

Motivation is the Key for Adult Learning

Randi Jensen
Danish Adult Education Association

The Association of Day Folk High Schools i Denmark

Background for the presentation

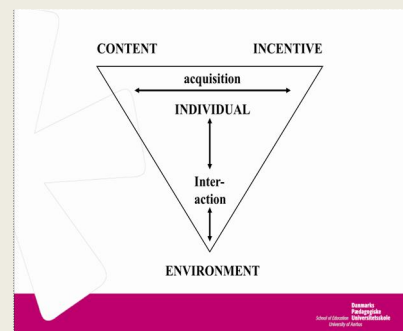
- Developing projects/identification of best practice within the framework of DAEA about ao:
 - PL, portfolio, description of non-formal learning outcomes
 - generic competencies and personal benefits connected to PL
- Developing and research project about
 - motivation and non formal learning

<http://www.dfs.dk/inenglish/articlesandreports/breakingsocialpatterns.aspx>
- Training programs concerning RPL for staff in non formal adult education – experiences from practice.
- Member of workgroups about knowledge and developing efforts and policy making on national level

Motivation is the Key for Adult Learning

- RPL as a key for motivation and personal fulfilment
- It's a value itself to learn to learn and to se what I've learned – degree or diploma is not always the point
- Lifelong Learning, learning for life, citizenship, career and further education
- Personal and work-life goals connected to RPL – contradiction or balance?

Motivation is the Key for Adult Learning



Professor Knud Illeris, Danish School of Education

The conclusion of Knud Illeris

Conclusion

Contemporary education policies overlook or underrate particularly the motivational and emotional sides of learning

Hereby the apparently rational policy becomes fundamentally irrational (also economically)

European University of Viadrina
Faculty of Education
Department of Educational Studies

RPL as a way to include motivational and emotional elements

- Emotional processes – recognition and appreciation are basic
 - RPL approach
 - awareness and articulation of own competencies
 - self confidence, empowerment, motivation
- Social processes – motivation and reality check, common framework – help to act and think
 - RPL approach
 - social and citizenship competencies
 - “Your competences become real in the mirror of the group”

RPL as a way to include motivational and emotional elements

- Cognitive processes – content
 - Practice based knowledge of participants is an important point of departure for the learning
 - De-contextualization and re-contextualization of knowledge
- RPL approach has the potential to support emotional and motivational aspects of all the 3 types of the learning processes

The RPL process supports motivation

- Clarification and articulation of competences
 - making your competencies visible and aware
 - putting your own words to your competencies
 - in a broad perspective (what’s in your backpack)
 - in a narrow perspective (matching)
- *the most valuable part of RPL, especially to unskilled persons*
 - self confidence, personal fulfilment, citizenship, empowerment, ownership – motivation
 - articulation is a selling point in relation to job market
 - achieving a “competence language”

Degree or diploma is not always the point

- Documentation
 - makes competencies “real” to my self – motivating
 - the employers are not very interested
 - needed for
- Validation in educational system
 - degree or diploma – but only when it *is* the point
 - employers, employees, unemployed
 - botanizing
 - be aware of risk for disappointment, demotivation

“The RPL process must be portfolio driven – not driven by institutional perspectives”

(Ruud Duvekot, *INHOLLAND University, expert/researcher in the fields of Validation, advisor/researcher, COFORA*).

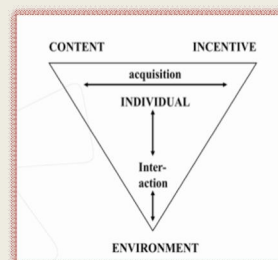
When the perspective is motivation for learning:

- The importance of clarification of the individual’s PL in a broad perspective
- Need of didactic adjustment to individual needs - educational differentiation
- Focus on the utility value of PL from the perspective of the individuals, the society and the enterprises – if RPL is the answer....
- Policy-makers mistake societal interests with the perspective of the existing educational system

Personal and work-life goals - contradiction or balance

- The concept of competencies – work-life’s colonization of education and personality *and* at the same time emancipating qualities
- Learning lovers and learning haters - ambivalens
- Learning haters can be motivated when the perspective is a better life situation – job and recognition/respect are crucial
- Legitimacy among peers of learning

Personal and work-life goals – contradiction or balance?



- Learning integrated within the societal context
- support understanding of how to handle own situation
- experience of society as a co-player
- legitimate relation to the labour market

“Integrate the long arm of the job into
a progressive adult education
agenda”

(Kjell Rubenson, professor of education at the University of
British Columbia)

- RPL has the potential to be part of this – if the focus is on the motivational and emotional elements