

Motivation Evaluation and ID Form

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Table of Contents

Motivation Evaluation Form.....	3
Phase 1: Analysis.....	3
Phase 2: Design	3
Phase 3: Development.....	4
Phase 4: Implementation.....	4
Phase 5: Evaluation	5
Motivational Considerations	5
Analysis – Motivational Considerations	5
Design/Development – Motivational Considerations	5
Implementation/Evaluation – Motivational Considerations.....	6
Motivation Theory Analysis.....	7
Description of Theoretical Framework.....	7
Synopsis of Main Motivational Theory Used.....	7
Rationale for Motivational Theories Used.....	7
Rationale for Form Creation based on Motivational Theories	8
Explanation of Prompts and Focus	8
<i>Analysis</i>	8
<i>Design/Development</i>	8
<i>Implementation/Evaluation</i>	9
References.....	11

Motivation Evaluation Form

This form is designed as a checklist for the instructional designer and should be completed prior to the actual learning delivery. It is not intended to be a comprehensive list for motivation theories; rather, it is intended to provide a structured analysis and thorough evaluation to apply motivational theories to the ID design. Not all questions will have a clear answer, so the instructional designer is encouraged to make comments in the final column.

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?				

Motivational Considerations

Analysis – Motivational Considerations

Establish that the learner has entry level skills. If the learner does not possess the necessary prerequisite skills, they can possibly become overwhelmed and/or disinterested. If the entry skills are not identified, such as basic computer competence, ensure adequate pretesting or verifications are available.

Decide whether the terminal objective is a mastery objective or a performance objective. If it is a mastery objective, ensure the learner understands how this learning ties into other objectives that will constitute mastery.

Establish if the instruction adds value to the learner. Consider using rewards, choices and/or positive feedback (Schunk, Meece, Pintrich, p. 253).

Design/Development – Motivational Considerations

The Instructional Designer should confirm that the proper instructor is selected to actually execute the training. Learners will quickly recognize incompetence or lack of knowledge and withdraw or otherwise become distracted.

Another concern for motivation is whether there is leadership interest in the outcomes of the training. If there is no leadership interest, the Instructional Designer must rely on intrinsic learner motivation for success.

Terminal objectives should be very clear and easily understood. The learner needs to understand how it relates to their overall success or failure for their own mastery or performance objective. If the learner doesn't see or understand the impact, they can quickly avoid or disengage from the course.

To sustain learner interest, multiple media should be incorporated. As appropriate, consider computer technology, role-playing, acting, storytelling, written assignments, or other means to keep the learning diverse and interesting.

Is there an option for a learner who quickly masters the objectives? Can they test-out prior? If the learner feels responsible for their demonstration of knowledge (i.e. intrinsic motivation) and the ability to demonstrate that mastery to themselves, the instructor, and peers, they are much more likely to stay engaged.

Attention needs to be placed on suitable facilities and minimizing training distractions. If technology is going to be incorporated, ensure the proper, fully functioning systems are available at the desired location for the duration of the training. Training environment distractions can quickly demotivate the learners and cause disengagement.

Finally, consider whether the objectives can be measured or assessed. Learners need feedback to remain involved in the learning and the inability to accurately, adequately, or timely assess the learning will result in learner frustration and disengagement.

Implementation/Evaluation – Motivational Considerations

The management of expectations is key to motivation. This ensures that all concerned, instructors and learners alike, know what is expected and the appropriate results. If the expectations are not met on either side, frustrations will quickly manifest and cause disengagement, maladaptive patterns or other negative activity.

Rewards and punishments (as necessary) should be implemented. Rewards can be in multiple forms, such as monetary or time, or maybe just exemption from taking an exam. Punishment and penalties need to be clearly established up front and clearly defined.

A clear indicator of learner success should be identified and applied to their overall success (or failure) in their desired learning objectives. If the learner understands the relationship between the terminal objective and how it will affect their life, it will keep them invested in their own success (intrinsically motivating them).

Motivation Theory Analysis

Description of Theoretical Framework

My motivation evaluation form is a blend of several motivational theories. The main focus is on Goal Theory, guided by the mastery versus performance goal orientation. Goal Theory is highly applicable to student motivation. Additionally, I applied Interest and Affect and Intrinsic Motivation theories. My approach concentrates on the learner's desire to take the training for its own sake and the emotional aspects of goals as it relates to learning (Schunk, Meece, Pintrich, p. 270).

This blend is a result of my interpretation of motivational theories that are academically focused, stay within specific constraints of the theories themselves and apply my experience with customized learning plans (which encompasses individual motivation and goal orientation).

Synopsis of Main Motivational Theory Used

With goal theories, the major important distinction is between mastery goals and performance goals. A mastery goal is representative of a desire to become the very best at a particular task, such as an artist, physical trainer or neurosurgeon. A performance goal is more oriented towards successful task completion, such as mandatory training requirements like competitive intelligence or information security training.

