The Motivational Framework for Culturally Responsive Teaching is presented as a guide to foster participation, learning, and transfer throughout a professional development program for all participants. *Source: New Directions for Adult and Continuing Education, no. 98, Summer 2003, Wiley.*

Fostering Motivation in Professional Development Programs

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Increasingly, professional development programs are multicultural environments where instructors must relate their content to participants of varying backgrounds. Instruction that ignores their norms of behavior and communication provokes resistance. In contrast, engagement in learning is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Recent research in neuroscience confirms that emotions powerfully influence our motivation (Ratey, 2001). In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives.

Professional development is an arena where emotional reactions to instruction can heighten or dampen an individual's desire to learn. For the sake of illustration, let us look at the feeling of embarrassment. Embarrassment is an emotion that usually decreases motivation to learn. However, what causes embarrassment may differ across cultures because cultures differ in their definition of an intimate situation and an appropriate response to it (Kitayama and Markus, 1994). When a teacher of adults asks them to disclose personal feelings about an incident, some people enjoy sharing such information with others who are relatively unknown to them. But studies consistently reveal that self-disclosure of this nature may be incompatible with the cultural values of Asian Americans, Latinos, and American Indians, who often reserve expression of personal feelings for the intimacy of family (Sue and Sue, 1990). A request for self-disclosure might be disconcerting for people from these ethnic backgrounds. This example highlights how

sensitive educators and trainers have to be to the cultural backgrounds of their learners and how thoughtful they must be about the methods they use to instruct them.

The Motivational Framework for Culturally Responsive Teaching

The research-based understanding of motivation (Lambert and McCombs, 1998) is that it is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These primary sources of motivation reside in all of us, across all cultures. When learners can see that what they are learning makes sense and is important, they become motivated. This view of motivation is often regarded as an *intrinsic motivation perspective* (Deci, Koestner, and Ryan, 2001). Theories of intrinsic motivation have been successfully applied and researched in areas such as cross-cultural studies and adult learning (Csikszentmihalyi and Csikszentmihalyi, 1988; Wlodkowski, 1999) and education, work, and sports (Deci and Ryan, 1985).

The Motivational Framework for Culturally Responsive Teaching respects different individual cultures and works at the same time to create a common culture in the learning situation that all adults can accept. This framework includes four motivational conditions that the instructor and the learners collaboratively create or enhance:

Establishing inclusion: Creating a learning atmosphere in which learners and instructors feel respected by and connected to one another

- *Developing attitude:* Creating a favorable disposition toward the learning experience through personal relevance and choice
- *Enhancing meaning:* Creating challenging, thoughtful learning experiences that include learners' perspectives and values
- *Engendering competence:* Creating an understanding that learners are effective in learning something they value

These conditions are essential for developing intrinsic motivation among all participants in a professional development program. These motivational conditions work in concert. They

occur together in the moment as well as over a period of time. Program developers need to plan to establish and coordinate the conditions.

A good place to begin is by being clear about the purpose of the program (Caffarella, 2002). Equally important is gaining an understanding of the participants (Wlodkowski, 1999). I agree with Lawler and King (2000) that professional development efforts should build on principles of adult learning and be contextual, fundamental, and responsible. In addition, their leadership strategies for credibility, institutional commitment, research, and action planning are supported by my experience in the field. These considerations are essential to creating an excellent professional development program.

Participation and Learning

Let us look at participation, learning, and transfer as a logical triangle. Unless adults participate, they cannot learn, and without learning there is no possibility for transfer—that is, to apply what they have learned to their life or workplace. Insufficient support for any of these three elements is largely responsible for the exasperated refrain "Why don't they change?" that is heard commonly among professional developers and administrators. If we begin with participation and use the motivational conditions of inclusion, attitude, and meaning from the framework as lenses for understanding and strategy, we gain guidance for the professional development process.

