
May I have your attention please?: Inspiring curiosity through motivational design

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Where are we going?

- ARCS Model of Motivational Design
- Example activity
- Break Down



A person is captured in mid-air, jumping joyfully with their arms raised, silhouetted against a bright sunset. The sun is low on the horizon, creating a lens flare effect. The sky is a mix of blue and orange, with scattered white clouds. The foreground shows a field of tall grass. The overall mood is one of freedom and happiness.

Motivational Design

Attention

Relevance

Confidence

Satisfaction

Attention

- Capturing the interest
- Less about managing and directing attention but getting and sustaining

Guiding Question:

- How can I make this learning experience stimulating and interesting?



Relevance

- Learning as personal
- Instruction is related to personal goals or feels connected to the learner

Guiding Question:

- In what ways will this learning experience be valuable for my students?



Confidence



- Helping students believe or feel they will succeed and control their success
- Too little or too much confidence decreased motivation

Guiding question:

- How can my instruction help students succeed and allow them to control their success?

Satisfaction

- Reinforcing accomplishment with reward
- Positive experiences lead to higher feelings of competence

Guiding questions:

- How can I help students feel good about and desire to continue their learning experience?



Audience Analysis

- Obtain course information
- Obtain audience information
- Analyze audience motivation
- Analyze existing materials and conditions
- List objectives and assessments

Example Audience Analysis

- Course information: General sociology class, Spring term. No pre-reqs
- Audience information: first-fourth year students, Greek representation, student leaders
- Audience motivation: Required course for graduation
- Existing materials and conditions: pop culture and reflective exercises
- Objectives and assessments: Students will develop a set of criteria for a “good” research question
 - Assessed through exit writing, students will make connections between activity and research process



Activity: What makes a good research question?

A world of choice



Maximizers and Satisficers

- Maximizers
 - Those who exhaustively seek the optimal choice
 - Compare options and decisions with each other in order to strive for perfect
- Satisficers:
 - Make decisions and take action once their needs are met
 - Once standards are met, satisficers make a choice and move on



Example: Dog Food

Characteristic	Present	Grad School	College
Fillers	None		Low Filler
Human Grade Protein	Chicken or bison	Duck, rabbit, fish	Beef
Crude Analysis	-10%fat/+25% protein	-15% fat/+25% protein	-15% fat/+20% protein
Absolutely insane	Organic		All natural

Part 1

Pick something that you feel you are a Maximizer and break down what it means to be or have “the best” for that something. What are your criteria and what does that look like?

Part 2

Now perform the same activity for research questions. How would we take a maximizer's approach to research questions? What is the criteria and what does it look like?

Exit essay

How did this activity impact how you think about the process of writing research questions as you have been taught or as you have done in the past?

Break down

Attention: Introduction

Relevance: Part 1 links student interests. Part 2 links to academic need

Confidence: Part 1 allows for practice

Satisfaction: Exit essay asks student to articulate their learning

Further reading

- Motivational Design for Learning and Performance: The ARCS model approach by John Keller
- The Paradox of Choice by Barry Schwartz

Questions?