providing trainers with an understanding of the importance of as well as competences in giving and receiving feedback to/from their learners. As it has been found, to work effectively with low-qualified adults, it is really important to establish a bond and a close relationship in order to gain their confidence and make them engaged in the tasks and learning processes. Moreover, trainers need to help their learners, as it has been seen in the previous units, to identify and improve their skills and knowledge for a successful career, learning progression. For this reason, it is of upmost importance also that trainers/educators, can provide effective feedback to their learners through which they can acknowledge learner's strenghts and can motivate them where necessary. Feedback is a must in order to be able to move forward! Positive feedback can prove as a generator for accomplishing tasks.

Implement the following exercises in the Face2Face Session

Duration	Methods and Content	Tools/materials
5 min.	Brief presentation of the unit – on the basis of the Webinar	Laptop, projector, handouts, pen, paper, flipchart
10 min.	Opening exercise: "Find the Key"	Flipchart or white board, a "key" or a small object which can be hidden
	This exercise is suitable for groups of 10-15 participants. Ask for 4 volunteers from the group. Write their names onto a flipchart or white board, then inform them that they will be called back into the room one at a time to search for a key. Ask them to leave the room.	
	Tell the remaining participants about the process and their roles at each stage of the exercise:	
	Silent Feedback: when Volunteer number 1 enters the room, the participants are to remain completely silent and motionless.	
	Negative Feedback: when Volunteer number 2 enters the room, all participants should give negative feedback, no matter how close or far away the searcher is from the key. Be sensitive to your group, but instruct them to give the kind of negative feedback that they might hear back in when someone is dissatisfied with their performance. Participants should NOT respond to any requests for direction or assistance.	

	Positive but General Feedback: when Volunteer number 3 enters the room, all participants should give positive but non-specific feedback (e.g., "good boy" "way to go," "I really like how you get after it," etc.), no matter how close or far away the searcher is from the key. Participants should NOT respond to any requests for direction or assistance. *Specific Feedback*: when Volunteer number 4 enters the room, participants should provide specific hints and suggestions for finding the key, without giving it away. They should respond to yes/no questions. *Note that some individuals get upset with the negative feedback, even though it is a simulation. Hide the key. Invite the participants in one at a time. Each volunteer receives the prescribed feedback noted above. *Silent*: Hide the key in a not-too-difficult location within the room. Allow 2 minutes for the search. *Negative*: choose a more difficult spot. Allow 2 minutes for the search. *Positive but general*: choose a more difficult spot. Allow 2 minutes for the search. *Specific*: choose a more difficult spot. Allow 2 minutes for the search.	
5 min	Discussion about the exercise	
	Ask the volunteers, one person at a time, in the order in which they came into the room: • How did you feel while looking for the key? • What did you think/feel as a result of the feedback you received? • How did the feedback you received affect your performance? • What did the feedback you received prompt you to think/feel about the other participants in the room who were giving it? • If this was the type of feedback that you received every day, how do you think it would impact your desire and/or ability to keep yourself and your teammates safe. Summarise opinions shared by concluding:	

	• Different types of feedback can hinder or support the receiver's performance • Specific feedback, which is delivered in a positive way, has highly positive impact on the receiver's performance • In the context of a learning process feedback is one of the most vital aspects, but it is also one of the trickiest to get right. It is information that can influence future actions of the learner, it is empowering as it leads to better performance if given at the right time and in the right way. Effective feedback provides a systematic approach to developing better relationships, learning and improving performance and staying on track and achieving goals.	
20 min	Introducing structure/ rules for giving and receiving feedback and short exercise – on the basis of the Webinar, ppt	Laptop, projector, audio-visual equipment, handouts 1,2,3, cardboard, white board, flipchart, flipchart paper, pen, pencil, post it notes
	Divide the group in small teams of 3. Ask learners to watch the video about an example of giving feedback: https://www.youtube.com/watch?v=5cb8BeNuRCU and ask them to do the following: - collect extra rules both for the Sender and Receiver of the feedback - identify the main parts of the SBI model in the feedback's content - decide whether the feedback given is effective or not. After 5 min of group work, small groups share their opinions in the large group. Note the extra rules collected on cardboard and pin them on a whiteboard, next to the first set from Handout 2. Complete the two lists of rules by adding the ones mentioned by the trainees	
15 min	Exercise in practising "giving and receiving constructive feedback"	
	Ask participants to form groups of 3. Trainees in each group will work together for 15 min taking on 3 different roles: Feedback Sender, Feedback Receiver, Observer Give the instructions about their tasks: - the *Feedback Sender* has to think of someone to give feedback to and share the situation with the small group; it should be a real situation – it could be	

