

Engaging and motivating learners and apprentices

May 2026

LXPSkills
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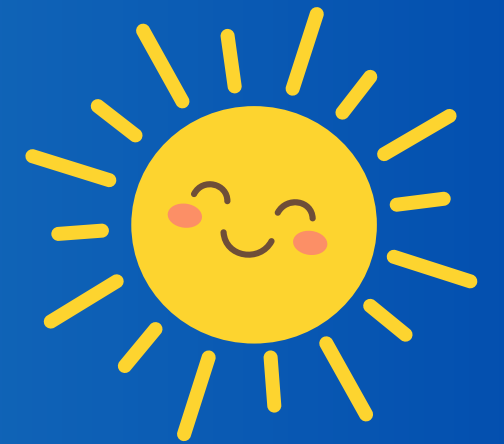
Who am I?

Hollie Barnes-Lomax

- Lover of creating spaces and resources for **all** teachers and students/apprentices to collaborate, learn & thrive!
- Teaching and Learning Excellence Manager at FE college
- Teacher Training lecturer (L3 AET/L5 DiT/PGCE)
- Deputy Chair for SFEC Committee at English Association
- Education Quality and Standards board member for ETF

Motivation

In this session we will ...



30°C

- Identify factors that influence learner motivation in apprenticeship settings.
- Explore strategies that increase engagement during teaching, reviews and training sessions.
- Apply practical techniques to build Learner and Apprentice ownership and sustained motivation.

Let's get started...



what motivates/motivated you?

Think of a time you felt highly motivated to learn
What made the difference?
What role did the teacher/trainer play?

Pop an answer in the chat

self-determination theory

HUMAN BEINGS HAVE THREE BASIC NEEDS:

COMPETENCE

People need to gain mastery and control of their own lives & their environment.
Essential to wellness.

AUTONOMY

People need to feel in control of their own life, behaviours and goals. This is about choice.

RELATEDNESS

People need to experience a sense of belonging and connection with other people.
Feeling cared for by others & to care for others.

Based on the work of Richard Ryan and Edward Deci.

Motivation

Over to you...



How would you currently rate your learners/Apprentices motivation right now on a scale of 1-5

