

Instructional Design for Motivation

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Type of Strategy: In-class active learning and on-line active learning

Purpose, Goal(s) or Learning Outcome(s) for Strategy: Instructional strategies used to design instruction to create learning conditions for motivating and engaging learners.

Type of Course: Can be applied to design course instruction for learners in k-12 in F2F, online, and hybrid environments.

Name of Course: Capstone, Integrative Evidence-Based Medicine

Typical Number of Students in Course: Individual, small, and large groups

Ease in which strategy could be modified and/or applied to other courses: Easy

Brief Overview of Strategy: Strategies based on Kelly's model of motivation design. The model is a systematic process for and heuristic approach to designing instruction to motivate learners.

Step-by-Step Instructions of Strategy

1. Attention strategies for arousing and sustaining curiosity and interest
 - Capture Interest (Perceptual Arousal)**: What can I do to capture learners' interest?
Strategies: using novel or unexpected approaches to instruction or injecting personal experiences and humor
 - Stimulate Inquiry (Inquiry Arousal)**: How can I stimulate an attitude of inquiry?
Strategies: stimulating curiosity by posing questions or problems to solve
 - Maintain Attention (Variability)**: How can I use a variety of tactics to maintain learners' attention?
Strategies: incorporating a range of methods and different forms of media to meet students' varying needs, or varying an instructional presentation
2. Relevance strategies that link to learners' needs, interests and motives
 - Relate to Goals (Goal Orientation)**: How can I best meet learners' needs? (Do I know their needs?)
Strategies: providing statements of utility along with the goals and objectives of instruction, or helping learner to define their own goals and statements of utility
 - Match Interests (Motive Matching)**: How and when can I provide learners with appropriate choices, responsibilities, and influences?

Strategies: matching objectives to student needs and motives

Tie to Experiences (Familiarity): How can I tie the instruction to learners' experiences?

Strategies: relating instruction to learners' experiences and values by providing concrete examples and analogies

3. Confidence strategies that help students develop a positive expectation for successful achievement

Success Expectations (Learning Requirements): How can I assist in building a positive expectation for success?

Strategies: informing students about learning and performance requirements and assessment criteria

Success Opportunities (Learning Activities): How will the learning experience support or enhance learners' beliefs in their competence?

Strategies: providing challenging and meaningful opportunities for successful learning

Personal Responsibility (Success Attributions): How will learners clearly know their success is based upon their efforts and abilities?

Strategies: linking learning success to students' personal effort and ability

4. Satisfaction strategies that provide extrinsic and intrinsic reinforcement for effort

Intrinsic Satisfaction (Self-Reinforcement): How can I provide meaningful opportunities for learners to use their newly acquired knowledge and skills?

Strategies: encouraging and supporting intrinsic enjoyment of the learning experience

Rewarding Outcomes (Extrinsic Rewards): What will provide reinforcement to learners' success?

Strategies: providing positive reinforcement and motivational feedback

Fair Treatment (Equity): How can I assist learners in anchoring a positive feeling about their accomplishments?

Strategies: maintaining consistent standards and consequences for success throughout a course or training experience

Additional Comments: The motivational design strategies can be used to design instruction to improve the motivational quality of any face-to-face classroom or online teaching. They can also be modified to create evaluation criteria to evaluate web-based learning resources.

Resources, Citations, References for Strategy:

Driscoll MP. *Psychology of learning for instruction*. 3rd ed. Boston: Pearson Allyn and Bacon, 2005.

Keller JM. "Motivation and Performance." In *Trends and issues in instructional design and technology*, edited by Reiser RA, Dempsey JV, 82-92. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall, 2007.

Small R. "Motivation in Instructional Design." *ERIC Digest* 27, no. 5 (2000): 29-31.