Motivating the Adult Learner

applying educational motivation theories in our online classrooms

AIPOD

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Student Motivation- the unknown factor

"If we build it- will they come, and will they learn?"

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Topics to Be Covered

Keller's ARCS Theory of Adult Motivation:

- Attention
- Relevance
- Confidence
- Satisfaction

- Bandura's Self- Efficacy Theory
- Strategies/Application in the online classroom

Goals

- Introduce contemporary theories about factors that affect adult motivation and performance in educational programs.
- Discuss how we might interpret and apply these theories to our online teaching and learning environments.
- Establish a continuing dialogue about student motivation in our classes and how it impacts learning outcomes and persistence.

Keller's ARCS Theory of Motivation

Assumption: Adult Learners have different motivations than juvenile learners.

- In 1984, researcher John Keller developed a model of instructional motivation theory. It is based on the theory of expectancy-value (Tolman, 1932; Lewin, 1938 as cited in Keller, 1987).

That is, people will be motivated to do something if it is perceived to be "linked to the satisfaction of personal needs" (Keller, 1987), and if they can expect success in the endeavor.

Keller's ARCS Theory of Motivation

Motivation =

Satisfaction of personal needs and values +

Expectancy of Success

ARCS Theory – according to Keller, the four motivators in learning are:

Attention
Relevance
Confidence
Satisfaction

Attention

- In adult education, attention must be attained and sustained. You can do this by varying your methods of instruction/communication.
- Examples
  - Send welcome "Inspirational" email, and call during week 1, post Announcements prior to each Week's start
  - Send random "checking in" emails
  - Presentations in Class Live Pro
  - Post questions for discussion or images as examples of the week's topics to announcements page
  - Give students your IM-
  - Add media to course content

Relevance

- Obviously, our courses are relevant to the students' educational and career goals. But relevance can also come from the way a course is taught, it does not have to come from the course content.

  Our asynchronous class format is very relevant to adults with adult responsibilities.
- Other Examples: to satisfy students' need for achievement, set moderately challenging goals that they can take responsibility in achieving.
- Some learners need to feel part of a group. This can be satisfied through class interactions in chats, DB's, social aspects of eCollege like AI.
- Class Live Pro allows us to demonstrate use of tools and techniques- relevant to the way that students will use them in the professional world.

Confidence

- Students come into your class with different levels of self confidence. Their expectations can influence their success.(Bandura's Self Efficacy theory)
- Fear of failure is stronger than you realize. As facilitators, our challenge is to help develop confidence, and show them that their educational goals are achievable.

Satisfaction

Learning can be an intrinsically satisfying behavior that the learner finds personally rewarding. Students need to feel good about their accomplishments.

We give extrinsic rewards in the form of grades and ultimately graduation. In our communications with learners, we want to encourage them to feel good about their accomplishments, all the way through to graduation.

Bandura's Self Efficacy Theory

"Perceived self efficacy is defined as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura & Adams, 1977)