Maslow's taxonomy of needs directly impacts motivation, as the individual moves from the basic needs of safety, food, and water, they will begin to understand a higher order self-actualization (Schunk, Meece, Pintrich, p. 173). Ford's (1992) taxonomy of human goals breaks motivation into intrapersonal and person-to-environment consequences. Both Maslow and Ford are more accurately described as needs-based approaches to motivation and goals (Schunk, Meece, Pintrich, p. 178). This is important because Ford established that using goal hierarchies helps set priorities and coordinate multiple goals that might be evoked in any situation. This is very application for learner motivation and the learner's ability to utilize training/learning objectives for very specific outcomes.

Cognitive goal theories depart from the physiological nature of needs and address the psychological aspects of goals (self-efficacy and control) and how they impact motivation, such as social cognitive theory (page #).

Rationale for Motivational Theories Used

I believe the blended approach best captures the requirements to build a motivational evaluation form. In my experience, most instruction is goal based: accomplishment of a specific terminal objective. Generally, most instruction, as opposed to apprenticeships or internships learning, has a performance goal, not a mastery goal.

My evaluation form is a hybrid focused mainly on goal theories but also includes intrinsic motivation and maintaining interest. This allowed me the flexibility to expand the type of questions to include topics such as incorporating different types of media,

rewards/punishments, and learner's choices which I think are essential for learner motivation.

As I was developing this form, I constantly reflected on the Instructional Designer's need to evaluate and actually apply the questions and how the answers would impact the design.

Rationale for Form Creation based on Motivational Theories

I felt the best approach was to stick to a standard style form. I chose a short question format, with straightforward yes/no answer for each question. My form can be used as a multifunctional form for instructional designers and/or instructors to use for future feedback and edits. I believe my form can be easily used and will stimulate additional thoughts about motivation as the Instructional Designer and/or instructor complete it.

The reasoning is that Instructional Designers need tools that are self-explanatory and easy to implement. They don't necessarily need multi-page, daunting tasks to accomplish as I believe these are inherently demotivating or cumbersome to use. I also wanted the format to be a checklist with a comments field, to encourage its full use

Explanation of Prompts and Focus

The prompts are based on the ADDIE design. The evaluation form and questions should be used and answered prior to the beginning of the learning design. If the Instructional Designer does not complete the form prior to execution, they can still successfully implement it into their course. As stated above, an instructor can additionally use the form for feedback and edits. It is not restricted to the Instructional Designer only.

Analysis

An accurate needs analysis needs to be conducted and the learner assessments, with as much detail as possible, should be developed. To incorporate this knowledge of the learners and their needs, it is important for the Instructional Designer to distinguish whether they are creating mastery or performance goals. In addition, adequate prerequisite skills must be established. This ensures that the learner is capable of completing the instructional tasks.

Design/Development

During the design and development phases, the Instructional Designer needs to incorporate everything learned from the analysis phase, and then adjust the learning to adequately accomplish the desired terminal objective based on what they decide upon.

It would be beneficial to know who will be delivering the instruction, as it is likely not the same person who is doing the instructional design. A poor instructor choice is likely to result in failure, no matter how motivated the learners are. In addition, an assessment should be made of the designated instructor's knowledge and competency of the topic to be delivered.

Additionally, the Instructional Designer needs to clearly define the terminal objective and how it relates specifically to the learner. The Instructional Designer needs to identify if this training will help the learner in their chosen occupation, or is it something that they must accomplish in order to achieve another goal. If the learner is sufficiently motivated and involved, they should have the ability to exhibit success, such as to graduate early.

Appropriate consideration of the facilities and the training requirements will help learners to stay on task and accomplish the objectives without training distractions. A great example is when computers and Internet access are required for the instruction, but there are an insufficient number of systems, or there is insufficient bandwidth, will all contribute to negative motivation and frustration.

It is also critical to establish how the learning is going to be assessed. The criteria for success need to be very detailed and made available to the learners.

Implementation/Evaluation

The management of expectations between instructional designer, instructor and learner can be the most critical aspects in maintaining focus and motivation. For example, if expectations are too low, the learner becomes bored, and if they are too high, the learner becomes overwhelmed.

The management of expectations is directly tied to learner success and learning goals. The Instructional Designer must be very detailed, yet concise, in developing and communicating these goals. The expectations can positive or negatively affect learning outcomes. Additional questions to consider: Does the success, or failure, of the learner in the training have an impact on the learner? Can any intrinsic motivation be driven out of goal attainment?

Assessments need to be deliberately planned. There needs to be a strategy identified how the scores will be evaluated, and when learners can expect feedback, will they tie directly to intrinsic motivation. If the evaluation is not well tied to the learning, motivation will quickly waiver and the learners will develop an apathetic attitude.

The Instructional Designer should confirm the availability and suitability of the facilities identified in the previous step. They should review the facilities technology to ensure there are no malfunctions, and that training can be conducted within the time allowed.

Rewards and punishments will help to motivate the learners. For example, children are very excited and pleased with themselves when they receive the proverbial gold star. As necessary, punishments should be well documented and published as early as possible.

Finally, evaluations need to be planned and executed strategically. These evaluations (which can be conducted during every phase) will help the learner keep the learning

moving at the correct speed, and will help intrinsic motivation as they are able to see how they are (or are not) progressing.

My motivational evaluation form and this paper should be used in combination to fully analyze, design, develop, implement and evaluate any instructional program.

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