

# Motivation in work based learning Lesson Plan

|  |   |                         |                                 |
|--|---|-------------------------|---------------------------------|
| <b>Trainers :</b> Alan, Claudia, Gina  | <b>Date:</b> 19/3/2014                            | <b>Time:</b> 30 minutes | <b>Location:</b> Oxford Brookes |
| <b>Group:</b> Peers/Tutor  | <b>Seminar:</b> Motivation in Work Based learning | Session 1 of 1          | <b>Number of learners:</b> 22   |
| <b>Learning outcome:</b> Evaluate student motivation factors for work based learning |   |                         |                                 |

**Differentiation/Diversity:** Adult learners varying degrees of knowledge regarding motivational learning. All will be supported to draw on any personal and professional experience to enable them to achieve the learning outcomes. The group has both peers and tutors.

Seven principles of good practice: Chickering and Gamson – (1987)

| Time         | Learning Outcome | Teacher Activity   | Learner Activity/theories<br>K3 - How students learn, both generally and within their subject/ disciplinary area(s).   | Assessment   | Alignment with UK Professional Standards Framework/Graduate Attributes (Knowledge, Skills, Attitudes (KSA))  | Resources  |
|--------------|------------------|--|--|--|--|--|
| 5<br>Claudia | 1                | Welcome and introductions <ul style="list-style-type: none"> <li>Aim and session learning outcomes</li> <li>Explanation of the two types of Work Based Learning-putting the session into context (definition)</li> </ul> | Listening, asking questions <ul style="list-style-type: none"> <li>Visual, Audio, "Reading" (Fleming 1987)</li> <li>Honey and Mumford (1986) - Pragmatic, reflector, activist, theorist</li> <li>Blooms Taxonomy (1956)</li> </ul> | Observing, questions and answers                                     | A2 - Teach and/or support learning.<br><br>V3 - Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development<br>V1 - Respect individual learners and diverse learning communities<br><br>V4 - Acknowledge the wider context in which higher education operates recognising the implications for professional practice<br>Graduate Attributes (KSA) | <ul style="list-style-type: none"> <li>Flip chart and pens</li> <li>PPT</li> </ul>             |
| 5<br>Gina    | 1                | Ice breaker: Related to motivational learning – each learner to Teacher to begin   | Talking, listening <ul style="list-style-type: none"> <li>Visual, Audio, "Reading" Kinetic</li> </ul>  | Question answers, walking between groups and listening and observing | A2 - Teach and/or support learning.<br><br>V1 - Respect individual learners  | <ul style="list-style-type: none"> <li>Named laminated cards x 36 (2 sets of cards)</li> </ul> |

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|------------|---|--|--|---|---|--|
|            |   | <ol style="list-style-type: none"> <li>1. On each table there are 2 named cards that expresses a form of work based learning, choose one that most applies to the subject you teach.</li> <li>2. Find a partner who has chosen the same card.</li> <li>3. For 2 minutes discuss and name one barrier and one enabler that affect motivation in work based learning.</li> </ol> <p>Facilitator to receive feedback from the 2 groups and put answers onto pre headed flip chart paper/white board</p> | <p>(Fleming 1987)</p> <ul style="list-style-type: none"> <li>• Honey and Mumford (1986) - Pragmatic, reflector, activist,</li> </ul>   | interaction and gaining insight to knowledge base for individuals | <p>and diverse learning communities</p> <p>V2 - Promote participation in higher education and equality of opportunity for learners</p> <p>Graduate Attributes (KSA)- Academic, research, digital and informational, critical self-awareness</p>   | <ul style="list-style-type: none"> <li>• Egg timer</li> <li>• PPT</li> </ul>                               |
| 10<br>Alan | 1 | <p>Discuss the theories of motivation factors</p> <ul style="list-style-type: none"> <li>• Expectancy-Value</li> <li>• Interest Theory</li> <li>• Achievement goal Theory</li> <li>• Authenticity</li> <li>• Autonomy</li> <li>• Competence</li> </ul> <p>The next task is divided into 2 parts</p> <p>Part one: introduction to Activity- brainstorming</p> <ul style="list-style-type: none"> <li>• In your groups think of three additional factors that might have an effect upon</li> </ul>     | <ul style="list-style-type: none"> <li>• Audio, visual, Reading (Flemming 1987)</li> <li>• Honey and Mumford (1986) - Pragmatic, theorist</li> <li>• Blooms Taxonomy (1956)</li> </ul> | Observing, questions and answers                                  | <p>A2 - Teach and/or support learning.</p> <p>A5 - Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.</p> <p>V4 - Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p>Graduate Attributes (KSA) – Academic, research, digital and</p> | <ul style="list-style-type: none"> <li>• Pre-headed flip chart paper/white board</li> <li>• PPT</li> </ul> |

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|           |   |  |   |  |  |   |
|-----------|---|--|---|--|--|---|
|           |   | <p>student motivation in a work based learning course</p> <ul style="list-style-type: none"> <li>Think of factors that contrast with the three outlined above</li> <li>On your table there are 6 “bricks”, write the name of each of your group’s factors on each of the 3 (blank) “bricks”</li> </ul>   |   |  | informational  |   |
| 5 Alan    | 1 | <ul style="list-style-type: none"> <li>In each of your groups create a tower in order of priority for the group so that the highest “brick” represents the top priority factor to consider.</li> <li>You can be creative! Gina to arrange grouping. Alan to receive feedback from the 2 groups and reflect back to the group, summarising key points.</li> </ul> | <p>Group interaction, sharing ideas,</p> <ul style="list-style-type: none"> <li>Kinetic, Audio, Visual, Reading (Fleming 1987)</li> <li>Blooms Taxonomy (1956)</li> <li>Honey and Mumford (1986) -Pragmatic, reflector, activist, theorist</li> </ul> | Question answers, walking between groups and listening and observing interaction and gaining insight to knowledge base for individuals | <p>A2 - Teach and/or support learning.</p> <p>V1 - Respect individual learners and diverse learning communities</p> <p>Graduate Attributes (KSA)- Academic, research, digital and informational. Critical self-awareness</p> | <ul style="list-style-type: none"> <li>White boxes x 12-18</li> <li>Black marker pens x3</li> <li>White Board/ Flip chart/ PPT</li> </ul>       |
| 5 Claudia | 1 | <p>Summary/conclusion – 3 key questions to take away-reflect in practice</p> <p>Evaluation-“Start, Stop, Continue”<br/>Close</p>   | <p>Listening, questioning</p> <ul style="list-style-type: none"> <li>Visual, Audio, “Reading” (Fleming 1987)</li> <li>Blooms Taxonomy (1956)</li> <li>Honey and Mumford (1986) - Pragmatic, reflector, theorist</li> </ul>                            | Open-ended questions, observation  | <p>A2 - Teach and/or support learning.</p> <p>V4 - Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>   | <ul style="list-style-type: none"> <li>Flip chart – prewritten for evaluation</li> <li>Pens</li> <li>Post it notes/pens</li> <li>PPT</li> </ul> |
|           |   | <b>End of session</b>  |   |  |  |   |