

## ***Discussion 11***

***Analyze the e-learning case you picked up in Session 2, based on Keller's ARCS model.***

***Try to propose improvements in your analysis, taking it into account that one material does not necessarily need motivation from all aspects of the model.***

John Keller's ARCS Model of Motivational Design provides a model for selecting instructional strategies that connect to instructional goals, while generating interest and motivation on the part of the learner. By attending to the four variables that influence motivation – attention, relevance, confidence and satisfaction – you can create a program that's aligned to a learner's needs and keeps them focused and engaged.

In analyzing the e-Learning case discussed in Session 2 one of the problems that was experienced was the large number of first year students (fresh school leavers) who dropped out of the course programme, before mid semester. The students were less motivated due to the following factors:

- (1) New learning environment especially using online learning
- (2) Some of the students were still used to classroom teacher led training and perceived that online learning environment was not attractive to them.
- (3) Difficulties in using software to navigate through web pages
- (4) Unlike working students, first year students assumed that what they learned from the online instruction was not relevant to their interests or goals.
- (5) Less interaction with lecturers and working students and as a result had low confidence levels while learning in an online classroom.
- (6) Being used to classroom environment, most students had low satisfaction levels toward the online learning environment.

According to the four motivational factors – attention, relevance, confidence, and satisfaction discussed in John Keller's ARCS model (Suzuki, 2004, p.10-3), Keller explains that the four factors influence the degree of learners' motivation to learn. Learners lose their motivation to learn and quit learning, especially when they do not perceive instruction as interesting or relevant to their goal. They also lose motivation to learn when they are not confident in learning processes. They more likely quit learning when they are not satisfied with the instructional processes or the overall learning environment. Keller argues that in order to help learners become more motivated to learn, instructional designers should consider improving the motivational appeal of the instruction, focusing on the four factors: i.e.,

1. How interesting to learners are the presentation and contents of instruction?
2. How relevant to learners is the instruction (the contents as well as the methods)?
3. How confident are learners?
4. How satisfied are learners?

Therefore, two ways that I would propose for improvements in order to increase student's motivation towards the programme are as follows:

- (i) Review course contents and liaise with instructional designers to restructure the online instructional system focusing on the four motivational factors in order to help online learners develop positive perceptions about the online instruction and hopefully to reduce the number of dropouts.
- (ii) Designing course contents so that lots of interaction amongst new students and with their lecturers as well as working students to enable them to understand the required tasks and the way to go through the process at the beginning of the training programme. By understanding the task instructions, and asking for more help from instructors, the students will be more confident when working on a task. The students will definitely recognize their weaknesses and strength when working independently. Learner satisfaction is essential for maintaining motivation.