Bandura's Self Efficacy Theory

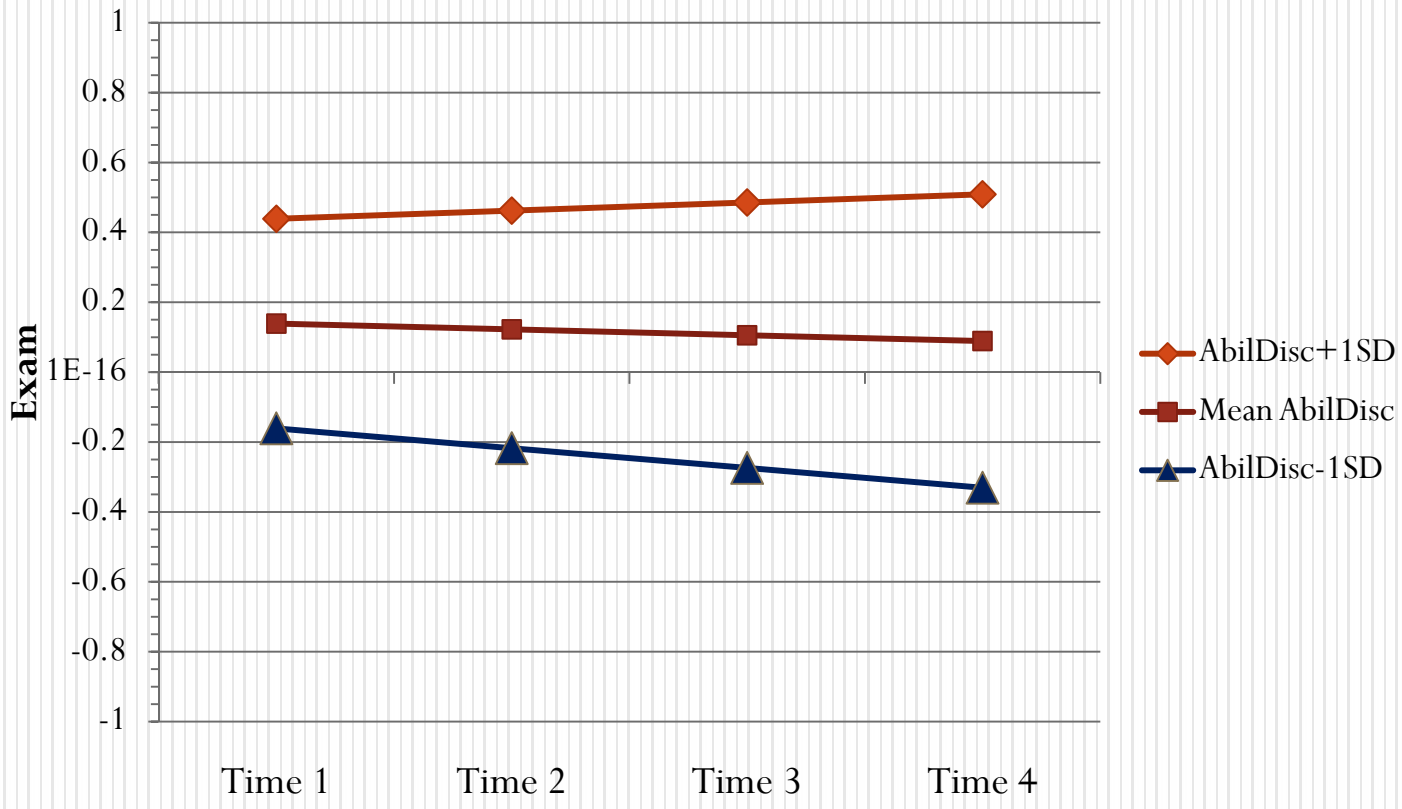
- Basic Assumptions
  - People hold beliefs about their about their abilities that can affect what they actually accomplish. Their beliefs about their abilities may have more influence on outcomes than their actual abilities.
  - Individuals' perceptions and beliefs about their abilities influence how they choose to use their knowledge and skills.
  - People need to believe that their actions can produce positive outcomes to persevere in the face of difficulties or obstacles.

Other Theories on Self Efficacy

- An individual's concepts of self efficacy help determine their choices, persistence, thought patterns, and emotional reactions when confronted by obstacles.
- Successful performance on difficult tasks requires high self-efficacy beliefs and a strong set of underlying skills.

