

**How to motivate students in online learning? A design perspective**

Iwan Wopereis

Expertisecentrum onderwijs en professionalisering

Open Universiteit [www.ou.nl](http://www.ou.nl)



**The Difference Between Emergency Remote Teaching and Online Learning**

By Charles Hedges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond | Friday, March 27, 2020

Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand these differences when evaluating this emergency remote teaching.



**Overview**

- Introduction
- Motivational design
- Motivational design in online learning
- Motivational design in remote teaching
- Conclusion

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**Introduction** MOTIVATION

Flow

Engagement

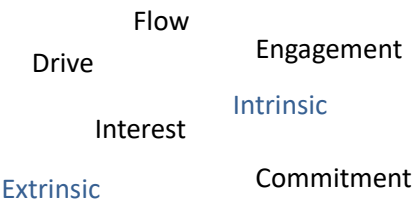
Intrinsic

Commitment

Extrinsic

Interest

Drive



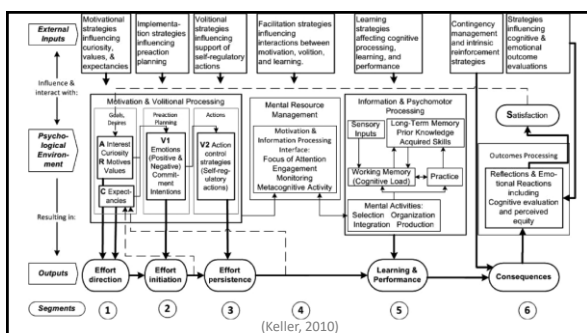
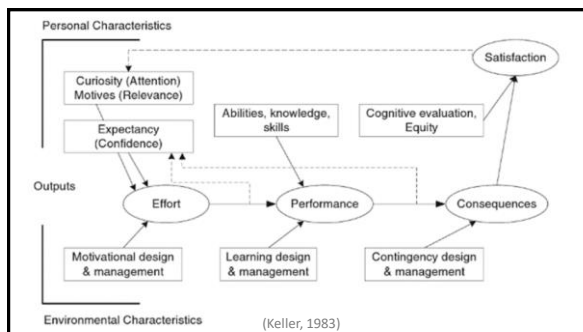
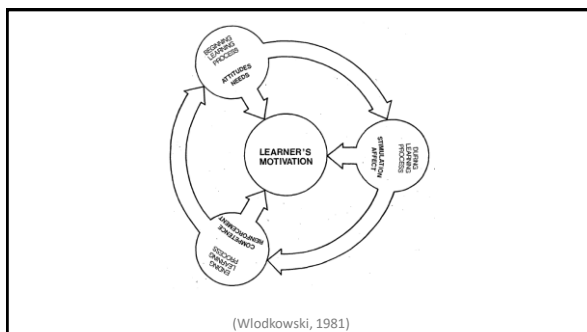
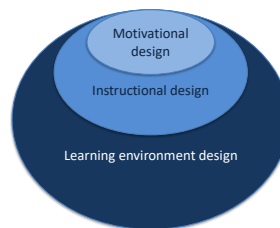
**Introduction** MOTIVATION

A person's desire to pursue a goal or perform a task, which is manifested by choice of goals and effort (persistence plus vigor) in pursuing the goal.

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### Motivational design



### First principles ARCS-V (Keller, 2008)

- Attention
- Relevance
- Confidence
- Satisfaction
- Volition

**First principles** ATTENTION

Motivation to learn is promoted when a learner's curiosity is aroused due to a perceived gap in current knowledge.

**First principles** RELEVANCE

Motivation to learn is promoted when the knowledge to be learned is perceived to be meaningfully related to a learner's goals.

**First principles** CONFIDENCE

Motivation to learn is promoted when learners believe they can succeed in mastering the learning task.

**First principles** SATISFACTION

Motivation to learn is promoted when learners anticipate and experience satisfying outcomes to a learning task.

**First principles** VOLITION

Motivation to learn is promoted and maintained when learners employ volitional (self-regulatory) strategies to protect their intentions.