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	someone in a training session, at work, or in a relationship – but a real situation in which the SBI model can be used; then practice using the SBI model by giving the feedback to another person in the small group – (have prepared 3 examples of situations to offer trainees in case they need inspiration – preferably related to learning processes of low-qualified adults) - the *Feedback Receiver* plays the role (as realistic and authentic as possible) of the person who is the intended audience for the feedback of the Feedback Sender; - both *Sender* and *Receiver* should respect the previously reviewed sets of rules - the *Observer* watches quietly and takes notes on the strengths shown by the Feedback Sender as well as things might need to be done differently. (Is he/she using the model? Is the feedback receiver respecting most of the rules? What worked well? What might you have done differently if you were in his/her shoes?) - after 5 minutes, everyone in the small group should rotate roles.	
5 min	Debriefing, Group discussion about the exercise Once each person has had an opportunity to play each role in the small group role plays, start de-briefing the experience and point out lessons learned. You may want to ask the following questions: 1. What was useful about the SBI model? What was challenging in respecting the rules for giving feedback? 2. What was useful and what was challenging in respecting the rules for receiving feedback? 3. In what sorts of situations would this feedback be helpful (please be as specific as possible)? 4. What new rules could be added to the list of rules? 5. How can we transfer the experiences made in this rather artificial setting to real-life learning situations?	
5 min	Final comments	

	Trainees share impressions of the session pointing out what they have learned.	

Online Session

The online sessions of the present curriculum will be mainly made up by the Webinars, which are being produced and are integral part of the curriculum. Ppt presentation has been prepared which is the basis of the Webinar and is divided in the four enumerated sections for easier use by the trainers, for the brief introduction and/or summarizing processes within the f2f sessions. Moreover, external, short videos have been also included, which can be used as guidance and learners can go back to them whenever necessary.

Within this module there are to be found materials for supporting trainers in:

- creating pleasant, efficient learning environments,

- the importance of goal setting and action planning, as well as

- giving and receiving feedback and the importance of positive feedback within a learning process.

Resources

For successful implementation of this module the needed resources are:

Laptop, projector, flipchart, flipchart paper, pen/pencil, marker, cardboard, key or something similar small object which can be hidden.

- Comp-UP Tool Collection downloadable pdf (online and hard copy, up to the trainer to decide)
- Webinar – Module 4: Involvement and motivation

External links

- Know Hubs Toolkit https://know-hubs.eu/uploaded/tiny/files/kh_toolkit_final.pdf

- Self-esteem building activities: https://enlightenmentportal.com/development/self-esteem-building-activities/

- Emotional intelligence examples: https://www.healthline.com/health/emotional-intelligence#workplace

- Action Planning: http://actionplanning.co.uk/case-studies
- Skillsyouneed: https://www.skillsyouneed.com/general/emotional-intelligence.html
- Fortresslearning: https://fortresslearning.com.au/
- How to write a good CV: https://www.newbalancejobs.com/write-a-good-curriculum-vitae/
- Icebreakers: https://www.playmeo.com/activities/ice-breakers-get-to-know-you-games/

- How to build self-esteem: https://www.lifehack.org/688465/how-to-build-self-esteem
- Personal goal setting: https://www.mindtools.com/page6.html

Recommendation, variations

1. In case trainers see that homework cannot be accomplished by learners, therefore on next sessions there's no resources to start the work from (this is applicable with unit2 and 3), this can be skipped and within the f2f brief skills assessment on the spot can be implemented, as well as identifying goals and creating Action Plans. Should be kept in mind, that these would increase the number of hours of the f2f sessions.

2. At the end of each unit discussions can be generated within which participants summarise what they have learnt. These all can also be taken as an evaluation process of what they have learnt throughout the sessions.

Evaluation

As far as the evaluation phase of the module is concerned, self-assessment tools collection can be used from the Comp-Up Tool Collection, for ex: BP13 http://www.i-pool.eu/database/?p=2.

Furthermore, self- reflection exercises have been also described and suggested within the units, which should generate group discussion and let trainers measure if the set learning outcomes for each session have been achieved.