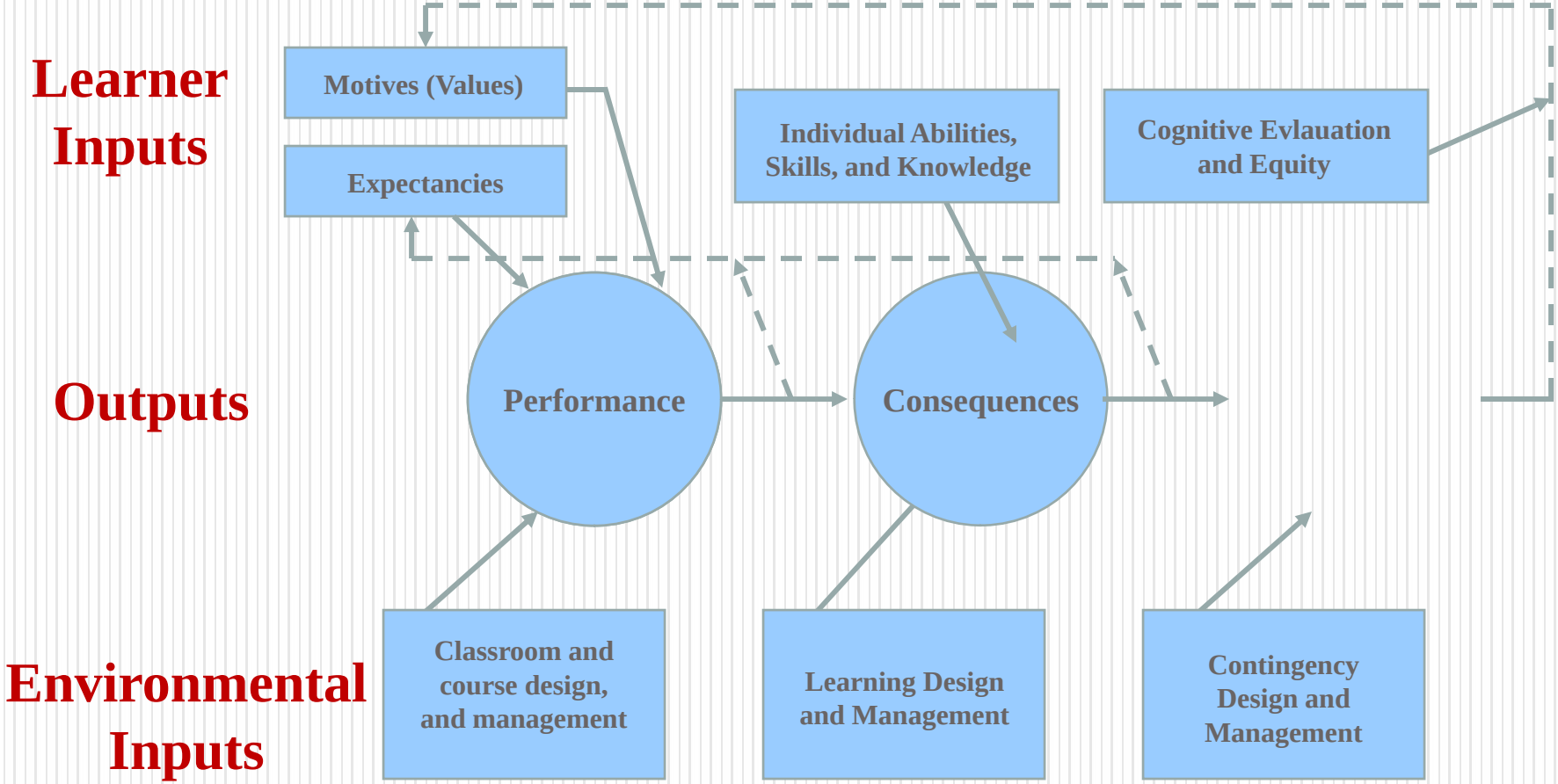
(Lent, Brown, & Hackett, 1994)

Finley and Hall (2007)
Ability Discrepancy and Exam Performance



A Model of Motivational Design

after Finley & Hall, 2007, with my revisions 2008



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Keller's Attention Strategies

- Concreteness:
- Show visual representations of any important object, or set of ideas or relationships
- Give examples of every instructionally important concept or principle
- Use content-related anecdotes, case studies, biographies

Attention Strategies

- Variability
  - Vary the format of instruction
  - Change the style of presentation
  - Shift between instructor-student interaction and student-student interaction

Attention Strategies

- Inquiry
  - Use creative techniques to have learners create unusual analogies and associations to the content
  - Build in problem solving activities, at regular intervals
  - Give learners the opportunity to select topics, projects and assignments that appeal to their curiosity.

