Anywhere + Anytime = Never

Tackling the motivation challenges of continual learning

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Scanners — Divers

Scanners:
- Prefer a broad view
- Grasp general concepts
- Connect areas of knowledge
- Learn well without structure
- Resist rigid learning plans

Divers:
- Master specific details before general concepts
- Prefer methodical approach
- Ignore less relevant information
- Like clearly defined goals

Approach to learning
Look for big concepts & organizing principles
Explore multiple aspects at once
Skim resources that look relevant
List aspects to master later

Recommendations

Develop your structured plan
Define scope & prioritize aspects to focus on
Learn each step or subtopic fully before proceeding
Be aware of larger field surrounding your chosen focus
Motivation challenges

What barriers have you (or your learners) experienced in pursuing self-directed learning?
Which is more motivating—external or internal rewards?
Extrinsic
Intrinsic: Autonomy

We are powerful and natural explorers.
We have an inner personal drive to become good at something.
Intrinsic: Purpose

We derive deep satisfaction from feeling part of something greater and loftier than ourselves.
“small, even piddling, rewards could promote, rather than undermine, autonomous motivation in online classrooms”

—from study by Garaus, Fürtmuller, Güttel
Case Studies

1. WALT Learn Together group
2. Self-Directed Achievement (SDA)
WALT Learn Together Group

What works
- Schedule it - don't leave it open to chance
- Deadlines can be good
- Clearly articulated benefits
- Immediate need
- Autonomy
- Peer pressure
- FOMO – fear of missing out
- Clear expectations

What doesn't work
- Too many choices
- Ambiguity
- No one person is responsible/accountable

Supporting others' learning
- Deadlines
- Support time
- Clearly articulated goals, expectations, context, benefits
- Group learning – clearly articulate each person's role
- Consensus on group norms, expectations

Agenda for March 18:
- Propose next learning objective, vote, agree, schedule

WALT's self-directed learning plan:
- Goal: wanting to learn more about motivation
- Why: motivation is a contributor to learning
- What: Watch 20 min. TED Talk “Pink on motivation”
- When: 2 weeks hence, March 18th, 1 pm online
WALT Learns Together

- Clearly articulated, shared expectations
- Close peers
- Deadlines
- Schedule the time on your calendar – with back-ups in case you don’t get to it on the first reminder
- Multiple ways to engage with content (read, watch, listen) whenever possible
- “Chunking” content
- Peer “pressure”
- FOMO – Fear Of Missing Out
Self-Directed Achievement

“Self-directed achievement is not a program. It is a culture.”

“A culture of lifelong learning begins with me.”
**WHAT** SDA is

every person identifies 1 goal

every week spends 1 hour to achieve the goal
The Goal Formula

I will use (tool/resource) to (goal statement).

examples:

- I will use an online tutorial to learn how to use Google Drive.
- I will use one of the library’s e-readers to learn how to download an ebook.
- I will use selected tutorials on lynda.com to learn how to use Excel to create a basic budget.
HOW it works

3 questions each week:

1. Did you accomplish your goal last week?
2. If not, what got in your way?
3. What is your goal this week?

Watch the ripple effect ...
What are the motivators that you heard in these case studies?

Which barriers do they address?

Write down the motivators that you think will work for your own learning

- or for your learners, if you’re a trainer or supervisor
Case Studies

3. WCLS Reading BINGO
4. SCOUT Learning project at PCLS
I’d love to tell you about this book I’m reading.

Cool! I tend to read a different kind of book.

What interests you about the books you like?
<table>
<thead>
<tr>
<th>A memoir or biography</th>
<th>An award winner</th>
<th>An audiobook</th>
<th>Title that teaches you how to do or make something</th>
<th>Short stories or essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes place more than 50 years ago</td>
<td>Set in another world or in the future</td>
<td>Recommended by a coworker or patron</td>
<td>A graphic novel (fiction or nonfiction)</td>
<td>Chosen by the cover</td>
</tr>
<tr>
<td>Title you've been meaning to read</td>
<td>A children's picture book</td>
<td>Recommend a title to a friend</td>
<td>Set in the Pacific Northwest</td>
<td>Title you would have chosen as a child or teen</td>
</tr>
<tr>
<td>Poetry</td>
<td>Based on a fairy tale or legend</td>
<td>Nonfiction from the children's or teen section</td>
<td>Published in 2016</td>
<td>Has crime in it</td>
</tr>
<tr>
<td>A title you would take on vacation</td>
<td>Set in a country you've never visited</td>
<td>Has kissing in it</td>
<td>Turned into a movie</td>
<td>Title outside of your comfort zone</td>
</tr>
</tbody>
</table>

“Be there or be — um — square”

Set in another world or in the future
Recommend a title to a friend or patron
Title outside of your comfort zone
Title that teaches you how to do or make something
Motivator Discovery

- What were the motivators that you heard in these case studies?
- Which barriers do they address?
- Write down the motivators that you think will work for your own learning
  - or for your learners, if you’re a trainer or supervisor
Work individually but feel free to discuss with each other
- Write one motivator (motivation strategy) per tiny post-it
  - Your personal motivators
  - Or motivators for your learners
- Attach motivator post-its to your Motivator Card
- Keep in a prominent place at work
  - Adjust motivators as needed
Motivator Cards

Motivation is intensely personal.
Define a learning plan

- be clear about why you are learning
- set *achievable* learning goals
- set frequent milestones to check progress
- continually identify next steps in your learning path
- get supervisor support
- find someone to be accountable to
- Identify when you’re losing motivation and what you need to get back on track

Manage your learning time

- schedule it – get it ON the calendar
- block out multiple times for self-directed learning
- add your learning time to multiple calendars so you get multiple reminders
- It’s not about finding the time; it’s taking the time

Socialize your learning

- find a learning buddy or group
- share your learning goals with each other
- watch videos or webinars together and discuss
- check in on each other’s progress periodically
- share what you’re learning with mini presentations
- for learning groups:
  - set clear expectations
  - identify someone to lead; define other roles
  - get consensus on group norms
  - set meeting schedules and learning targets

Optimize the learning environment and content

- create a comfortable learning environment
- eliminate distractions while you’re learning
- identify obstacles and get help to remove them (manager, IT, family, etc.)
- keep learning tools and resources close at hand
- create little rewards for achieving milestones
- chunk learning content into digestible pieces
- narrow the focus or choices to avoid being overwhelmed
- do micro bursts of learning – 15 minutes at a time is fine if it fits into a busy schedule
- have reliable, trustworthy go-to resources
- apply the learning to your job as you go
Debrief

What motivators did you discover?
ABCs and SCIENCE can help

Identify the type of behavior

Automatic

Burning

Common
Important Tools for *Common* Behaviors

- Stepladders ★★
- Community ★★★
- Important ★★
- Easy ★★
- Neurohacks ★
- Captivating Rewards ★★
- Engrained ★★
Anywhere-Anytime Resources & Case Studies on WebJunction: [oc.lc/self-directed](oc.lc/self-directed)

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