

Workshop: “Cool, we have a preparatory meeting for our ACES project this afternoon after school!”

Trainer: Dirk Adams, context – intercultural communication

Workshop content

How to keep the motivation of teachers and students involved in the project high up to the end? Very often it happens that people are not interested any longer to work in the project due to a lack of motivation. But what is your personal motivation, why are you involved in this project and what makes you happy? We will explore this and have a look on the aspect of co-operation between teachers and students and how you can create ownership for the project! Finally we will collect helpful tips what you should do and what not to identify with your project.

Aims

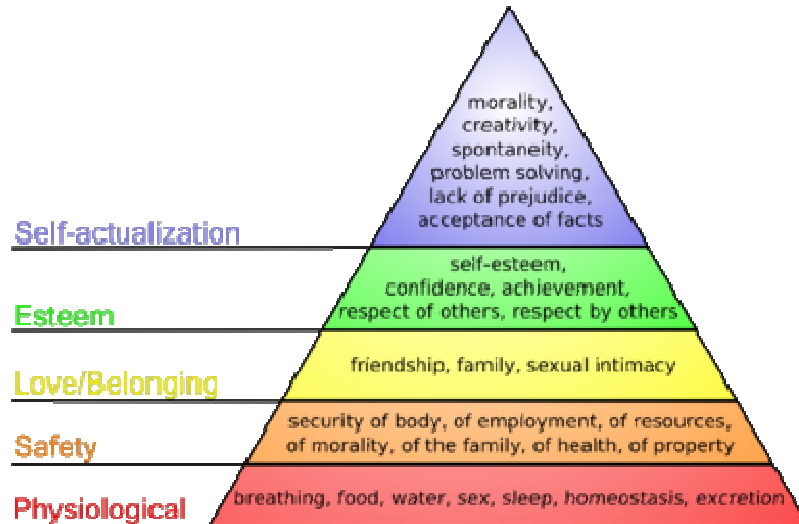
- to understand different motivational factors of students and teachers to become active in the ACES project
- to increase awareness on the importance of collecting and analysing needs of different actors in the project in order to motivate them
- to identify positive and critical aspects of cooperation and its influence on motivation

Method(s)/Approach

1. Partner interview “Why are you active in the ACES project?” – collecting different aspects during a dialogical walk outside. Instructions: Try to explore in detail by asking open questions (questions which can't be answered simply by 'Yes' or 'No' and listen actively).
2. Present motivating factors of your interview partner on post-its and cluster similar ones on a board (see below: outcomes).
3. Input Maslow's hierarchy of needs (see below).
4. Write down tasks, competences and learning needs of teachers and students during the project into a shape of a body – Two subgroups: 1 group of students, 1 group of teachers.
5. Presenting the outcomes of teachers and students groups. Collecting reactions of both groups. Discussion if the task division is ok and what needs to be changed for both sides in order to be motivated.
6. Collect 'Do's' and 'Don'ts' of good co-operation in order to be motivated.
7. Introduction of the project life cycle showing different phases of optimism and pessimism in a project. (see below).

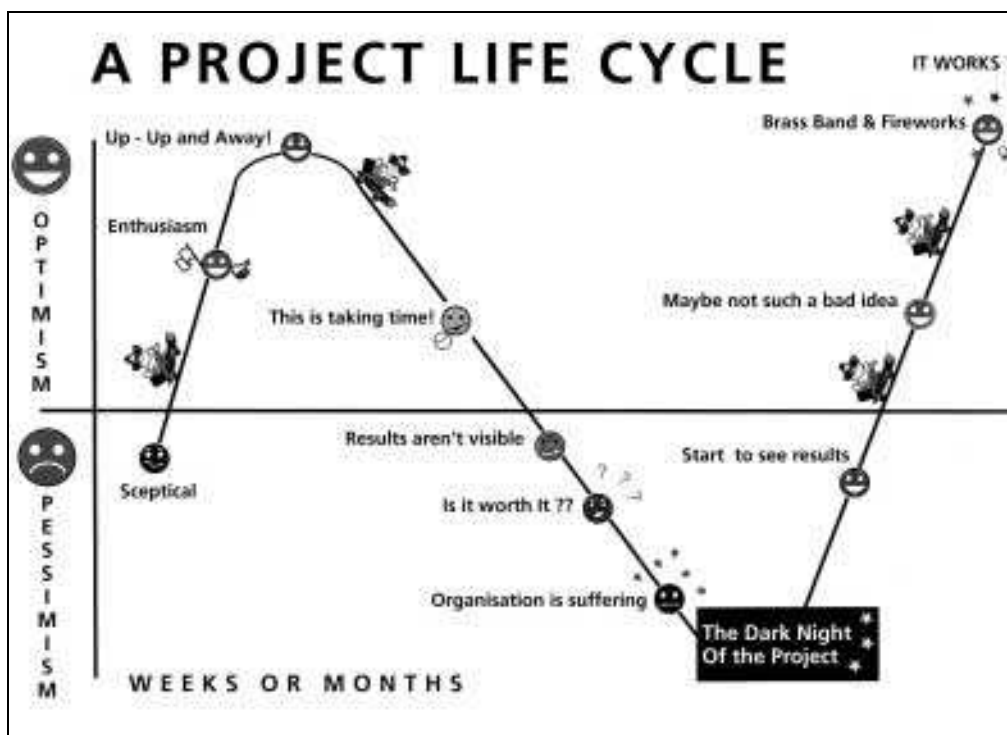
Further tips, sources, resource material

Maslow's hierarchy of needs



The model shows, that in the hierarchy of needs the physiological needs are most important. The more one level of needs is fulfilled the easier it is to reach the next higher level. If we manage to analyse the needs of people (by collecting information, asking questions and active listening) we can understand people we're working with, see where they are and address their needs in order to motivate them.