Attention Strategies

- Humor
  - Where appropriate, use play on words during information presentation
  - Use humorous introductions
  - Use humorous analogies to explain and summarize

Attention Strategies

- Incongruity, Conflict
- Introduce a fact that seems to contradict the learner's past experience
- Introduce two equally plausible facts or principles, only one of which can be true
- Play devil's advocate

Relevance Strategies

- Experience
  - State explicitly how the instruction builds on the learners' existing skills
  - Use analogies familiar to the learner from past experience
  - Find out what the learner's interests are and relate them to the studies

Relevance Strategies

- Future Usefulness
  - State explicitly how the instruction relates to future activities of the learner –relate to their degree program, provide examples of professional work.
  - Ask learners to relate the instruction to their future goals

Relevance Strategies

- Need Matching
  - Provide opportunities to achieve standards of excellence – drafts, feedback
  - Provide opportunities for responsibility, authority, and interpersonal influence – encourage students to be discussion leaders, share views and experience
  - Establish trust, and provide opportunities for no-risk, co-operative interaction

Relevance Strategies

- Modeling
  - Bring in alumni as enthusiastic guest speakers- point to professional websites
  - Model enthusiasm for the subject taught

Relevance Strategies

- Choice
  - Provide meaningful alternative methods for accomplishing a goal- keep some flexibility in assignments.
  - Provide personal choices for organizing one's work- asynchronous environment accomplishes this

Confidence Strategies

- Difficulty
  - Organize material on an increasing level of difficulty, structure the learning material to provide a conquerable challenge

Confidence Strategies

- Expectations
  - Include statements about the likelihood of success with given amounts of time and effort
  - Teach students to develop a plan of work that will result in goal accomplishment
  - Help students set realistic goals

Confidence Strategies

- Learner Requirements
  - Incorporate clearly stated learning goals into instructional materials
  - Provide self-evaluation tools that are based on clearly stated goals
  - Explain the criteria for evaluation of performance – *more important for adult learners*

Confidence Strategies

- Confidence builders
  - Provide evaluative criteria (rubric)
  - Provide formative feedback via discussion posts and evaluations
  - Use DBs to provide internal recognition of their successes.

Confidence Strategies

- Attributions
  - Attribute student success to effort rather than luck of ease of task

Confidence Strategies

- Self-Confidence
  - Allow students the opportunity to become increasingly independent in learning and practicing a skill - scaffolding
  - Have students learn new skills under low risk conditions, but practice well- learned tasks under realistic conditions – exercises, studio model – drafts for final project
  - Help students understand that the pursuit of excellence does not mean that anything short of perfection is failure.

Satisfaction Strategies

Natural Consequences

- Allow a student to use a newly acquired skill in a realistic setting as soon as possible Studio format, real world projects
- Reinforce a student's intrinsic pride in accomplishing a difficult task

Satisfaction Strategies

- Positive Outcomes
  - Give verbal praise for successful progress or accomplishments
  - Give personal attention to students
  - Provide informative helpful feedback
  - Provide motivating feedback (praise) immediately after task performance

Satisfaction Strategies

- Elaboration
- Allow a student who has mastered a task to help others who have not yet done so. Ask students to explain their methods in discussing their work, answer questions in P & S threads.

Satisfaction Strategies

- Unexpected rewards
  - Reward intrinsically interesting task with unexpected non-contingent awards
  - Reward boring tasks with expected extrinsic rewards

Satisfaction Strategies

- Scheduling
  - Provide frequent reinforcements when a student is learning a task
  - Provide intermittent reinforcement as the student becomes more competent at a task
  - Vary the schedule of reinforcements in both interval and quality

Satisfaction Strategies

- Negative Influence
  - Avoid the use of threats to motivate task performance
  - Avoid surveillance as compared to positive attention
  - Avoid external performance evaluations wherever it is possible to help the student evaluate his/her work

Discussion

- Other motivational ideas you use in the classroom?

