



# Workshop Schedule

## Blended Learning

### Day 2 – Learning Motivation



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## Schedule of the 2<sup>nd</sup> Workshop Day – Learning Motivation

On the following pages you will find detailed descriptions of all the activities created for the second day of the workshop. As mentioned before, the workshop times and therefore the times of the activities are only recommendations and can be adapted individually.



09:00 – 09:20 WELCOME/ EVALUATION/FOLLOW UP/  
FEEDBACK FROM THE FIRST DAY



09:20 – 09:55 ICEBREAKER – WHAT WE HAVE IN COMMON

The teacher will introduce the whole methodology and explain the workshop goals.

WORKSHOP SESSION	09:20 – 09:55 Icebreaker – What we have in common
ACTIVITY NAME	<b>Icebreaker – What we have in common</b>
OBJECTIVES	<ul style="list-style-type: none"><li>• To know each other</li><li>• To be warmed up</li><li>• To ice break the group atmosphere</li></ul>
DESCRIPTION	<ol style="list-style-type: none"><li>1. <b>Explain the activity to the students (briefing)</b><ul style="list-style-type: none"><li>• Explain the game to the learners.</li><li>• Create a pleasant and positive atmosphere.</li></ul></li><li>2. <b>Run the activity</b><ul style="list-style-type: none"><li>• Divide the participants into small group (3-4 participants).</li></ul></li></ol>

	<ul style="list-style-type: none"> <li>• The task for group will be a finding of things they have in common.</li> <li>• Common answers should not be too general, such as: we are human, we have two hands, we live in Europe. Rather, the answers should be: we live in the same city, we work in IT, we play football, we support Real Madrid, we like meatballs, we like to get up early, we have children, dogs etc.</li> </ul> <p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Each group present their common things.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 35 minutes (+ preparation time)</p> <p>-----</p> <p><b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 15 minutes  <b>Evaluation time:</b> 15 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, actively working (individually, in the plenum)</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<p>/</p>
<p><b>MATERIALS FOR STUDENTS</b></p>	<ul style="list-style-type: none"> <li>• Paper, pencils</li> </ul>



<b>WORKSHOP SESSION</b>	09:55 – 10:55 Intrinsic motivation
<b>ACTIVITY NAME</b>	<b>Activity 1 – Why do I want to learn?</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To understand one’s intrinsic motivation to learn</li></ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The teacher/trainer prepares cards for participants, where each student will write down 2-3 expectations from the workshop.</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"><li>• Explain what the students can expect from the next 45 minutes.</li><li>• Explain what means the intrinsic motivation.</li><li>• Use examples/own experiences.</li><li>• Create a pleasant and positive atmosphere.</li></ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"><li>• Individual work - 5 minutes; the learners write down their thoughts:<ul style="list-style-type: none"><li>○ What do I enjoy most about learning? What discourages me from learning the most?</li></ul></li><li>• Work in pairs - 10 minutes</li></ul>

	<ul style="list-style-type: none"> <li>○ The learners share their opinions with their partner. They should find out if they have any common thoughts and discuss them.</li> <li>● Work in plenary session – 15 minutes</li> <li>○ The learners share their opinions with the whole group. They create an opinion structure on the board using the cards - create groups of cards with similar content. Discuss: What do we enjoy most about learning? What most discourages us?</li> </ul> <p><b>4. Evaluation (debriefing) – 10 minutes</b></p> <ul style="list-style-type: none"> <li>○ Common opinions reflection</li> <li>○ Ask your learners if they have some questions</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 50 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 40 minutes  <b>Evaluation time:</b> 10 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>● Brief explanation of intrinsic motivation with examples and own experience.</li> <li>● Supports the positive work atmosphere.</li> <li>● Incites the discussion and experience exchange.</li> <li>● Visualises the opinions using the cards and board/create a structure.</li> <li>● Answers the questions of the students.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>● The students are listening to the explanations and actively working (individually, in pairs, in the plenum).</li> </ul>

MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> <li>• Activity explanation</li> <li>• Board</li> </ul>
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> <li>• Cards + markers</li> </ul>