**ARCS-V** MOTIVATIONAL DESIGN PROCESS

1. Obtain course information
2. Obtain audience information
3. **Analyze audience**
4. Analyze other course elements
5. List objectives and assessments
6. **List potential tactics**
7. **Select and design tactics**
8. Integrate with instruction
9. Select and develop materials
10. Evaluate and revise

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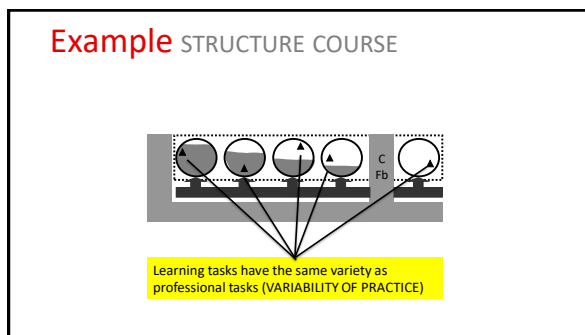
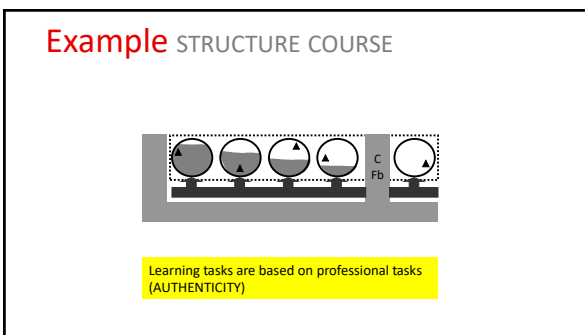
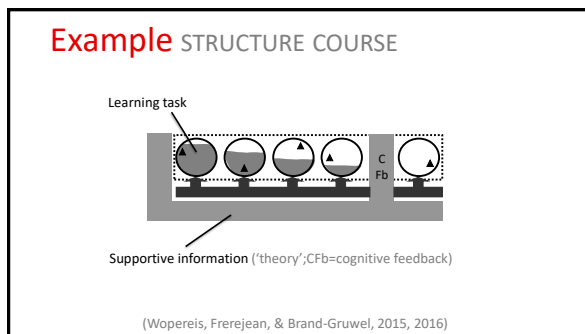
### Example CONDUCTING A LITERATURE REVIEW

- Bachelor level
- Appr. 5 ECTS
- Educational sciences
- Adult learner

### Example STRUCTURE COURSE

	Learning Task 1	Learning Task 2	Learning Task 3	Learning Task 4	Learning Task 5
Define question(s)	Worked-out	Worked-out	Worked-out	Worked-out	Execute*
Search for sources	Worked-out	Worked-out	Worked-out	Execute*	Execute
Select sources	Worked-out	Worked-out	Execute*	Execute	Execute
Process information	Worked-out	Execute*	Execute	Execute	Execute
Present information	Worked-out*	Execute	Execute	Execute	Execute

(Wopereis, Frerejean, & Brand-Gruwel, 2015, 2016)



### Example STRUCTURE COURSE

(set of relatively simple tasks; equally complex)      (more complex)

Learning tasks are ordered from simple to complex (SIMPLIFYING ASSUMPTIONS)

### Example STRUCTURE COURSE

Learning tasks include support and guidance (SCAFFOLDING)

### ARCS-V MOTIVATIONAL DESIGN PROCESS

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### Example TACTIC

Opportunity for task selection

### Example TACTIC

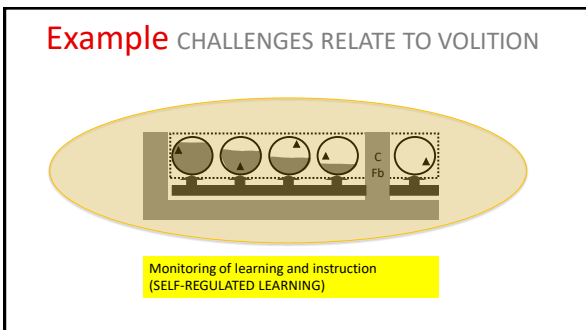
Collaborative Learning Techniques

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Table 4.1 Diminishing support and evolving role of student (S) and instructor (I) in a series of learning tasks in a task class (or block)?

	●	●	●	●	○
<b>Constituent skills</b>	PBL –training / learning task 0	Learning task 1	Learning task 2	Learning task 3	Learning task 4
<b>Define question(s)</b>	S: study example I: explain, model	S: study example I: explain, model	S: study example I: explain, model	S: study example I: explain, model	S: define question(s)
<b>Search for sources</b>	S: study example I: explain, model	S: study example I: explain, model	S: study example I: explain, model	S: search for sources	S: search for sources
<b>Select sources</b>	S: study example I: explain, model	S: study example I: explain, model	S: select sources	S: select sources	S: select sources
<b>Process information</b>	S: study example I: explain, model	S: processing info, analyse, link with question	S: processing info, analyse, link with question	S: processing info, analyse, link with question	S: processing info, analyse, link with question
<b>Present information</b>	S: study example	S: present info	S: present info	S: present info	S: present info



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- Conclusion**
- Motivational design for learning always in conjunction with instructional design
  - Motivational design for emergency remote teaching should focus on volition

**Literature** SELECTION

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**Questions**

[iwan.wopereis@ou.nl](mailto:iwan.wopereis@ou.nl)

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