Preface

- What are the critical components of learner motivation?
- What is the responsibility of a designer, instructor, counselor, coach, or parent for learner motivation?
- How can you determine what motivational tactics to use and when to use them?

It is customary to begin a book or major article about motivation by pointing out that it is a powerful influence on performance and that it is a complex aspect of human behavior. This book is no exception in that regard. Both of these generalizations are quite true, but it is also the case that having knowledge about motivational concepts and theories is seldom sufficient for a person who is trying to design learning environments that will stimulate and sustain their students’ motivation. This book has been written for people who are involved in designing or delivering instruction. This includes instructional designers, performance technologists, trainers, teachers, curriculum developers, and anyone else who is responsible for stimulating and sustaining peoples’ motivation to learn. The principles and methods in this book can be used by any of these people in school settings as well as private, public, and military sector training design and delivery. Furthermore, the approaches described in this book have been used in many international settings. One final point is that there are no prerequisites for students or professionals who use this book. It assumes no background in psychological or pedagogical theory.

Purpose

The aim of this book is to provide an introduction to the concept of motivational design and to then support it with knowledge of motivational concepts and theories, a systematic motivational design process, and tools to support motivational design activities. Motivational researchers have produced numerous strategies for stimulating or changing one or more specific components of learner motivation and all of them are useful within their specific area of application. However, the goal of this book is to present a generalized, systematic approach that is holistic in nature with regard to the various aspects of learner motivation. The book aims at being "self-sufficient” in that it provides a sufficient understanding of motivational
concepts and theories to support the motivational design process and a thorough explanation of the design process itself.

Another goal of this book is to assist the reader in understanding motivational concepts within a framework that is broader than formal psychological research. Any reflection or research into the "why" questions concerning why people do what they do are motivational questions, and efforts to answer these questions are not restricted to any particular area of human inquiry. Scholars, philosophers, poets, novelists, and others have contributed much to our understandings of these questions. Science leads toward demonstrable principles but the other sources of knowledge can make valuable contributions to insight, understanding, and empathy. Clinicians, in the broad sense of the concept to include designers, teachers, and others, benefit from being able to interpret people’s behaviors within the context of their values and experiences. I am convinced from long experience that it is helpful in understanding the richness of psychological concepts to see how they have been articulated by people with different perspectives and in different eras. Thus, there is a small amount of this type of cultural and intellectual background in the chapters where the foundational psychological concepts are described (Chapters 4 – 7), but the primary focus is on validated psychological constructs that are most relevant to creating motivating learning environments and motivated learners.

**Background**

My purpose in writing this book is to provide a validated, theoretically based, procedural approach to analyzing motivational problems and designing solutions. As illustrated by the various sections of this book, this approach has a long history of development, it has been implemented and validated in many different contexts, and it is already familiar to a large number of educators and educational researchers in many parts of the world. Some parts of the book contain material that I have developed and revised over many years and other parts describe recent developments. A fundamental assumption of my approach is that motivational design is a problem-solving process that proceeds from a rational analysis of the problems to the development of motivational strategies that are appropriate for those problems. This approach is not grounded in a particular psychological school of thought. Rather, it integrates virtually all of them by using systems theory and certain superordinate concepts to give each theory a place in the overall process where it provides the best explanations for relationships in that context. This organizational and conceptual structure is described in the first three chapters.
Organization

There are four parts to this book. The first part, Chapters 1, 2, and 3, contains descriptions of what is meant by motivation, especially in the context of learning, and to provide an in-depth explanation of what is meant by motivational design. This is followed by an explanation of the ARCS model which is the motivational theory and design process that provides the primary frame of reference in this book. "ARCS" is an acronym for Attention, Relevance, Confidence, and Satisfaction. Each of these concepts represents a cluster of related motivational concepts and theories. The ARCS model consists of this integration of research and best practices for motivation and a systematic approach to applying this knowledge to motivational problem solving.

In the second major part of the book (Chapters 4, 5, 6, and 7) there is a chapter for each of the four major components of the ARCS model. Together, these chapters provide a comprehensive summary of current and historically important motivational concepts and theories. Each chapter has a psychological foundations component that includes motivational concepts and theories that are relevant to that section. Each of these chapters also has a section containing a set of subcategories based on the major concepts in the chapter and examples of motivational strategies and tactics.

The third part of the book (Chapters 8, 9, and 10) describes the systematic motivational design process. This process is explained in detail and illustrated with procedural guides in the form of worksheets. The first two of these chapters include two embedded examples that illustrate how to use the templates and one of these examples extends into Chapter 10.

The final part of the book (Chapters 11 and 12) contains auxiliary information including alternative approaches to motivational design depending on the setting in which it is being used; tools such as checklists and measurement instruments to assist in application and research; ways of using the design process in a variety of delivery systems including online instructor-led and self-directed settings. Several recent areas of research that have promise for stimulating additional research are also included.
Motivational Design for Learning and Performance
The ARCS Model Approach
Keller, J.M.
2010, XIX, 345 p., Hardcover