Adults "participate" in the professional development process when they are *engaged* in substantive actions, either individually or together, that require complex thinking to construct new skills or deeper meaning. Most participation requires adult reflection, dialogue, or practice that results in a product—whether an essay, a report, a golf swing, or a better way of teaching. From this definition we can see that participation and learning are inseparable. No matter what the prior knowledge or prerequisite skills needed may be, paying attention and being involved are critical for new learning to occur during professional development.

Establishing Inclusion

Often professional development deals with learning that is needed but not necessarily valued by a significant number of the participants. Technological innovations are a common example. Sometimes diversity efforts fall into this taxonomy, with the added challenge of being controversial. Prochaska (1999) calls this the *contemplation stage of change:* you know where you need to go but you are not quite ready yet. At times like this, strategies for establishing inclusion are very important, especially at the beginning of the program. When the program leader sets a tone that each person's perspective is welcome in a climate of respect, intrinsic motivation can emerge because people can be authentic and voice relevant matters. Creating a means for helping people to feel connected draws forth intrinsic motivation because social needs are met and they can risk the mistakes true learning involves as well as share their resources and strengths (Wlodkowski and Ginsberg, 1995). Described next are three important strategies (Wlodkowski, 1999) that enhance respect and connection.

:• *Multidimensional sharing* refers to those occasions, from introduction exercises to social activities, when people have a better chance to see one another as complete and evolving human beings who have mutual needs, emotions, and experiences. These opportunities give a human face to professional development, help break down stereotypes, and support the identification of the self in the realm of another person's world. As introductory activities these are usually most inclusive and motivating when they help people learn each other's names, validate the unique experience of the individuals involved, connect to the subject matter at hand, and relieve the normal tension that most new groups feel at the beginning of a professional development program. The following is a safe and basic example that can be used as a small or large group process: each person (a) introduces herself or himself; (b) names one, and up to five, of the places he or she has lived; (c) offers one expectation, concern, or hope he or she has for the program. The range of possibilities for multidimensional sharing is enormous. The caution is to be more subtle than intrusive.

• *Collaborative learning* refers to the variety of educational approaches involving joint intellectual efforts by learners, or learners and instructors together. In these situations, participants are working in groups of two or more, mutually constructing understanding, solutions, meanings, applications, or products. Although there is wide variability in collaborative activities, most emphasize the learners' exploration and interpretation of the program material to an equal or greater extent than the instructor's explication of it. Social needs and the challenge to create something together energize the group. Brainstorming is an excellent example of an introductory way to use this strategy. To ensure supportive relationships in the group for professional development, collaborative and cooperative learning should be used throughout the program (Johnson and Johnson, 1995).

• *Participation guidelines* are appreciated when professional development is challenging, controversial, and interactive. By clearly identifying the kinds of interactions and discussion that will be encouraged and discouraged, the instructor and learners create a climate of safety, ensuring that everyone will be respected. The first meeting is an appropriate time to establish these guidelines and to request cooperation in following them. The guidelines listed here are widely used and usually acceptable (Griffin, 1997):

Listen carefully, especially to perspectives different from yours.

Keep personal information shared in the group confidential.

Speak from your own experience, saying, for example, "I think" or "In my experience I have found," rather than generalizing your experience to others by saying, for example, "People say," or "We believe."

Do no blaming or scapegoating.

Avoid generalizing about groups of people.

Share airtime.

Focus on your own learning.

Instructors who use participation guidelines usually have a few that are nonnegotiable (Tatum, 1992). Participation guidelines prevent and reduce feelings of fear, awkwardness, embarrassment, and shame. They also provide a safety net for critical discourse. They may be left open for further additions as the program proceeds.

Developing Attitude

The pragmatism of most adults makes *personal relevance* a key ingredient in developing a positive attitude at the outset of a professional development program. Participants are extremely sensitive to the degree to which they can identify their perspectives, needs, and values in the content and processes of the program. The program is relevant when learning reflects the personal, communal, and cultural meanings of the learners in a manner that shows a respectful awareness of their perspective. For example, two participants may both believe their company has to do something to diminish sexual harassment, the program's focus. However, what constitutes sexual harassment may be quite different for each participant. A relevant workshop will have to address both points of view respectfully.

