

# Using the ARCS Model for Motivational Design to Engage Students in the Information Literacy Classroom

**Michael C. Alewine**

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# Introduction

This presentation will present John M. Keller's ARCS (Attention, Relevance, Confidence, and Satisfaction) Model of Motivational Design and will cover specific strategies that can be used in both face-to-face and online learning environments to motivate students. The session will cover both the theoretical background of the model as well as practical tips that can be used in your information literacy classroom.

# How I Teach

- Face-to-Face
  - One shot
  - Multiple sessions (special programs such as BAR)
  - 3-week embedded course
- Online and Hybrid
  - Embedded librarian
- Online
  - 1-credit Introduction to Academic Research

# What is Motivation?

- “Motivation is generally defined as that which explains the direction and magnitude of behavior...it explains what goals people choose to pursue and how actively or intensely they pursue them”
- Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach*. New York: Springer.

# ARCS Model

<b>Attention</b>	<b>Relevance</b>	<b>Confidence</b>	<b>Satisfaction</b>
<p><b><i>Perceptual Arousal</i></b></p> <p>Provide novelty and surprise</p>	<p><b><i>Goal Orientation</i></b></p> <p>Present objectives and useful purpose of instruction and specific methods for successful achievement</p>	<p><b><i>Learning Requirements</i></b></p> <p>Inform students about learning and performance requirements and assessment criteria</p>	<p><b><i>Intrinsic Reinforcement</i></b></p> <p>Encourage and support intrinsic enjoyment of the learning experience</p>
<p><b><i>Inquiry Arousal</i></b></p> <p>Stimulate curiosity by posing questions or problems to solve</p>	<p><b><i>Motive Matching</i></b></p> <p>Match objectives to student needs and motives</p>	<p><b><i>Successful Opportunities</i></b></p> <p>Provide challenging and meaningful opportunities for successful learning</p>	<p><b><i>Extrinsic Rewards</i></b></p> <p>Provide positive reinforcement and motivational feedback</p>
<p><b><i>Variability</i></b></p> <p>Incorporate a range of methods and media to meet students' varying needs</p>	<p><b><i>Familiarity</i></b></p> <p>Present content in ways that are understandable and that related to the learners' experiences and values</p>	<p><b><i>Personal Responsibility</i></b></p> <p>Link learning success to students' personal effort and ability</p>	<p><b><i>Equity</i></b></p> <p>Maintain consistent standards and consequences for success</p>

# Attention

- This all about grabbing their attention, stimulating their interest, and then keeping them engaged.
- My research is in this area. Will discuss in more detail further along.

# Relevance

- Most librarians do this anyway
- Draw connections between the instruction and their goals—typically more immediate goals such as getting a decent grade; but also sometimes more long term goals are met, such as being useful to their chosen fields (e.g., nursing and evidence-based practice)

# Confidence

- Whether 50-minute “one shot” or semester credit-bearing course students need to know that they can succeed.
- I use announcements, emails, podcasts...continue to draw connections to relevance.
- Learners want personal control (Pawn Theory). Allow them to use their own examples in searches, keyword choices, database selections, etc. Hopefully, they will see their success as being a product of their own choices.



# Satisfaction

- Highlight their success—continually reinforce how this success is based on their efforts, their choices, how they will succeed in future research assignments...
- Use student's efforts as positive examples (whether in class or in the discussion board)
  - “Suzie brings up an interesting point...”
  - “Everyone, Phil discovered something quite unique...”

# Back to Attention

- They already have tremendous experience with traditional learning environments (even online)
- Change it up (do the unexpected)
  - Lighting in the room
  - Music
  - Stimulate their curiosity

