

ECI 617
**Foundations of Instructional
Design and Technology**

Motivation

Likes & Dislikes

- ▶ I am motivated to learn when... (or, I think class is interesting when...)
- ▶ I am not motivated to learn when... (or, I find class boring when...)

Introduction

- ▶ Define Motivation
- ▶ Motivation = Value x Expectancy
- ▶ How do you motivate students to learn?
 - *Motivating Students = Art?*
 - *Not addressed in ISD models*
 - *Plethora of theories, research & instruments*

ARCS Model

- ▶ Gain and Sustain **A**ttention
- ▶ **R**elevant to perceived needs
- ▶ **C**onfident in ability to succeed
- ▶ **S**atisfied with experience

Attention

- ▶ Gain and sustain learner's attention
- ▶ **Perceptual Arousal**
 - *Stimulate senses*
- ▶ **Inquiry Arousal**
 - *Stimulate curiosity*
- ▶ **Variability**
 - *Vary stimulus*

Relevance

- ▶ **Instruction relevant to learner's needs**
- ▶ **Goal Orientation**
 - *Help students create and achieve goals*
- ▶ **Motive Matching**
 - *Address specific needs*
- ▶ **Familiarity**
 - *Relate to learners' past experiences*

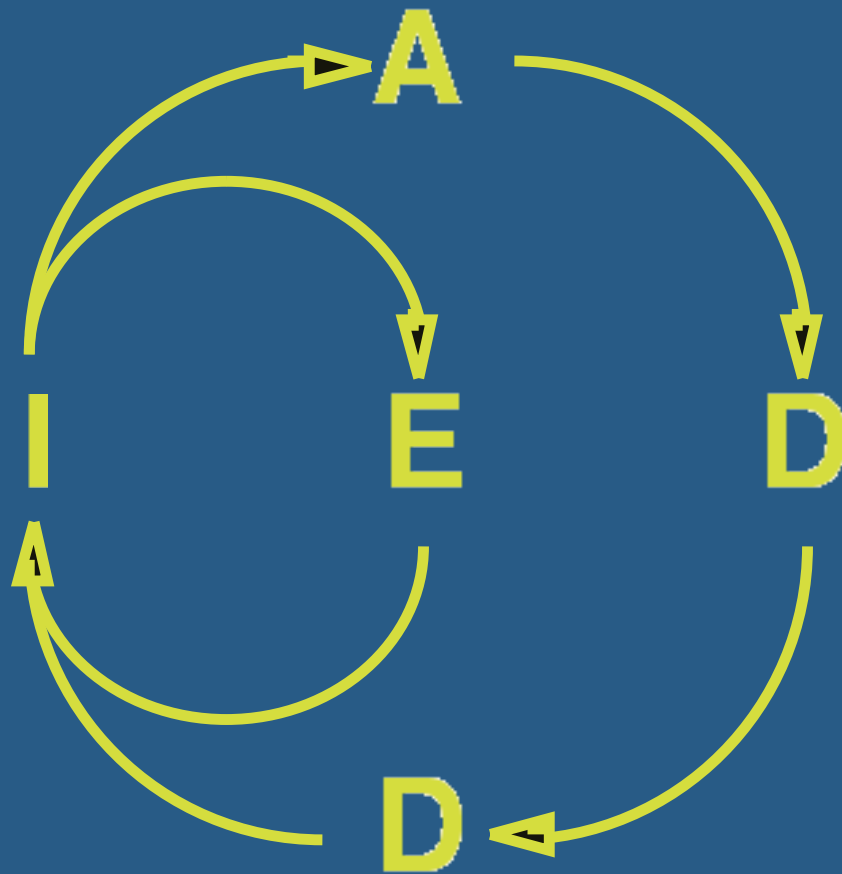
Confidence

- ▶ Learner confident in ability to succeed.
- ▶ **Learning Requirements**
 - *Expectations and evaluation criteria.*
- ▶ **Success Opportunities**
 - *Opportunities to experience success.*
- ▶ **Personal Control**
 - *Link success or failure to effort and abilities*

Satisfaction

- ▶ Instruction was worth time and effort
- ▶ **Natural Consequences**
 - *Meaningful opportunities to apply learned skills*
- ▶ **Positive Consequences**
 - *Positive reinforcement*
- ▶ **Equitable Consequences**
 - *Perceived to be fair by all students*

