



24. MOTIVATION

How to support self-direction in hybrid teaching

CONTEXT

The general context is that of adult education since adulthood is characterised by the maturation of independence, which is expressed as the need for autonomy. Therefore, the right educational distance between the teacher, who mainly assumes the role of facilitator, and the adult, who learns/participates in a training activity, becomes important.

THEORETICAL BASIS

Activities that involve the creation of a final product in which individual choices are combined with those of the group have proven to be particularly effective in supporting self-direction, including in hybrid teaching. With senior and older learners, it is useful to ask them to share their earlier knowledge, strategies, and life experience to compensate for some lack of knowledge, for instance, of digital tools.

ACTIVITY IN A NUTSHELL

Under the guidance of the teacher/facilitator, participants design and create an informative product taken from a culturally representative text (e.g. choose and comment on significant passages from Dante Alighieri's Divine). They analyse and comment on a passage, discuss the text drafts with the group, and produce a final written text.

Activity/Solutions

CONTACT TYPE

Online/hybrid

TIME NEEDED

2h - 2h 45 minutes

NUMBER OF PARTICIPANTS

8-20

ACTIVITY TYPE

Individual/group work

TARGET GROUP

- Adult learners
- Senior learners

VARIATION OF THE ACTIVITY

The activity is easily adaptable to any kind of lesson and target group.

Participants can carry out Phase 3 of the activity in groups of three to four in the breakout rooms created by the facilitator based on the characteristics of the chosen pieces.

Goal

- To strengthen the adults' attitudes by orienting them towards self-directed learning, where the teacher/instructor acts mainly as a facilitator.

How to prepare

- Prepare a list of passages from the selected book which are suited to the group.
- Share, in advance, the list with the participants (e.g. via email, dedicated WhatsApp chat, etc.).

Activity step by step

Phase 1 (1 h)

1. Invite the participants to choose the passage that is most congenial and close to their personal experience.
2. Assign a time frame (15 min) for the participants to read the chosen passage and write a short text (about 100 words), following the instructions of the facilitator (e.g. theme, characters, meaning). Ask the participants to send the notes when they are finished.
3. Share the texts with the participants: show them on the board and make comments about the correctness of the texts' structure.
4. Initiate group discussions about the texts.
5. Give instructions for the final version, and set a deadline for delivery.

Phase 2 (individual homework) (30-45 min)

1. Make sure that the instructions, including the deadline for the final version, are available for all the participants while they produce the final texts and send them to you.

Phase 3 (optional, during the following meeting/art lesson)

1. Invite the participants to associate the image of a painting with the passage and send the text and image to you.
2. Share the works, and ask the participants to illustrate the reasons behind their choices (e.g. via dedicated WhatsApp chat).