

Motivation Evaluation Worksheet

Name of Instructional program:

Date:

Directions: Use this worksheet to guide the instructional design process by determining whether motivational factors have been incorporated into the analysis, design, development, implementation, and evaluation (ADDIE) phases of the program. Check “Yes,” “No,” or “N/A” when answering each question.

Phase 1: Analysis

Theory	Questions	Yes	No	N/A	Comments
Goal Theory	Does the learner possess necessary prerequisite skills?				
	Are instructional tasks presented at the correct level of difficulty?				
	Is the objective a mastery or performance objective?				
	Does the instruction create goals for learners that will develop mastery?				
Interest and Affect	Have you provided valid reasons for learners to complete instructional tasks (grades, incentives, personal interest, etc.)?				
	Is the instruction designed to provide learners with adequate feedback?				
Intrinsic motivation	Is the instruction of value to the learners?				
	Is the instruction designed to lead to a change in learner behavior via self-determination?				

Phase 2: Design

Theory	Questions	Yes	No	N/A	Comments
Goal Theory	Are instructional objectives designed to promote self-perceptions of competence?				
	Are instructional strategies designed to assist learners in meeting short- and long-term goals?				
	Are students allowed to set their own goals?				

Interest and Affect	Are the goals or objectives of interest to the learners?				
	Are the tasks designed to help reduce test anxiety?				
Intrinsic motivation	Is the pace of instruction designed to maintain learners' attention?				

Phase 3: Development

Theory	Questions	Yes	No	N/A	Comments
Goal Theory	Management involved? Tasks align with mastery or performance goals?				
	Clear correlation between terminal objective and the learner's occupation?				
Interest and Affect	Is there a variety of media to present the learning in an interesting way?				
	Do the instructional tasks provide some choices based on personal interest?				
Intrinsic motivation	Can the learner "finish early"?				

Phase 4: Implementation

Theory	Questions	Yes	No	N/A	Comments
Goal Theory	Is instruction delivered in a manner that helps learners meet instructional goals?				
	Learner expectations clear?				
	Instructor expectations clear?				
Interest and Affect	Do instructional materials utilize illustrations, video, audio, or other ways to gain attention?				
	Do the tasks focus on situations to focus on mastery and reduce test anxiety?				
Intrinsic motivation	Punishments understood? Rewards implemented?				
	Are opportunities provided for the use of peer interactions through the use of reciprocal teaching, scaffolding, or mentoring?				

Phase 5: Evaluation

Theory	Questions	Yes	No	N/A	Comments
Goal Theory	Is instruction delivered in a manner that helps learners meet instructional goals?				
	Comprehension of learning objectives can be evaluated?				
	Is the evaluation designed to measure learner competence based on mastery or performance objective?				
Interest and Affect	Does instructor model enthusiasm and interest for the content?				
Intrinsic motivation	Can learners as individuals or as a collective demonstrate self-efficacy?				
	Do learners feel satisfied that what they have learned will help them become successful?				