

CETL Weekly Teaching Tips presents

Instructional Design for Motivation

For those teaching at 8 a.m. or teaching that subject everyone dreads, motivation is always a struggle that only the creative and entertaining professors seem to escape. Motivation in the classroom and in learning generally requires more than gimmicks and tricks, but can be designed in the structure of the course.

Keller (2007) provides this main framework for designing motivating courses.

See specific prompts and strategies one professor used to implement this framework at

oakland.edu/teachingtips

AROUSE ATTENTION

CAPTURE INTEREST

STIMULATE INQUIRY

HOLD ATTENTION

MAKE RELEVANT

RELATE TO GOALS

MATCH INTERESTS

TIE IN EXPERIENCES

BUILD CONFIDENCE

SET EXPECTATIONS

GIVE OPPORTUNITY

USE RESPONSIBILITY

INFUSE SATISFACTION

MAKE INTRINSIC

REWARD EFFORT

TREAT FAIRLY

Instructional Design for Motivation

Strategies based on Keller'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 posting 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

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.

References:

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Submitted by:

Misa Mi

Oakland University William Beaumont School of Medicine

mi@oakland.edu