Considering the range of diversity among today’s students, how do we help all students to learn?

**A Workshop with Raymond Wlodkowski**
Professor Raymond Wlodkowski, an internationally-known adult learning expert, will use demonstration, lecture, and small-group discussion to help the audience learn a motivationally anchored approach to instruction that respects the enormous diversity found in today’s colleges. The framework and strategies presented in this workshop provide clear methods to make any learning environment inclusive, respectful, relevant, challenging, engaging, and effective. Participants will leave this program with a framework to align and apply teaching strategies that help all students to be intrinsically motivated to learn. They will also learn a set of teaching strategies that have the strongest influence to increase achievement among diverse learners.

**Biographical information:**
Raymond Wlodkowski is the former director of the Center for the Study of Accelerated Learning at Regis University in Denver. He is a licensed psychologist and educator who specializes in motivation, diversity, and professional development. He is the author of numerous articles and books including Enhancing Adult Motivation to Learn. His books have been translated into Spanish, Japanese, and Chinese. He has also been the recipient of several awards for teaching, writing, and research. Dr. Wlodkowski has a Ph.D. in educational psychology from Wayne State University in Detroit. His essays for Motivation and Accelerated Learning have been published in the recently released International Encyclopedia of Adult Education edited by Leonal English (Palgrave-Macmillan, 2005).

**September 13, 2006**
**Staff Dining Room**
This workshop is comprised of two sessions:
9:00-12:00 Establishing Inclusion and Developing Attitude
12:00-1:00 Lunch (Box lunch included)
1:00-4:00 Enhancing Meaning and Engendering Competence

Please enroll by contacting Laurie Barrett, Staff Development Administrator, at LBarrett@fullcoll.edu. Faculty may attend one or both sessions.

**Advance purchase of author’s book:**
If you would like to receive a copy of Raymond Wlodkowski’s book prior to the workshop, please send a deposit of $30.00 to Laurie Barrett. The deposit is fully refundable upon attending and completing the workshop.
Considering the range of diversity among today’s students, how do we help all students to learn? In addition, they get distracted. They get bored. They get tired. And, they change their minds.

Life exhibits extraordinary ingenuity in its capacity to dismiss a person’s interest in learning. To address such challenges and to access the richness that cultural differences can contribute to learning, Dr. Margery Ginsberg and I have developed the Motivational Framework for Culturally Responsive Teaching. This model for teaching and for planning instruction is based on the principle that individual motivation is inseparable from culture. Most people do not have trouble teaching people like themselves. They have trouble teaching people who are different than they are.

The framework offers a set of conditions (Inclusion, Attitude, Meaning, and Competence) and strategies that, when used in concert, enhance the intrinsic motivation of diverse students to learn. Since the framework was introduced in 1995, it has been researched and applied both nationally and internationally with positive learning outcomes.

According to this framework, motivating instruction is a systemic interaction between an instructor and a learner. The most basic design of an instructional plan should include full answers to the following four questions:

1. **ESTABLISHING INCLUSION**: How do we create or affirm a learning atmosphere in which we feel respected and connected to one another? (Best to answer for the beginning of the lesson)

2. **DEVELOPING ATTITUDE**: How do we create or affirm a favorable disposition toward learning through personal relevance and choice? (Best to plan for the beginning of the lesson)

3. **ENHANCING MEANING**: How do we create engaging and challenging learning experiences that include learner perspectives and values? (Best to plan throughout the lesson)

4. **ENGENDERING COMPETENCE**: How do we create or affirm an understanding that learners have effectively learned something they value and perceive as authentic to their real world? (Best to plan for the ending of the lesson)

By continually attending to its four motivational conditions and their related questions, the instructor can select teaching strategies from a wide array of theories to apply throughout a learning unit.

For using this framework, pedagogical alignment is critical. Elements of instructional design have to be interrelated and mutually supportive of intrinsic motivation to have maximum effect. For example, one would not use competitive grading or assessment with a collaborative learning approach. The greatest area of ineffective teaching is not in its delivery but in its composition.

The framework provides a holistic design that includes a time orientation, a cultural perspective, and a logical method to foster intrinsic motivation among diverse adult learners from the beginning to the end of an instructional unit. The purpose of the model is to respectfully support and enhance the motivation to learn that all students possess by virtue of their own humanity, to make the instructor a valuable resource and vital partner in their realization of successful learning.