

Motivation in online e-learning: designing, applying and evaluating motivational elements

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Presentation type - Pre-conference workshop

1. Overview

The acronym MUSIC [eMpowerment, Usefulness, Success, Interest and Caring] is an academic motivation framework based on self-determination theory and expectancy value theory. This collaborative workshop will enable participants to design e-learning with motivation in mind.

2. Target audience

Teachers and instructional designers of e-learning resources, lessons and courses

3. Intended outcomes for participants

- a. Experience a model e-learning lesson as a student,
- b. Identify the 5 motivational components in the MUSIC model.
- c. Evaluate any e-learning lesson by applying a validated 20 item survey.
- d. Develop techniques to design motivational element into e-lessons.

4. Outline of activities

| 5 tables. 3-6 participants/table. Maximum 30 participants. | | |
|--|---|--|
| Time (mins) | Activity | Content |
| 5 | | Introduction |
| 10 | Collaborative small group discussion  | Definitions of motivation, and motivational elements. |
| 10 | Presentation  | Introduction: what is motivation? Theories underlying MUSIC model of academic motivation. Intrinsic v's extrinsic. |
| 30 | Self-directed online lesson  | Complete an online elearning lesson on motivation using BYO laptop or tablet. |

| | | |
|--------|---|---|
| 10 | Small group discussion  | In table groups, use post-it notes on pre-printed workshop canvas to identify the motivational elements in the online e-learning lesson. |
| 20 | Jigsaw collaborative  | Table groups blu-tack their canvas onto the wall, and explain motivational elements to whole group. |
| 5 | Survey  | All participants individually evaluate the e-learning lesson using the 20 item survey on their smart phone or computer using QR code or URL link. |
| 30 | | Break |
| 10 | Presentation  | Survey results displayed as a histogram. Identify areas for improvement. Techniques v's tools. |
| 10 | small group discussion  | In table groups, use post-it notes on pre-printed workshop canvas to design improved motivational elements. |
| 20 | Jigsaw collaborative  | Table groups blu-tack their canvas onto the wall, and explain motivational elements to whole group. |
| 15 min | Q&A  | Discussion, key take home messages and resources. |

Subtheme explanation

This workshop addresses several of the conference sub themes.

a. Students: learning, wellbeing and success, technology

One of the *changes* in higher education is moving to online delivery. A *challenge* is how to motivate Students to engage in online lessons.

This workshop demonstrates how existing theories of motivation can be applied to the design and evaluation of online lessons. Student *success* is one of the 5 elements of the MUSIC model of academic motivation. These motivational elements also apply to face to face teaching and learning.

b. Academics: agile learning

Obtaining timely data to improve future iterations of a lesson is a *challenge* for academic and learning designers. Embedding a structured survey in an online lesson to evaluate motivational elements is an *opportunity* for academics and learning designers to be alerted to areas of motivational deficit. This data can be used to inform *change* in the lesson design in agile quality improvement cycles.