Relevance leads to what human beings experience as interest, the emotional nutrient for a positive attitude toward learning. When we feel interested we usually have to make choices to follow that interest in the most meaningful way. That is why opportunities for adults to select what, with whom, and how to learn and be assessed can be so important in developing a positive attitude toward learning. When we teach diverse groups, we often do not know all the possible meanings, so these choices—such as how to learn (learning styles and multiple intelligences)—are usually determined in cooperation with the participants. Using the topic of sexual harassment again, one learner may prefer to analyze court decisions whereas the other may prefer to role-play a manager dealing with a complaint. Two strategies (Wlodkowski, 1999) likely to develop a positive attitude in the beginning of a professional development program follow:

• *Relevant learning models:* Whenever participants witness people similar to themselves (in age, gender, ethnicity, class, and so on) competently perform the desired professional development goal, their self-confidence is heightened, because they are prone to believe that they too possess the capability to master such activities. These people also convey information more likely to be relevant to the perspectives and values of the participants themselves. With film and video technology we have creative and economical ways to offer learners vicarious examples that are pertinent and realistic. Past participants are an excellent source for live modeling sessions. For example, the instructor of a program to develop action research methods could present a panel of past participants who have successfully conducted research to share their experiences and findings with current participants.

• *The K-W-L strategy:* Originated by Ogle (1986), this strategy is an elegant way to construct meaning for a new topic or concept based on the participants' prior knowledge. Adults have a storehouse of experiences that can give extraordinary meaning to novel ideas. During the first phase of the strategy, the participants identify what they think they *k*now about the topic. Whether the topic is on-line learning, project management, or mentoring, this is a nonthreatening way to list some of the unique and varied ways adults understand something. It allows for multiple perspectives and numerous historical contexts. This discussion can involve drawing, storytelling, critical incidents, and predictions. In the second phase, the participants suggest what they *w*ant to know about the topic. This information may be listed as questions or subtopics for exploration and research. In the last phase, the participants identify what they have *l*earned, which may be the answers to their questions, important related information, and perhaps new information that counters some inaccuracies they may have held prior to the program.

Enhancing Meaning

Participants create meaning as they *engage* themselves in *challenging* learning activities. In engagement, the learners are active and might be searching, evaluating, constructing, creating, or organizing some kind of learning material into new or better ideas, memories, skills, values,

feelings, understandings, solutions, or decisions. Engagement is the process, and challenge is the opportunity. The challenge often has a goal-like quality and requires some degree of capacity, skill, or knowledge on the part of the learners, as in the case of solving a problem. A challenging learning experience in an engaging format about a relevant topic is intrinsically motivating because it increases the complexity of skill and knowledge about something important to the participants. Two challenging and engaging strategies (Wlodkowski, 1999) follow:

* *Posing a problem:* A problem is any situation in which a person wants to achieve a goal but an obstacle exists. This may be a condition on campus or in the workplace, such as how to make one's college or job more available to low-income people. Or it may be more specific, such as how to solve a management problem at work. The more the problem—often presented as a case study—poses a mystery, fascinates, or intrigues, the stronger participant motivation will be.

• *Creating a simulation:* Simulations are learning procedures that include role-playing, exercises, and games that allow participants to practice and apply their learning in contexts that are not genuine but are sufficiently realistic. When participants can sincerely experience perspectives, ideas, skills, and situations approximating authentic instances of life, they have a real opportunity to enhance the meaning of what they are learning as well as become more proficient. These methods are also excellent for the development of empathy and validation. They give participants the chance to take on the viewpoints and rationales of people from different backgrounds, as in the case of a role-play in which a lesbian couple and a heterosexual couple discuss the merits of a proposed policy on domestic partnerships on campus.