The project life cycle showing different phases of optimism and pessimism in a project.



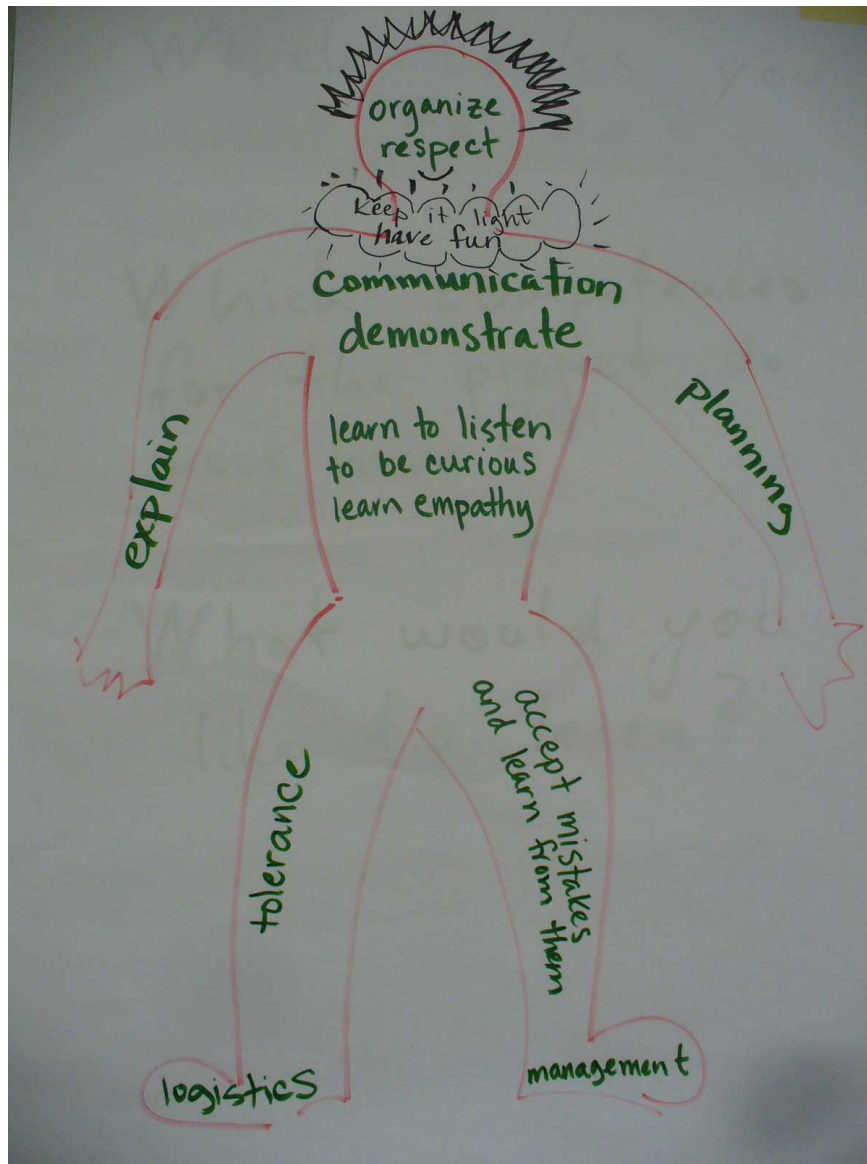
Impressions, Outcomes

Motivating factors

After the partner interview the following main fields of motivation to become active in the ACES-project have been identified:

- ▶ Learning and practising another language (English, language from the partner countries)
- ▶ To meet people
- ▶ To travel abroad
- ▶ To share own experiences with others
- ▶ Intercultural learning and understanding
- ▶ Having fun
- ▶ To give and get energy

Task of teachers during the project – example of a body shape



How to keep motivation? – Do's and don'ts collected in the group

<i>DO</i>	<i>DO NOT</i>
Realise different motivations of people involved	Animate
Ask open questions	Give orders
Listen actively to others	Criticise too early
Respect each other	Expect too much
Communicate often	Have a meeting on Friday afternoon
Be convinced about what you do	Laugh about your partners' ideas
Know what you want to achieve	Feel and behave like a 'boss'
Find reasons	Push others
Clarify the different roles people have	Insist
Create a team	Give up
Build a task ownership	
Give feedback & share your feelings	
Appreciate what others do	
Collect information	
Be flexible – also for changes	
Use competences people already have	
Try to make people happy	