10:55 – 11:05 COFFEE BREAK



11:05 – 12:35 LEARNING SESSION II: EXTRINSIC MOTIVATION

WORKSHOP SESSION	<p>11:05 – 12:35 Extrinsic motivation</p>
ACTIVITY NAME	<p><b>Activity 2 - Pyramid of extrinsic motivation factors</b></p>
OBJECTIVES	<ul style="list-style-type: none"> <li>• To be able to understand extrinsic motivation and explain how motivation affects learning success</li> </ul>
DESCRIPTION	<p><b>1. Preparation</b></p> <p>The teacher/trainer prepares cards with one-metre-long coloured string for two people each (should not be too weak).</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 40 minutes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain what extrinsic motivation means by using concrete examples.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• Divide the group into small groups of 3-4 participants.</li> <li>• Give a sheet of flipchart paper + markers to each group.</li> <li>• They should write into the pyramid the most important aspects that make their life beautiful and quality. Most important aspects are written on the bottom line, less important on the middle lines and least important on the top. They discuss their opinion in the group first, agree and just then fill in the individual lines of the pyramid.</li> <li>• Each group presents its pyramid to the others (max 5 min each group).</li> <li>• Discussion in the plenum (all groups together) – 10 minutes <ul style="list-style-type: none"> <li>○ How can success in learning improve our life?</li> <li>○ How do the aspects listed in the pyramid affect our efforts to succeed in learning?</li> </ul> </li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Common opinion reflection</li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 90 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 60 minutes  <b>Evaluation time:</b> 20 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in groups/in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explain what extrinsic motivation means by using examples and own experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Moderation of the discussion</li> <li>• Visualising the outcomes of the teamwork of each group.</li> <li>• Asking the students if they have any questions at the end.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations and working actively in teamwork.</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	/
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Flipchart sheet with the pyramid, divided into 5 lines</li> </ul>



**12:35 – 13:35 LUNCH**



**13:35 – 13:55 ICEBREAKER ACTIVITY**

<b>WORKSHOP SESSION</b>	<p style="text-align: center;"><b>13:35 – 13:55</b> Icebreaker – Draw together</p>
<b>ACTIVITY NAME</b>	<b>Icebreaker – Draw together</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To know each other</li> <li>• To be warmed up</li> <li>• To ice break the group atmosphere</li> </ul>

<p style="text-align: center;"><b>DESCRIPTION</b></p>	<p><b>1. Preparation</b></p> <ul style="list-style-type: none"> <li>• For each group, a sheet of paper, scissors and a pen have to prepared. Divide the sheet into four equal parts. Before handing out the pieces of paper, write on one side of the sheet what part of the body needs to be drawn: <ul style="list-style-type: none"> <li>○ Head</li> <li>○ Upper body</li> <li>○ Lower body (except legs)</li> <li>○ Feet</li> </ul> </li> </ul> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 20 minutes.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• The aim of the game is to paint a (fictional) character together. The drawings don't have to be realistic - the more bizarre the better.</li> <li>• Form groups with about 4 persons (in case of smaller number of persons, you can modify the parts of body – i.e. make only 3)</li> <li>• Each of the four players receives one of the pieces of paper you prepared and begins to draw. Finally, the pieces of paper are re-joined, and the team has a great figure!</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• You can ask the participants about their feedback and compare the group's results.</li> </ul>
<p style="text-align: center;"><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 20 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 5 minutes  <b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 10 minutes  <b>Evaluation time:</b> 5 minutes</p>

<b>SETTING OF THE ACTIVITY</b>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organization of the activity</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, actively working (individually, in the plenum)</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	/
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Papers, pencils, scissors</li> </ul>



**13:55 – 15:10 LEARNING SESSION III: SELF-DISCIPLINE AND POSITIVE LEARNING HABITS**

<b>WORKSHOP SESSION</b>	<p><b>13:55 – 15:10</b></p> <p>Self-discipline and positive learning habits</p>
<b>ACTIVITY NAME</b>	<b>Activity 3: The tool for developing self-discipline and positive learning habits</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To learn to develop self-discipline and positive habits to strengthen the will to learn</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The trainer prepares the worksheet for each student (Appendix 5a).</p>

	<p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain the worksheet to the students.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• The learners individually complete the worksheet.</li> <li>• The learners should reflect on their answers.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• You can ask the participants about their feedback and compare the group's results.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 75 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 5 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 50 minutes  <b>Evaluation time:</b> 15 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done as individual work/in plenum.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations and actively working (individually, in the plenum)</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<p>/</p>

<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Worksheets (Appendix 5a)</li> <li>• Papers, pencils, scissors</li> </ul>
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Annex 5a: My 10 steps to self-discipline

 **15:10 – 15:25 COFFEE BREAK**

 **15:25 – 16:20 LEARNING SESSION IV: PROCRASTINATION AND KEEPING FOCUS**

<b>WORKSHOP SESSION</b>	<p><b>15:25 – 16:20</b></p> <p>Procrastination and keeping focus</p>
<b>ACTIVITY NAME</b>	<b>Activity 5 – My own strategy, how to deal with procrastination and keep focus</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To fight procrastination, resist temptations and maintain focus on learning</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The trainer prepares a worksheet for each participant and a brief explanation of the term procrastination.</p>

