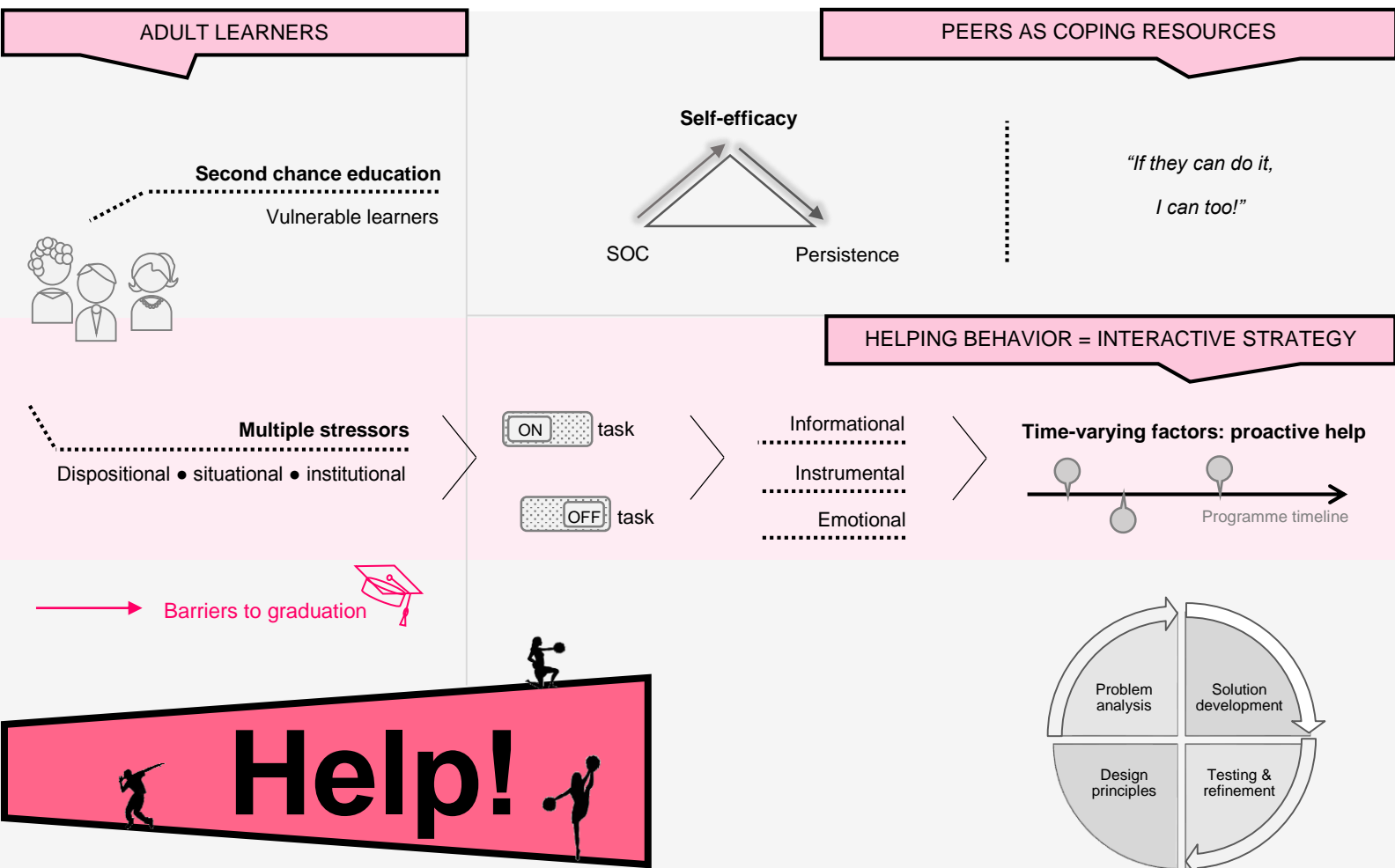# Cheerleading persistence

Facilitating adult learners' self-efficacy through sense of community (SOC)
in blended learning programmes

## ADULT LEARNERS

**Second chance education**
Vulnerable learners

**Multiple stressors**
Dispositional ● situational ● institutional

→ Barriers to graduation

## PEERS AS COPING RESOURCES

**Self-efficacy**

SOC → Persistence

*"If they can do it, I can too!"*

## HELPING BEHAVIOR = INTERACTIVE STRATEGY

ON task
OFF task

Informational
Instrumental
Emotional

**Time-varying factors: proactive help**

Programme timeline

# Help!

Problem analysis
Solution development
Design principles
Testing & refinement

## MUTUAL HELPING RELATIONSHIP: DESIGN GUIDELINES

**~~Just ask~~**
- Those who need help the most, seek it the least

**Help seeking**
- Detecting & diagnosing
- Establishing need for help
- Finding help
- Evaluating help

**Help giving**
- Demonstrate challenges
- Correct mistakes
- Attribute failures to controllable factors
- Reinforce help seekers

## WHAT DOES THIS STUDY ADD?

| | |
|---|---|
| Collaboration | Co-action |
| Closed cohort | Open cohort |
| Secondary and HE | Adult education |
| Homogeneous drop-out | Heterogeneous drop-out |
| Help seeking | Dynamic interplay |

**PhD student**: Ellen Van Twembeke[ab] ● **Promotors**: Prof. Dr. Jan Elen[a], Prof.Dr. Katie Goeman[ab], Prof. Dr. Luc De Grez[ab]

[a]Faculty of Psychology and Pedagogical Sciences ● [b]Faculty of Economics and Business

KU LEUVEN