Engendering Competence

Although transfer is influenced by all four motivational conditions, it is most focused in the condition of competence. Competence is evidence that one is effective at what one values, and it is the raison d'être for any professional development program. Competence is usually engendered through some form of assessment that is *authentic* to the world of the participants and allows them to realize some degree of *effectiveness* with their new learning. Authentic assessment is

connected to the learner's life circumstances, frames of reference, and values. For example, if a case study were used as an authentic assessment, it would require participants to respond to a situation that mirrors their work lives with the resources and conditions that are normally available. Effectiveness is the learners' awareness of how well they know or can apply what they have learned. In the example of the case study, the learners would likely want feedback about how well their responses resolve the issues presented by this case study to understand the effectiveness of those responses. A primary strategy (Wlodkowski, 1999) to develop participant confidence and ensure transfer follows:

- *Performance assessment:* Performance assessment is an evaluation task that reflects (1) the breadth, depth, and development of participant learning; **(**2) learning experiences connected to real-life needs of participants; and (3) participant reflection and self-monitoring. Here is where the objectives for professional development have extreme importance because they usually determine to a large extent the construction of this assessment. So if we said that as a result of a professional development program *faculty will learn instructional and communication methods that support student individual expression and foster mutual respect,* then someplace along the way we have to give the faculty a chance to do so. This may occur in response to a written case study, an enacted problem on videotape, or a scripted simulation. Also, we will need some criteria for faculty to judge their own effectiveness. This could be according to predetermined criteria, mutual consensus, expert judgment, or the suggestions of colleagues who are experienced multicultural educators. The more participants are aware of effectively learning something, the more likely they will be to use what they have learned.

With this objective, the professional development program might end with an action plan developed by each faculty member for his or her courses and publicly posted for feedback from colleagues and the instructor. Action plans work like goal-setting strategies and deepen competence and transfer. They help participants organize what they are learning and clarify how to apply it to their real-world situations. Yet much more is needed to sustain the new learning.

More About Transfer

Partly because of reciprocity and shared experience, *peer coaching* (Ginsberg and Wlodkowski, 2000), the application of new learning on campus or in the workplace, deepens proficiency in using fresh knowledge and skills. We know from studies in situated cognition (Bredo, 1994) that the context in which we learn to practice evolving skills has an enormous impact on our ability to transfer and maintain this new learning effectively. We are more likely to retain and use what we have competently applied in our own work settings.

Action research (Glanz, 1999) is another way to sustain new learning. It is a systematic and organized method of obtaining valid evidence that can be used in a work setting to inform the application of new skills or new courses of action. For example, after identifying that discipline problems should decrease as a result of consistently applying motivating teaching strategies learned in a professional development program, teachers could collect information and data to determine the extent to which such results are occurring. Reviewing these research results may help them to refine or alter their use of the teaching strategies.

Balancing pressure with support in the work setting for fledging practices learned in the professional development program sustains their proficient development. In education, research (Moffett, 2000) shows that large-scale innovations live or die by the amount and quality of assistance their practitioners receive once they are back in their schools. Usually administrators need to apply some pressure to have the new practices used. However, they must also offer organizational and personal support to help their personnel to learn and assimilate these practices further—to move from their old and more comfortable ways to their new, and often initially, more challenging ways of working.

Conclusion

We have found peer coaching, action research, and balancing pressure with support to be essential strategies for initiating successful transfer and change among educators (French, 2001; Ginsberg, 2001; Ginsberg and Wlodkowski, 2000). With the Motivational Framework for

Culturally Responsive Teaching as an approach to carrying out instruction, and with greater attention to transfer, we have a means to enable *all* adults to learn well and to apply what they have learned. As educators and trainers, we are much better today at "getting it right" in the professional development program itself. Sustaining change on a long-term basis, however, remains more elusive. Now we can use our awareness of our progress as program developers to inspire us to learn more about sustaining the changes we have skillfully enhanced.

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