	<p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 35 minutes.</li> <li>• Explain what procrastination means.</li> <li>• Hand out the worksheets and explain how to fill them out.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• Individual work – 5 minutes; the learners should think about: <ul style="list-style-type: none"> <li>◦ What distracts me most from learning?</li> </ul> </li> <li>• Work in pairs – 20 minutes, they should think about: <ul style="list-style-type: none"> <li>◦ How can I stay focused and resist temptation?</li> </ul> </li> <li>• Discussion in the plenum (moderated by the trainer) – 10 minutes <ul style="list-style-type: none"> <li>◦ What strategies to stay focused do we use most often?</li> </ul> </li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Reflection of the most used strategies, recommendations, and tips from the trainer</li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 55 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 35 minutes  <b>Evaluation time:</b> 10 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done individually, in groups and then in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explain what procrastination means.</li> <li>• Explain how to work with the worksheet.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support students in developing their own strategies.</li> <li>• Answer the students' questions.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, work actively – individually and in pairs</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	/
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Worksheet Annex Nr. 5b "My own strategy against procrastination"</li> </ul>



### Annex 5b: My own strategy against procrastination



16:20 – 16:40 Introduction to self-learning  
Unit 3 "Strengthening learning motivation"

The teacher will go back to the bit EU academy platform to remind the participants of the self-learning part of the whole methodology. The teacher/trainer asks for the evaluation and feedback of self-study in Unit 2 "Basic digital competences". The participants can share their experiences and ask questions or clarification which they need for successful and effective self-study sessions. The teacher/trainer should support the participants and be helpful to solve their casual problems and challenges. The teacher can go through the introduction to the first chapter of Unit 3 again to confirm that all participants are going to be familiar with the educational platform and can be focused especially on the learning content than to overcome the obstacles caused by technical environment.

The goal of this activity is to ensure the participants about the support from the teacher, the possibility to provide the participants with the space for their casual questions and prepare them for their self-study session at home as the follow-up of the second day.



**16:40 – 16:50 INTRODUCTION TO DAY 3 “TIME MANAGEMENT”**

The teacher/trainer will explain to the participants their homework, which has to be done for Day 3. The group will work with this input in the learning sessions of Day 3.

<p><b>WORKSHOP SESSION</b></p>	<p style="text-align: center;"><b>16:40 – 16:50</b> Briefing for Home activity – input to Day 3</p>
<p><b>ACTIVITY NAME</b></p>	<p><b>Activity 6 – Time Snapshot of the Day</b></p>
<p><b>OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>• Explain the importance of the activity for subsequent effective time management</li> <li>• Explain how to take a time snapshot of the day</li> </ul>
<p><b>DESCRIPTION</b></p>	<p><b>1. Preparation</b></p> <p>The trainer prepares a sample of the time snapshot of the day in printed and digital form so that he/she is able to explain to the participants how to work with it. The trainer fills in his/her own time snapshot to demonstrate how to fill it in.</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <p>Explain to the participants what they will be doing in the next 2 to 5 self-study days.</p> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• Show participants a sample time of the day snapshot form</li> </ul>

	<ul style="list-style-type: none"> <li>• Show the way for participants to access the digital version of the form</li> <li>• Show participants your completed time of the day snapshot and describe what activities to record and what the minimum time unit is</li> <li>• If participants have the same work activities every day, they only need to complete the activity sheet for at least 2 working days</li> <li>• Explain to the participants the importance of this preparatory activity. Tell them that they will work with the data in the next exercise and follow this up with work and communication habits changes. The exercise will reveal time reserves and the most common time thieves.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask participants if they have any questions.</li> <li>• From the completed time snapshots of the day, the activities that qualify as time stealers will be selected and then worked with in Activity 2.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 30 minutes per day (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 20 minutes  <b>Briefing time:</b> 5 minutes in the end of Day 2  <b>Activity time:</b> 20 minutes per day at home  <b>Evaluation time:</b> 5 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done as individual work.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• Participants listen to the explanation and ask questions if they have any and then work through the exercise.</li> </ul>

<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Time of the day snapshot form (Annex Nr. 6a)</li> <li>• Paper, pencils</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Time of the day snapshot form (Annex Nr. 6a)</li> <li>• Paper, pencils</li> </ul>



Annex 6a: Snapshot of the day



16:50 – 17:00 Evaluation of the second day

The teacher asks the participants for the feedback from the second day and realised activities. Proposal of questions:

- Did the second day fulfil your expectations?
- Was the main topic useful for you?
- What did you miss?



FOLLOW-UP AT HOME

**Self-study session of unit 3: “Strengthening Learning Motivation” at home and homework Time Snapshot of the Day.**

The participants will be invited to the self-study session at home to study Unit 3 of the e-learning course.



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