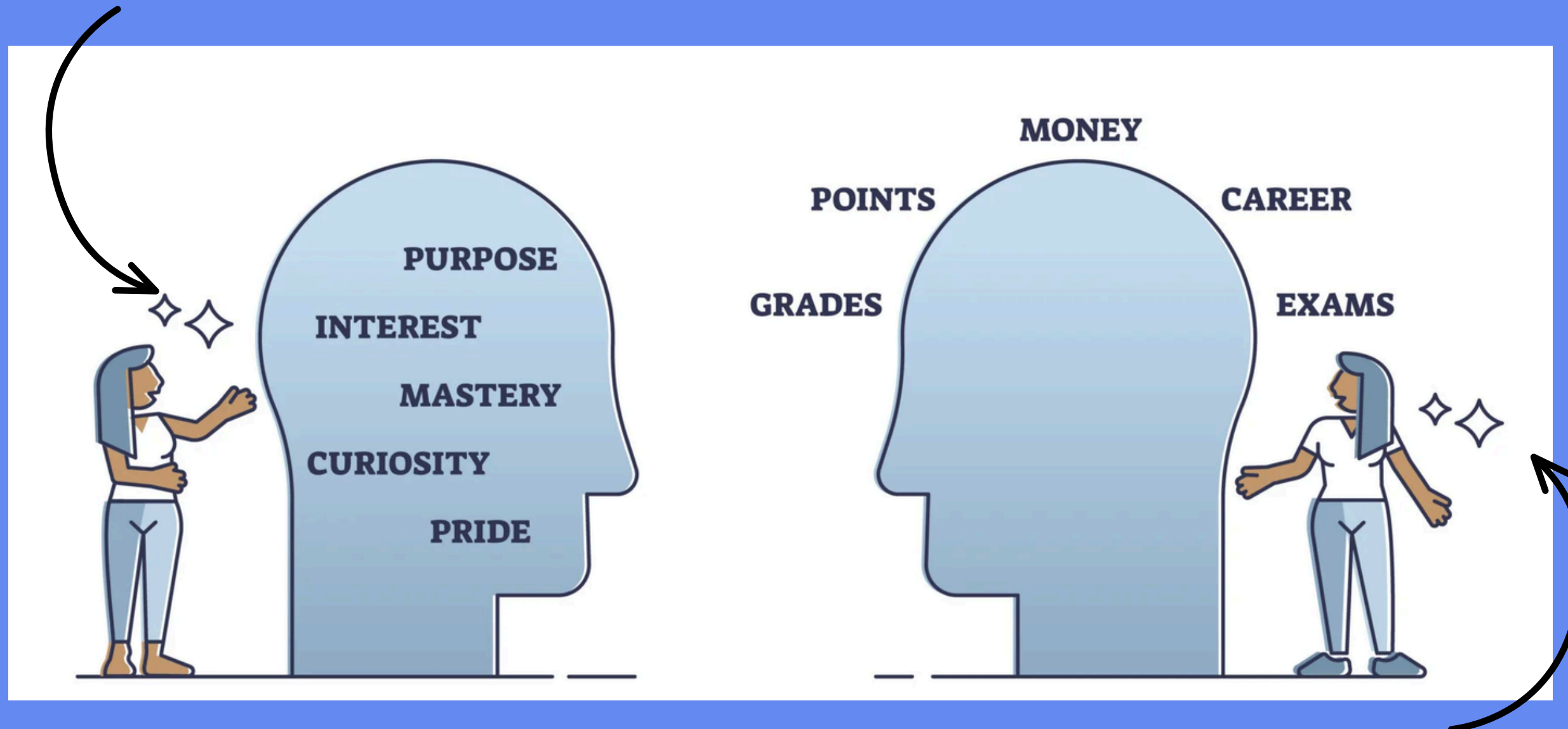
(1 being no motivation, 5 being highly motivated)

Why do you think that is?

Pop an answer in the chat.

Types of Motivation

Intrinsic Motivation



Extrinsic Motivation

Which do learners and apprentices rely on most?



Challenges in context

F/T Learners	Apprentices
Classroom-based	Workplace + study
Assignment-driven	Competency-driven
Peer group influence	Employer influence
More structured time	Competing priorities

4 Big Demotivators

Wallace (2021)

Loss of Hope

Fear

**Previous
Negative
Experience**

Boredom



Key Influencing Factors

- Clear goals and expectations
- Relevance to future or career
- Quality feedback
- Supportive relationships

Learners → “Why does this matter for my future?”

Apprentices → “How does this improve my job performance?”

What engagement 'looks like'