# Display Interesting Images



# Play Videos





# Use Interesting Sites



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# Use Interesting Sites

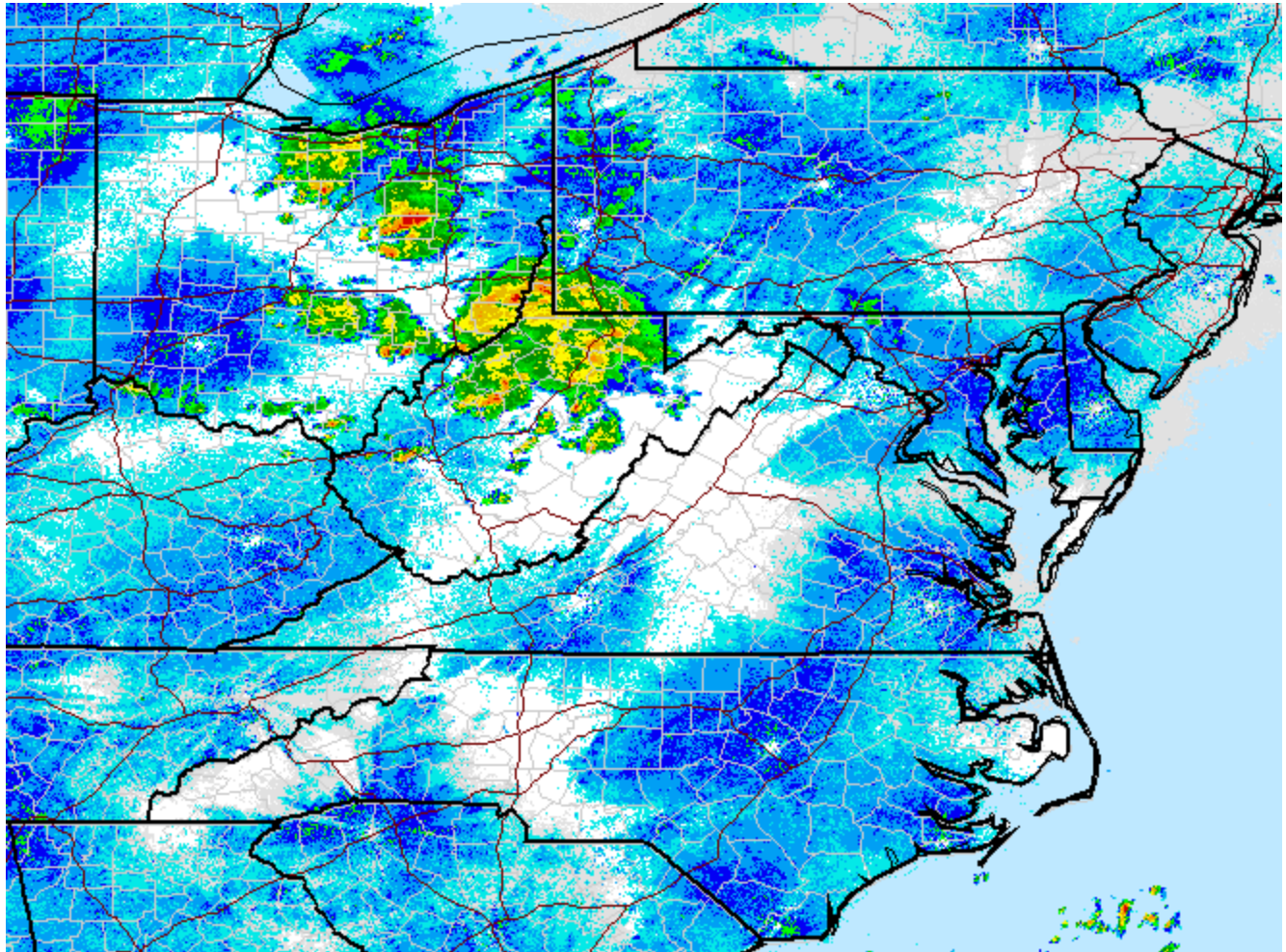
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# Use Interesting Sites



