

## CREATE – MOTIVATE – LEARN

NOVEMBER 2011

CREATE – MOTIVATE – LEARN PROJECT  
RECENT DEVELOPMENTS

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The second year of our project started with the interim reporting of the action research projects developed by each partner organisation in order to develop and test the innovative approaches to motivate adults for learning. We shared our innovative approaches and the results of the piloting phase during the "Sharing of Innovative Strategies for Adult Learners and Reflection" Seminar & Partnership Meeting, in Riga (Latvia), on February 2 - 4, 2011. The most valuable parts of the Riga seminar were "sharing experiences concerning the action researches and

innovative strategies, good discussions, good spirit and atmosphere at the meeting".

After that, we cross-piloted what the partners had developed, putting each other's innovations to the test of a different group of learners in a different country context. We provided soundly grounded feedback to each other which supported us in finalising the development of the innovative strategies for motivating adults for learning.

We shared the developed and tested innovative strategies, techniques or learning activities with

trainers and adult educators through both the "Innovative Practices Motivating Adult Learners" workshop & partnership meeting, held in Bratislava (Slovakia), on August 21 - 25 2011 and the published guidebook **Innovative ways for motivating adults for learning**.

The first draft of the curriculum of **Motivate Adults for Learning – hands-on and practical tips** Grundtvig course is already developed and we are preparing to share a three-day appetizer in the CreMoLe project's Final Conference.

## EXCEL AS A TRAINER: CREATE, MOTIVATE, LEARN!

The CreMoLe project Final Conference **Excel as a trainer: Create, Motivate, Learn!** will be held in Hotel Napoca, Cluj-Napoca, Romania, on November 14 - 17, 2011.

The conference aims to bring together around 100 trainers and adult educators from 32 countries from Europe, Africa, Asia and America to demonstrate and reflect on effective ways of motivating adults to learn. Education Support Program (ESP) offered financial sup-

port to 50 trainers outside the CreMoLe partnership to attend the Conference.

The CreMoLe Project Final Conference will provide a valuable opportunity to trainers/ adult educators to share effective ways of motivating participation and persistence in lifelong learning processes for a wide range of adult learners. During the conference, we will pilot some sessions of the Grundtvig course developed within the CreMoLe project. Through workshops, lectures and discus-

sions, trainers and adult educators will improve their knowledge of key factors related to motivation for learning, will experience strategies that motivate sustained participation in learning and will learn about adult education in a variety of countries.

The conference agenda is available at <http://www.cremole.eu/home/viewpage/id/57>.

We look forward to welcoming you to the conference.

## DISCLAIMER

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**INNOVATIVE PRACTICES FOR MOTIVATING ADULT LEARNERS—THE WORKSHOP SEEN THROUGH THE PARTICIPANTS’ EYES**

The Bratislava workshop, which was very well organized, offered a highly useful work programme, as well as documents, brilliant presentations, extremely effective practical work, and overall a friendly working atmosphere. The participants in the workshop were provided with the best possible conditions to achieve both their personal goals and the goals set for the workshop.

The workshop completely fulfilled my expectations, as I and my colleagues had the possibil-

ity to:

- attend high quality training sessions, demonstrating the newly developed techniques and strategies;
- learn very effective strategies, methods, techniques, which are informed by current research and learning theories,
- be inspired to seek ways to further satisfy emotional and academic needs, interests. (Valeriu Gorincioi)

For me this meeting was very enriching and impressive. I

was particularly impressed by meeting representatives of organizations and trainers from so many different countries, each of them with their special contexts and approaches, and each of them working to develop strategies and methods that fit the needs of their clients and students. This gave me the impression of liveliness and enthusiasm, which I cherished and took back home with me. (Irmgard Demiro)