Summary

- Expectancy- Values theory of adult motivation
- ARCS Theory – Attention, Relevance, Confidence, Satisfaction
- Self- Efficacy Theory as it applies to education
- Ideas for motivating students in our online classrooms

Ideas from our faculty

- from Ruth Canaway to All Panelists:I have someting I Want to share. For my CC110 Drawing Class, I have created a little Flash animation assessment tool called 'How Well Did You Do?' for the Upside Down Drawing Assignment that I upload for the students in Doc Sharing. In this .swf I just superimpose each students' drawing in varying degrees of transparency over the original. I checked to see if the students had looked at it, and to my satisfaction, it had been downloaded 36 times. So, apparently, the students accepted and enjoyed it (hopefully, as a learning experience!).

Ideas from our faculty

- from Elizabeth Fomin to Host (privately):Here is a video I made for G12 Design and Technology http://www.youtube.com/watch?v=BU1Rv6vr6lA
- from Marc Mannheimer to Host, Presenter & Panelists:We always need to reinforce and contextualize the material and the process, (sometimes individually) especially during the first two weeks.

Ideas from our faculty

- from clay duval to All Panelists:I direct them to my own website www.hotpepe.com to show examples of ho
- from JOHNYUE to Host & Presenter:I use step-by-step tutorials that I create from the student's posting of a particular problem. I save the tutorials for similar questions. Sometimes I cut and paste the student's JPG and send it back as a response.w I did the same project

Ideas from our faculty

- from Debra Riley to Host, Presenter & Panelists:I have a PowerPoint that has sound and animations with many example. They love it. It helps them understand from day one in a fun way.
- from Marc Mannheimer to Host, Presenter & Panelists:I use a recurring "mantra" with my students: "Breathe, Relax & Enjoy" which I reinforce constantly. Another good one is "You can can't you?

Ideas from our faculty

- from JOHNYUE to Host & Presenter:Humor is very important to keep the students relaxed, so the anxiety level is lessened. Since there is one less dimension on-line, the instructor's personality is opaque.
- from Frances Trice to All Panelists:I do this (re-read student's bio for insights) especially at the end of the session when I'm making comments about their overall work.

Ideas from our faculty

- from Debra Riley to Host, Presenter & Panelists:Using analogies connected to learner seems to work. Also reafirming the value of what and why they need to learn certain basic.
- from Ruth Canaway to All Panelists:Re: Problem solving: Recently I came across an article presenting the idea that students were more likely to persist in their problem-solving efforts (and to succeed) if they had not been told at an early age that they are 'smart' or 'talented.

Ideas from our faculty

- from Garry McKee to All Panelists:overconfidence can be an issue too though.
- from Marc Mannheimer to Host, Presenter & Panelists:I constantly reinforce that this a learning process & it does take time, but they will get it especially if they take time, focus and accept that they we areall learning, even me.

Ideas from our faculty

- from Martha Culbreth to All Panelists:how do you handle the situation when students don't read the rubric and don't read your posts reminding them of the criteria?
- from Debra Riley to Host, Presenter & Panelists:I would say about half of my students think too highly of poor work, and don't need to improve

Ideas from our faculty

- from JOHNYUE to Host & Presenter:When you have a group with a wide range of entering skills, I tell them some start "in the end zone and some start on the fifty yard line".The grade is based on how far you move the ball, not whether they get a touchdown
- from Carol Clemente-Ferrazzano to All Panelists:"design of the week" is an excellent idea which I plan to use

Ideas from our faculty

- from Terry Powell to All Panelists:One of the greatest confidence boosters when you have a student who you can tell they're not sure about their work - is to send a permissions form via email and ask them if you can use their work in your future classes. GREAT confidence builder.
- from Debra Riley to Host, Presenter & Panelists:I tell them showing up is half the battle. Improvement is the goal.