- Behavioural → participation
- Emotional → interest
- Cognitive → deep thinking

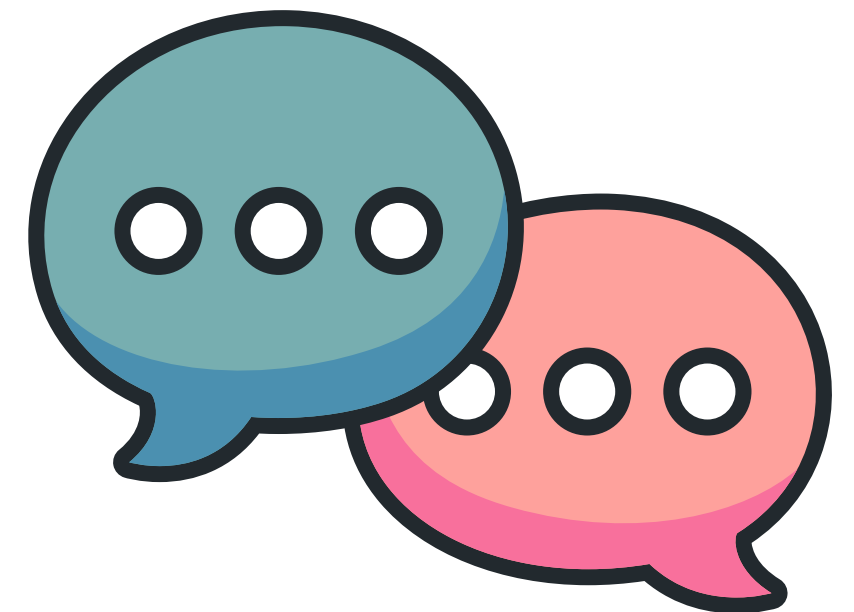


Exploring strategies

It's important to remember....

we **all** have off days

& all behaviour is communication



Over to you...



How do you currently engage and motivate your learners/apprentices?

Pop an answer in the chat.



Contextualised Learning

- Case studies
- Simulations
- Real job tasks
- Live problems
- Interviews

Situated Learning - *Lave & Wenger (1991)*

Feedback that motivates

- Specific
- Timely
- Focused on improvement

- Learners → assignment feedback
- Apprentices → reviews & on-the-job coaching

In progress:

- design a feedback form
- white code



- release fix

- white code

- discuss CTA to include

- publish pricing page

IMPORTANT

- create a platform to store feedback

Questioning - what and how



Can you explain how you would complete this task step-by-step?

Why is this process done in this way?

What would you do if something went wrong?

How does this link to the standards or requirements of your role?

Can you give an example of when you've applied this in the workplace?

- **Cold Calling** – direct questions to individuals
- **No hands up** – ensures whole-group participation
- **Socratic Questioning** – probe deeper thinking
- **Pose, Pause, Pounce, Bounce** – build thinking and extend responses
- **Think–Pair–Share** – increase confidence and engagement

[Link to Spinny Wheel](#)

Storytelling & Scenario-Based Learning

- Real Workplace Story
- What would you do (WWYD)
- Branching Scenarios



“A team member handled a complaint incorrectly—what do you think happened next?”

Retrieval Practice

- Use quick quizzes, polls or recall activities to revisit prior learning
- Focus on remembering, not re-teaching
- Keep it low-stakes (no pressure, no grading)
- Use regularly to build knowledge over time



Kahoot!



Building Ownership

“In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I’m going to reveal my weaknesses, you say, wow, here’s a chance to grow”

- Dweck (2006)

A growth mindset - Dweck (2006)

What is it?

- The belief that ability develops through effort, practice and support (Dweck, 2006)

In practice:

- Focus on effort, not just outcomes
- Reframe mistakes as learning
- Use reflective questions: What did you learn? What will you do differently?





Building ownership

- Goal-setting
- Progress tracking
- Reflection activities
- Personalised targets

Sustaining Motivation



- Celebrate progress (not just achievement)
- Break learning into milestones
- Build routine check-ins



Key Takeaways

- Motivation is influenced by how learning is structured. Intentional teaching, feedback and support create the conditions for it to grow.
- Engagement increases when learners and apprentices are actively involved and see clear relevance to real-life and work.
- When learners and apprentices take responsibility for their progress, motivation becomes internal and more sustainable.
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Pause and Reflect

What is your one key takeaway from today?

Pop an answer in the chat

**Thank you for your
time**

Stay in touch

info@LXPskills.co.uk

info@LXPtalent.co.uk

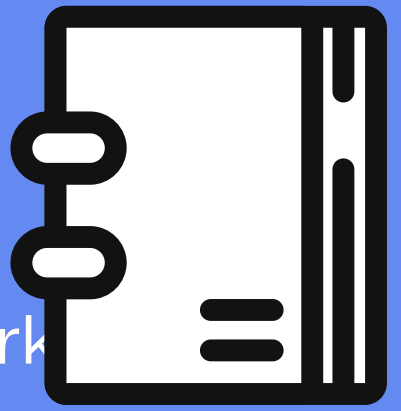


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References and Further Reading



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