ARCS MODEL OF MOTIVATION

ARCS is an instructional model developed by John Keller, and focuses on motivation. It is important to motivate the learners, and ensure the continuity of the motivation during the instruction. This model is particularly important for e-learning, since motivating learners in an online course more difficult than in face-to-face courses.

There are four components of ARCS model, and stands for Attention, Relevance, Confidence, and Satisfaction.

1. **Attention:** It refers to the learners' interest. It is critical to get and hold the learners' interests and attention.

2. **Relevance**: The learning process should show the usefulness of the content so that learners can bridge the gap between content and the real world.

3. **Confidence:** This component focuses on developing success expectation among learners, and success expectation allow learners to control their learning processes. There is a correlation between confidence level and success expectation. That's why providing estimation of probability of the success to learners is important.

4. **Satisfaction:** There is direct relation between motivation and satisfaction. Learners should be satisfied of what they achieved during the learning process.

These four components have subcategories, too. The table shown below includes the subcategories and some example strategies.

Components	Subcategories	Strategies
A	Perceptual Arousal	➢ Real-world Examples: Use related and specific examples about content. ➢ Humor: Use a small amount humor to maintain interest. (Much humor may be distracting.) ➢ Incongruity and Conflict: Go against learners' past experiences or provide opposite point of view.
	Inquiry Arousal	➢ Active participation: Provide learners with hands on or role playing activities. ➢ Inquiry: Ask learners questions to allow them to do brainstorming or critical thinking.
	Variability	➢ Use variety of methods and approach (e.g. videos, discussion groups, lectures, collaborate learning) to sustain interest.
R	Goal Orientation	➢ Perceived Present Worth: Explain why and how this content help the learners today. ➢ Perceived Future Usefulness: Explain why and how this content help the learners in the future (e.g. finding a job, getting into a college, etc.).
	Motive Matching	➢ Needs Matching: Assess learners to get better understanding whether they learn because of achievement, power, or affiliation. ➢ Choice: Allow learners to choose their own instructional method and strategies.
	Familiarity	➢ Link to Previous Experience: Give learners a sense of continuity by allowing them to establish connections between new information and what they already know. ➢ Modeling: Show learners role models using the content that you present to improve their lives.

C	Learning Requirements	➢ Communicate Objectives and Prerequisite: Provide learners with learning standards and evaluation criteria so that they can establish positive expectations, and achieve success.
	Success Opportunities	➢ Facilitate Self-growth: Give learners opportunity to be successful by providing multiple and varied experiences. ➢ Provide Feedback: Give learners feedback about their improvements and deficiencies during the process so that they can adjust their performance.
	Personal Control	➢ Give Learners Control: Learners need to get control over their learning process so that they can feel that their success does not totally depend on external factors. Instead, they have internal factors affecting their success.
S	Intrinsic Reinforcement	➢ Encourage intrinsic enjoyment of learning experience so that learners have fun, continue the learning process without expecting reward or other kind of external motivational elements.
	Extrinsic Reward	➢ Praise or Rewards: Provide learners with positive feedback, rewards, and reinforcements. Be careful about the scheduling of reinforcement. It is more effective when you provide reinforcement at non-predictable intervals.
	Equity	➢ Maintain consistent standards and consequences for success. Use consistent assessment rubrics, and share them with learners.

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