Ideas from our faculty

- from JOHNYUE to Host & Presenter:I notice that some of the students have either spelling or grammar problems. Should that be a negative in grading or should that even be brought up
- from Carolyn Thompson to Host (privately):I've referred students to smartthinking, as they're not confident with their writing skills, especially with writing critiques

Ideas from our faculty

- from Debra Riley to Host, Presenter & Panelists:Reward by posting there work in a student gallery in Doc Sharing
- from Joseph Podlesnik to Host & Presenter:i gave my student a cupie doll - http://stir.org.au/stir/Assets/ContentImages/cupie-doll.jpg
- from Carolyn Thompson to Host (privately):I post an additional thread within my class that's titled "helpful website" that relay to the discuss topics for the week….also post design galleries for final student work to be viewed

Ideas from our faculty

- from Terry Powell to All Panelists:I provide samples with each class of student's work…When the students get to group project, I use the better students as the leaders.
- from Elise Holst to All Panelists:the sandwich method of reviewing a students' work- say the negative in between the positives

Ideas from our faculty

- from Patricia Orfao to Host, Presenter & Panelists:Letting the stuent know at the beginning of a new week all the positives that they accomplished in the previous week.
- from Terry Powell to All Panelists:I always give or provide positive feedback - first - before giving any feedback as to what's wrong with their project.

Ideas from our faculty

- from Thomas Barlow to Lori Trujillo-Cole (privately):I guess a form of negative scaffolding that I use is to take 1 point off in early critiques if it is not good, and give a comment as to why, then next week 2 ir 3 points and same comment, and third week 3 more again. This is the Pavlov's dog technique…old school :-)
- from Carolyn Thompson to Host (privately):these are wonderful motivational resources…I find that sometimes the class content is not enough…they do appreciate other sources to help them understand the concepts being presented

Ideas from our faculty

- from Marc Mannheimer to Host, Presenter & Panelists:When astudent asks aquestion where the answer is relevant to all I post my answer
- Sue & Class.from Carol Clemente-Ferrazzano to All Panelists:I started complimenting a student on a critique to a peer that is outstanding.
- from Ruth Canaway to All Panelists:I used to teach Catechism, and they advised us to hold up a 'positive mirror of the students. Feedback could be used to 'fine-tune' rather than discourage.

References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.
- Finley and Hall (2007). Ability Discrepancy Index Formula. *Self Efficacy*. Retrieved January 15, 2008 from Texas A & M University, College Station, Department of Educational Psychology Dr. Robert Hall Web site: http://bobhall.tamu.edu/
- Keller, J. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development,* 10(2), 2-10.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior, 45, 79-122.*

Other Resources

Keller's ARC's Motivational theory

- Model:

http://edweb.sdsu.edu/courses/edtec670/archives/cases-F02/edtec540/ARCSModelHandout.pdf

- Theory:

http://ide.ed.psu.edu/idde/ARCS.htm

- History- theory:

http://www.ittheory.com/keller1.htm

- More views of motivation:

http://mms.ikesys.net/sitemap/4/equity-motivation-theory.html

- Research study

http://fie.engrng.pitt.edu/fie2004/papers/1159.pdf

Other Resources

- Bocchi, J., Eastman, J.K., & Swift, C.O. (2004, March/April). Retaining the Online Learner: Profile of Students in an Online MBA Program and Implications for Teaching Them. Journal of Education for Business, 79(4), 245-253
- Clark, R.C. & Mayer, R. E. (2003). *E-Learning and the Science of Instruction*, Pfeiffer,.
- Dahl, J. (2004, August 15). Strategies for 100 Percent Retention: Feedback, Interaction. Distance Education Report, 8(16), p1, 3p

Thank you!