

# **MOTIVATIONAL PROFILES** OF ADULT LEARNERS IN ONLINE AND BLENDED LEARNING

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# Motivational profiles of adult learners in online and blended learning

*background*

Online and blended learning (OBL)

Broadens accessibility : provides flexibility and autonomy (Pintrich, 2004)

Heterogeneous learners who are co-producers (Ehlers, 2004)

Need motivation to engage in learning process (Dörnyei & Ushioda, 2011)

Problem  
statement

Research plan

Conclusion +  
future



*Hypothese*

**Different motivational profiles**

*Research Questions*

- 1) What kind of profiles can we identify?
- 2) How do the profiles differ according to background variables?

# Methodology

Problem  
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## Survey (online & paper):

- Background characteristics (age, gender, highest obtained degree, ...)
- Psychological characteristics: e. g. Motivation (Academic Motivation Scale; Vallerand et al; 1992)
- Outcomes: satisfaction, intention to persist, performance

## Participants:

- 180 learners – 8 centers for adult education
- 65% females – 35% males
- 62,8 % in teacher education (TE); 28,9% in secondary adult education (SAE) & 8,3% in higher vocational adult education (HVAE)
- 22,2% < 25 years old & 5,6% > 50 years old

# Results

Problem statement

Research plan

Conclusion + future

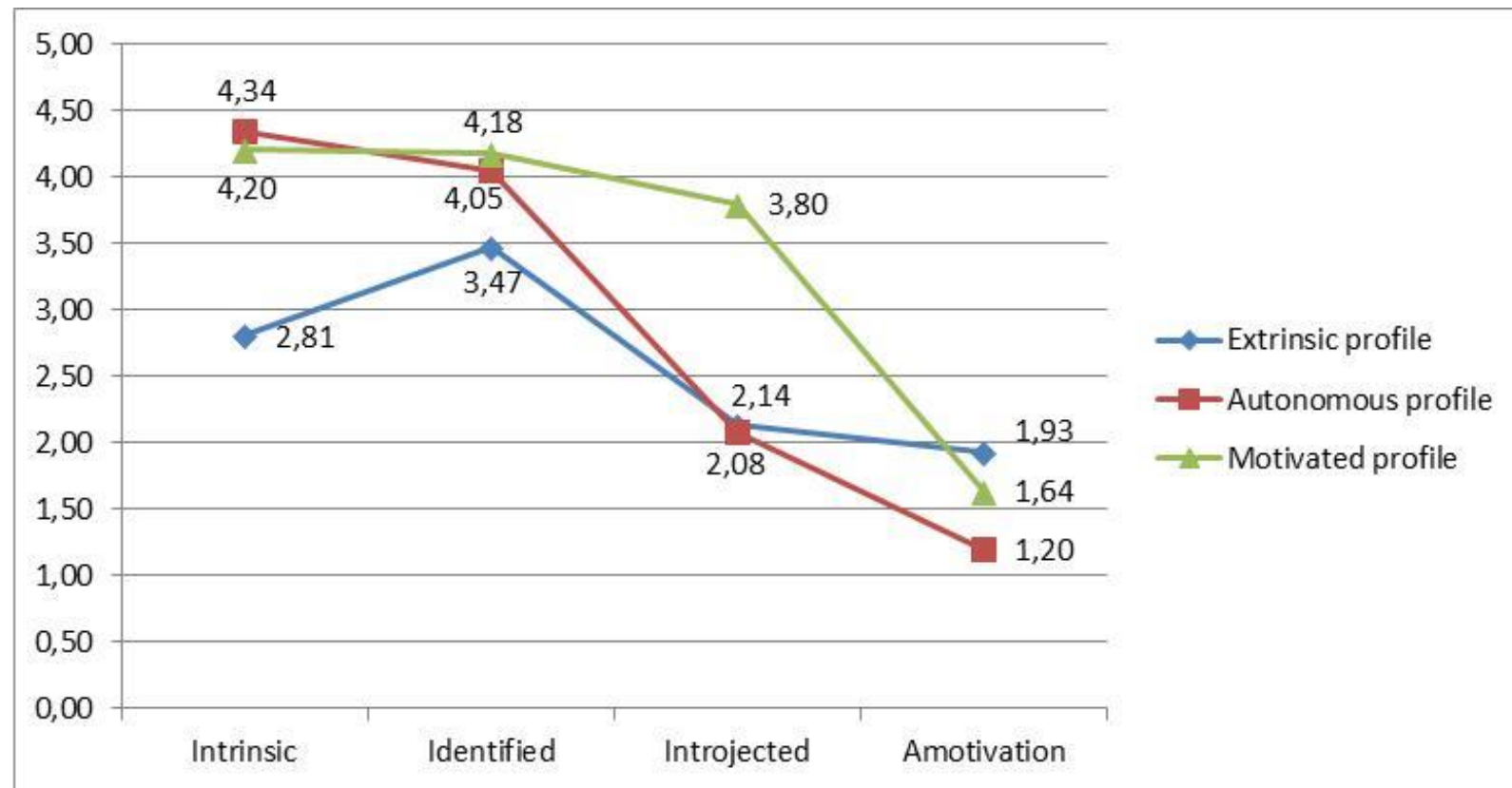


**General motivation:** Low amotivation - high intrinsic & identified (= autonomous)

## Cluster analysis:

- 'Motivated' = motivated from different sources
- 'Autonomous' = fully independent motivation
- 'extrinsic' = less motivated; doubts

**Crosstabs & logistic regression:** gender, highest obtained degree



# PhD: monitor the quality of OBL from the perspective of the learner

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## **Contact**

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## **CURRENTLY**

### 1) **Motivational profiles**

- Motivation → persistence (Lüftenegger et al., 2012); performance (Sankaran & Bui, 2001); satisfaction (Kuo, 2014)
- Practical relevance: Motivate students (Usher & Morris; 2012)

### 2) **interviews**

### 3) Monitor quality of OBL

- Outcome quality → satisfaction, intent-to-persist, performance
- Relationships → Which characteristics? → **create a model**

## **FUTURE**

### 4) Test model: **survey**

### 5) **Longitudinal research**