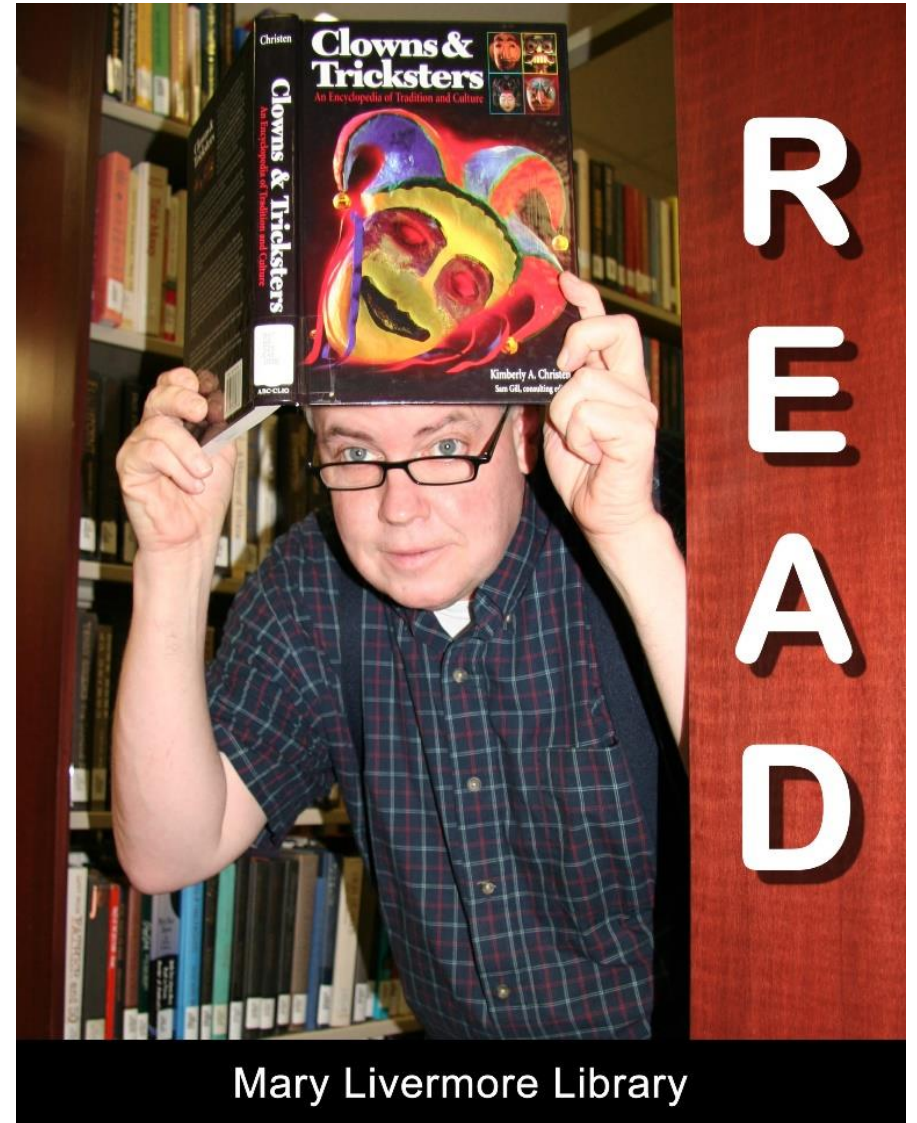
# Use Humor

- I am not funny!
- But...sometimes just making the effort
- I use banter (with my colleague Robert Arndt), brief quips, self-deprecating humor, sight gags...



# Images

READ Posters



Mary Livermore Library

# Video Series



# BAR Research

- Braves Academic Readiness program
- Bridges program
- Must pass ENG 1050 with a grade of C or better
- Special program – 4 sessions each section
- I use a variety of instructional methods (case study, small group, peer instruction...all active learning techniques)

# BAR Research

- 2 Sections (20 students each)
- Used humor at the start of each session
- Used humor throughout each session
- Added question about humor in end-of-program survey

# BAR Research

- During these sessions, the librarian tried to include humorous elements. Did the use of humor help to get your attention or make you comfortable with the librarian or the overall program? Do you think that humor might help you to learn better?

# BAR Research

- Section 1
  - 11 positive responses
  - 6 negative responses
  - 3 neutral responses
- Section 2
  - 18 positive responses
  - 0 negative responses
  - 2 neutral responses

# BAR Research

“Yes, the humor did help me feel better and took my focus off worrying about my grades”

“Yes, it made him likable and the learning funnier”

“Yes because it made me feel like a friend or someone I could trust”

# Future Research

- Is learning enhanced by ARCS?
- Will apply a wide variety of ARCS strategies to an experimental group(s) and use no ARCS strategies for a control group
- Pretest-Posttest Research Design



# Any Questions?

Michael C. Alewine, M.L.S., M.S.  
Outreach/Distance Education Librarian  
[michael.alewine@uncp.edu](mailto:michael.alewine@uncp.edu)