Systematic Design



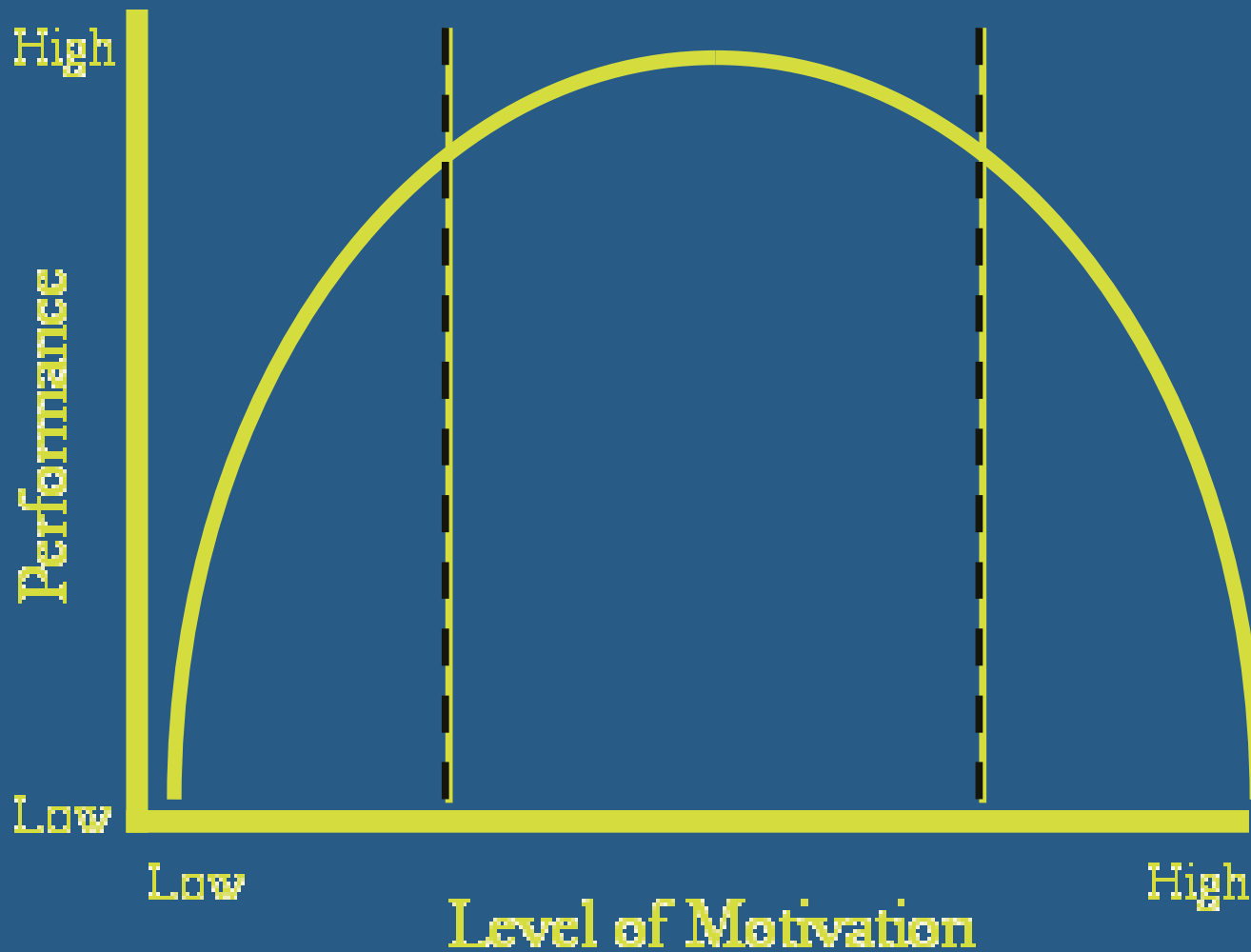
- ▶ **Analyze**
- ▶ **Design**
- ▶ **Develop**
- ▶ **Implement**
- ▶ **Evaluate**

Exercise

**Select a scenario to work with
as we go through the elements.**

**Ideally, this will be your
instructional design.**

Graphing Motivation



Analyze Audience

- ▶ **A**ttention Readiness
- ▶ Felt **C**onfidence
- ▶ Perceived **R**elevance
- ▶ **S**atisfaction Potential

Analyze Course

- ▶ **A**ttention Getting Features
- ▶ **R**elevance Generating Features
- ▶ **C**onfidence Building Features
- ▶ **S**atisfaction Producing Features
- ▶ Look for
 - *Positive Features*
 - *Deficiencies or Problem Areas*

Design Motivational Objectives

▶ Components

- *Target Audience*
- *Desired Behavior*
- *The Context*
- *Degree of desired behavior*

Samples

- ▶ **Learners express complete confidence in their ability to pass the class by midterm.**
- ▶ **Students choose to listen to the instructor with 100% attention when given directions prior to lab.**
- ▶ **Students state at least 3 ways the subject matter relates to their own lives.**

Ideas for Design

▶ Attention

- *Perceptual*
- *Inquiry*
- *Variability*

▶ Relevance

- *Learner Goals*
- *Motive Matching*
- *Familiarity*

Ideas for Design

▶ Confidence

- *Learning Requirements*
- *Success Opportunities*
- *Personal Control*

▶ Satisfaction

- *Use New Skills*
- *Positive Reinforcement*
- *Positive Feeling*

Select Design Strategies

- ▶ **Select strategy or strategies from list**
 - *Relate to motivational problem*
 - *Fit learners and instructors*
 - *Compatible with delivery system*
- ▶ **Integrate motivation with instruction**
 - *Adapt strategies to instruction*
 - *Embed in instruction*
 - *Support instruction*

Develop, Implement, Eval

- ▶ **Prepare motivational materials**
- ▶ **Enhance existing materials**
- ▶ **Create measurement as needed**
- ▶ **Pilot-test materials**
- ▶ **Revise as required**

Summary Report

**Report on how this added to
your instructional design**