

## