

MOTIVATION & ENGAGEMENT

UWinnipeg
PACE

In online teaching

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To motivate my students:

I show enthusiasm for my subject and for teaching
I communicate high expectations to my students

To set expectations for time:

- Use your course's calendar function to post due dates for activities and assignments
- Let students know an estimate of time for each activity or assignment
- At the beginning of the course, provide students with a course overview that helps them navigate the course material and resources, according to the course schedule, at a reasonable pace
- Provide the students with a module-by-module guide to assist them with readings and assignments (for term-based courses)

To provide continuous encouragement:

- Post course announcements for your students
- Post module summaries or discussion thread responses that articulate student contributions and achievements to date

Incorporate journaling into your student assignments (have students email you summaries of their progress or concerns a few times throughout the course)

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Adding motivational strategies to your course plans

Plan to include motivational strategies in your classes throughout the term.

At the beginning

Most decisions to leave a course are made by students in the first few weeks of the course. They then sit, unmotivated, throughout the rest of the term. You must pay particular attention to motivational strategies at the beginning of term. For example:

- Get to know the students individually through their transcripts, private interviews, or a non-graded paper
- Be explicit about your expectations and classroom policies
- Teach students the study skills they will need—they may not know how to do assignments, take notes, or work in groups (resource materials on developing study skills are available from the Learning and Teaching Centre)

In the middle

To maintain high motivation as the course proceeds you can:

- Give assignments or quizzes every couple of weeks so students know where they stand

- Show students respect—be collegial and don't "talk down" to them
- Model high standards in all activities
- Use visuals to clarify concepts and emphasize key points
- Use examples and anecdotes to keep students mentally engaged with the subject matter

At the end

To maintain student motivation as they leave your classes, in the last week you can:

- Review what they have learned—help them to pull together the concepts and issues
- Show them how these concepts and issues can help them in their future
- Inform them about related courses that follow yours

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Adding motivational strategies to your lesson plans

To increase your ability to inspire motivation in your students you need not throw out all your old lesson plans. Strategies may be added to existing plans quite simply. Use the following list to step through this process.

To ensure my lesson plans contain motivational strategies, I have:

- Specified the learning outcomes in each lesson plan
- Estimated the amount of class time to spend on each topic
- Checked my plans against possible motivational strategies
- Added motivational strategies in any areas not covered
- Checked that I have included motivational strategies at the beginning, the middle, and the end of my lessons

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How to Keep Online Students Motivated

For those with experience of face-to-face teaching, a useful technique for understanding online learning issues is to relate them to a similar scenario in face-to-face learning. How do students stay motivated in a face-to-face environment? Students may feel motivated if:

There is opportunity for personal interaction and socialisation
They have adequate support when they encounter problems
They enjoy the learning process

These issues are no different in an online environment and can be addressed through course and activity design and through the relationships built between teacher and student and between students.

Relevance and purpose

There are several ways students can be encouraged to see the relevance and purpose of online study. These can include:

Clear information at the start about what the course is, where it can lead and its validity as an online alternative.

Comfortable in the learning environment

Unless students have studied online before, they are liable to fear that they are not 'doing it right'. Even experienced online students can have this insecurity at the start of a new course so it is important to ensure all students are comfortable in the online learning environment in order to encourage quality learning. The following are some ways to help students feel comfortable and confident:

Provide an appropriate induction so that they feel confident with the technology and what is expected of them. Induction can include:

and can be reinforced by the modelling of ideal behaviour by the teacher. Allowing some social interaction can also help build positive relationships as well as provide a controlled outlet for inevitable social tangents (the equivalent of chatting or passing notes in a classroom).

Sense of achievement and progress

Only the most mature and confident online students will be able to make a contribution without fearing they have misunderstood the topic or that they are the least experienced and skilled in their group. The teacher can have a considerable impact on a student's confidence in their progress and abilities through the nature of their interactions with students. The following are some techniques to encourage this:

Respond constructively and positively to student work. An example of a constructive response technique is to use a 'praise sandwich' where any criticism is sandwiched between two positive comments. This helps students recognise their strengths and feel more optimistic about their weaknesses.

Give regular updates on each student's progress with positive acknowledgements of their achievements. This could be done through an email at the end of each section that confirms the successful completion of the segment, highlights any work that was of a high standard, the particular strengths of the student and any areas that need to be improved.

Design courses with learning in manageable 'chunks' so students can see their progress as they complete each section.

Design activities that, at regular intervals, encourage students to summarise or reflect on what they have learned.

Integrate regular self-assessed tasks, such as automated quizzes, so that students can consolidate what they have learned and confirm their progress.

Help students manage their workload so they don't fall behind and feel discouraged.

Techniques for this include having a clear course structure with regular, enforced deadlines or synchronisation points, giving regular reminders of deadlines, contacting students who are falling behind and sharing good time and information management techniques.

Personal interaction and socialisation

Personal interaction can form a large part of the learning experience in face to face learning so should be encouraged online in a manner that doesn't detract from educational aims. Students will ask questions of their peers that they may be reticent to ask teachers and scheduled interaction can prevent covert socialisation that gets in the way of study.

Social interaction online doesn't always happen spontaneously as it does in a face-to-face environment. This can be because students don't know each other or are afraid to make the first move because they can't see the familiar marker points that tell them what the social structure is. There are various methods for encouraging interaction, including:

online student will help create programmes that retain a student's interest and help them gain confidence in their abilities

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Expectancy-Value Theory of Motivation

Motivation is affected by several factors, including reinforcement for behavior, but especially also students' goals, interests, and sense of self-efficacy and self-determination. The factors combine to create two general sources of motivation: students' expectation of success and the value that students place on a goal. Viewing mo ede pia-4 (e)20 pia-4(a)6-enr(p)2 (la) (ie)6 d[(M)-id[(M)-id[fs

Wigfield, A. & Eccles, J. (2002). *The development of achievement motivation*. San Diego, CA: Academic Press.

Wigfield, A., Tonk, S., & Eccles, J. (2004). Expectancy-value theory in cross-cultural perspective. In D. McInerney & S. van Etten (Eds.), *Research on Sociocultural Influences on Motivation and Learning*. Greenwich, CT: Information Age Publishers.

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ARCS Model of Motivational Design (Keller)

The ARCS Model of Motivational Design was created by John Keller while he was researching ways to supplement the learning process with motivation. The model is based on Tolman's and Lewin's expectancy-value theory, which presumes that people are motivated to learn if there is value in the knowledge presented (i.e. it fulfills personal needs) and if there is an optimistic expectation for success.^[61] The model consists of four main areas: Attention, Relevance, Confidence, and Satisfaction.

Attention and relevance according to John Keller's ARCS motivational theory are essential to learning. The first 2 of 4 key components for motivating learners, attention and relevance can be considered the backbone of the ARCS theory, the latter components relying upon the former.

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TARGET: a model for integrating ideas about motivation

Attention	Relevance	Confidence	Satisfaction
Perceptual Arousal Provide novelty and surprise	Clear Objectives Present objectives and useful purposes	Learning Requirements requirements and assessment criteria	Multiple Reinforcement Encourage and
Inquiry Arousal Stimulate curiosity by posing questions or problems to solve	Motive Matching Match student needs and motives	Successful Opportunities Link learning to students' personal and meaningful opportunities for successful learning	Extrinsic Rewards Provide positive motivational feedback
Variability Incorporate a range of methods and media to meet student needs	Familiarity Present content in ways that are understandable and learners' expectations and values	Personal Responsibility Link learning success to students' personal	Equity Maintain consistent standards and consequences for

1. Attention

According to the Keller model attention can be gained in two ways: (1) Perceptual arousal – uses surprise or uncertainty to gain interest. Uses novel, surprising, incongruous, and uncertain events; or (2) Inquiry arousal – stimulates curiosity by posing challenging questions or problems to be solved.

Methods include the use of:

- Active participation - such as games, roleplay or other methods to get learners involved with the material or subject matter.
- Variability – To highlight materials and account for differences in learning styles, use a variety of methods (e.g. use of videos, short lectures, mini-discussion groups).
- Humor -Use a small amount of humor to gain interest (too much may be disrupting)
- Incongruity and Conflict – Posting statements that go against a learner's past experiences to cause critical thinking.
- Specific examples – Use a visual stimuli, story, or biography.
- Inquiry – Ask questions or problems for the students to answer.

2. Relevance

Establish relevance to increase a learner's motivation. Use existing language with examples. Six major strategies described by Keller include:

- Experience – Explain to students that they will use their newly learned skills with existing skills. Students learn well by bringing being able to use existing skills/contexts with newly acquired skills.
- Present Worth – How will this knowledge help me?
- Future Usefulness – How will this knowledge help me in the future?
- Needs Matching –Benefit from the dynamics of achievement, risk taking, power, and affiliation.
- Modeling – Show students how you want them to respond/act – lead the way. You may also include strategies such as guest speakers, videos, and having the learners who finish their work first to serve as tutors.
- Choice – Provide students with options or methods to pursuing their work (ie. Reflective journal or video blog).

3. Confidence

Help students understand that they can indeed be successful in the subject. If students feel they cannot meet the objectives or that the time or effort is too high, their motivation will decrease.

Provide clear objectives and reiterate any required prerequisites – enable students estimate their likelihood of success by giving requirements and an evaluation criteria.

Make sure there is meaning in the success (how it will help them in the future).

Scaffold the learning – build small steps of growth during the learning process.

Feedback – Provide feedback and acknowledgements for success.

Locust of Control – Student should feel some control over their learning and assessment.

They should believe that their success is a direct result of the amount of effort they have put forth.

4. Satisfaction

Reward students learning, whether it's praise or simple acknowledgement of a job well done.

- x Provide opportunity for the students to see how their learning us meaningful by providing opportunity's to use their new acquired skills

Educational Psychology. **Authored by:** Kelvin Seifert and Rosemary Sutton. **Located at**

What are your thoughts about this week's readings (how does it resonate with you or impact your thoughts/actions).

You may need to remind students to take care in their writing and use netiquette. Also taking care in what they say, as not all in the class will have the same viewpoints. Be sensitive and reflective to what others are saying.

Don't use all caps. It is the equivalent of screaming.
Don't use extreme emotion or opinion.

Use discussion boards to create a sense of community and promote active engagement with the course topics.

Create course topics and readings that are current. Incorporate recent news events and magazine articles into existing course topics (Dennis et al. 2007).

Assign roles in discussion assignments, especially for provocative discussions based on current events, case studies or policy issues.

Set up peer groups - extrinsically motivated students are motivated by achievement in relation to their peers; intrinsically motivated students are able to interact with peer groups to gain more insight – both types of students benefit from working in peer groups. (Moore 2006)

If possible and applicable, hold a face-to-face meeting for a critical activity such as a field trip or as check-in throughout the course (via Skype, etc.).

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