**ARE OUR INNOVATIVE APPROACHES MOTIVATING?**

**WORKSHOP PARTICIPANTS’ OPINION**

During the Bratislava meeting, we shared a variety of strategies applied to different themes and topics during the mini-workshops in which we were all actively engaged. Some strategies focused on a certain type of text (story, film) as a means for activating adults’ thinking and involvement into content analysis (e.g. the strategies shared by the Lithuanian and the Slovak trainers). Others were directed towards analysing significant social issues (e.g. the Italian trainers’ “Community Mapping” and the Latvians’ “Stepping into the Picture”) or towards developing problem solving skills (the Swiss team’s

“Story board”). The Romanian colleagues introduced a strategy which helps learners engage confidently in group discussions. A fresh approach – involving the use of text and picture – to delivering a rather unexciting topic (e.g. compulsory health and safety training) was demonstrated by the Spanish partners. The Austrian trainers shared a learning activity of the “Biographic approach”, which is mostly used with disenfranchised youth to help them better understand their own background and needs, and – in full awareness of these needs – build future

plans. Online café, part of a blended learning approach, which was presented by the German partners, aims to motivate adults to learn languages even when they are too busy to participate in face-to-face classes.

The common denominator of the above-described diversity of learning activities and strategies was motivating adults to learn and experience the pleasure of participating in learning. (Valdoné Indrašienė, Asta Raiilienė)

**ARE OUR INNOVATIVE APPROACHES TRANSFERABLE?**

**WORKSHOP PARTICIPANTS’ OPINION**

After the workshop I tried out one of the strategies presented in Bratislava in my German language class. The strategy „Stepping into the picture” was originally used for working with people to approach different social issues and for developing critical thinking. When participating in the Bratislava workshop, I thought that the strategy could be very useful for giving input for conversation. That’s why I transferred the strategy into my language class. It

worked very well, the students were really motivated because they liked the subject and the way it was presented. They gave very positive feedback about the class so I think I will use the strategy again. (Inga Opitz)

Because my main trainer’s work is for the teachers working with marginalized Roma communities, I see as beneficial such strategies that use pictures, music, and some concrete objects that

evoke certain feelings subsequently leading to the critical assessment of a particular situation. I think that strategies like this are effective for working with both children and adults. (Viera Šándorová)

I will apply some of these methods in my work, I’ll use “community mapping” but I will probably change it into a different “mapping”. (Maria Pavelescu)



Bratislava workshop—Demonstrating the innovative strategies

**“The Bratislava CreMoLe workshop was inspiring for me in many ways aspects. One of them is the combination of formal and non-formal approaches to learning.”**  
(Barbara Helm)



Bratislava workshop—Reflecting on our learning

## ARE OUR INNOVATIVE APPROACHES ADJUSTABLE TO DIFFERENT AUDIENCES? TRAINERS' OPINIONS

The strength of the Create—Motivate—Learn project lies in the effective application of innovative strategies that have been identified and demonstrated during the previous meetings of the CreMoLe project. Since the techniques are not used exclusively in a particular sector or area of teaching, it is possible to apply all or part of them in different cultural and educational contexts.

All of the training techniques

shown during the last meeting in Bratislava can be adapted by the trainer quite simply during their training courses, or can be modified according to the participants' learning needs.

It is also possible to combine the different strategies, or parts of them, to enhance their individual effect or to make them more effective in particular contexts. (Adriana Branni)

Some very simple and easy-to-apply methods were presented in Bratislava. My favourite is the name-tag start-up activity. It is simple yet effective, easy to apply for both experienced and inexperienced trainers. It doesn't need much time or a special space; at the same time, it is motivating to explore one's own needs and focus on a useful and feasible learning process. (Barbara Helm)

## LEARNING TOGETHER IN THE BRATISLAVA WORKSHOP

The Bratislava workshop and meeting was held in a pleasant, friendly and creative atmosphere which enabled the participants to share their best practices and look for the common issues that unite us, Europeans, while at the same time attempting to understand in what we are different, and develop respect for these differences. I especially appreciate the European dimension of the event. It gave me a particular overview when I realized that in other European countries adult learners deal with many similar problems as we do

(lack of finances, low motivation of adults to become lifelong learners, etc). I had a great opportunity to observe how these problems are being tackled in other European countries. During the event, we had the opportunity to learn from each other, share our best practices, get inspired by the experiences of our European colleagues, who have been successfully applying particular strategies and approaches in adult education. I personally learnt a lot about facilitating and making learning more attractive and easier for adults. I would like to use a couple of strategies in my

future work with adults. From my point of view it is important that the workshop provided opportunities for making new relationships and friendships and deepening old ones, which I am sure will continue also after the project ends. (Viera Michalková) I appreciated the chance to receive various comments from other participants who evaluated the work in the project differently because of their particular background. These remarks gave me new impetus for improving my own teaching methods. (Birgit Bergman)

## THE MOST IMPORTANT GAINS IN THE BRATISLAVA WORKSHOP FROM THE TRAINERS' POINT OF VIEW

The Bratislava Workshop was a very useful platform for the participants to share experiences and ideas on professional development. We benefited from **sharing experiences with trainers who have a different background**. The trainers represented different professional areas and the diversity of experiences allowed looking at the innovative strategies from different perspectives.

The participants represented **different European countries in which there are different traditions of adult education,**

**institutional frameworks, teaching and learning formats and methods**. The context of the country diversity has enriched each participant's individual professional experience.

**The diverse innovative strategies** were demonstrated in workshop-style sessions. The strategies covered a very wide repertoire of approaches to teaching / learning. Firstly, work in parallel sessions allowed each participant to make a choice. Secondly, analysis of the

sessions at the end led to useful conclusions.

Enough time was provided for **reflection activities**. This gave the process purposefulness and a sense of completion.

**Participants could act in different roles** – to run the session, to participate in sessions run by other trainers, to express their views in discussions, to plan the Grundtvig course. This gave a chance to everyone to offer their best professional experience. (Inguna Irbite)



Bratislava Workshop— Building motivation for intercultural learning  
Outdoor sessions

**“The workshops invited me to practice new strategies or take a fresh perspective on methods already known . ” (Iosefina Blazsani Batto)**



Bratislava Workshop—Planning the Grundtvig course

We are looking forward to hearing from you!

## CREMOLE PARTNERSHIP

This publication has been developed in the framework of the project

Create-Motivate-Learn  
(502374-LLP-1-2009-1-RO-GRUNDTVIG-GMP)

## You are welcome to read our publications !

- Survey report – Best practices of training methodologies and learning techniques in adult education (English, German, Latvian, Romanian, Slovak languages);
- Motivating adult learners' participation and persistence in lifelong learning processes. Training methodologies and learning techniques in adult education – a collection of best practices (English, German, Latvian, Romanian, Slovak and Spanish languages);
- Innovative ways for motivating adults for learning – practical ideas for trainers and adult education providers (English, German, Latvian, Romanian, Slovak and Spanish languages).

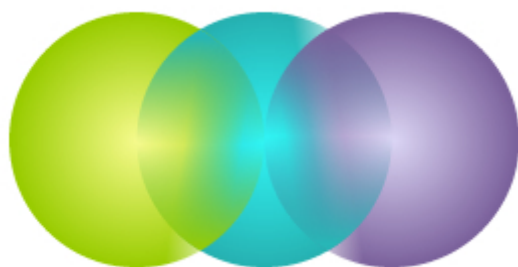
## Stay tuned to the CreMoLe project!

Find updates on CreMoLe at:

- [www.cremole.eu](http://www.cremole.eu)
- Social network: <http://www.facebook.com/pages/CreMoLe/162131890488810?sk=info>



**RWCT International Consortium**



# CreMoLe

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## THE PROJECT PARTNERS

### Project coordinator:

Reading and Writing for Critical Thinking International Consortium, Romania



### Partners:

Interkulturelles Zentrum, Austria



Thüringer Volkshochschulverband e.V., Germany



Iberika, Germany



Instituto de Formacion Integral S.L.U., Spain



Centro Studi et Initiative Europeo, Italy



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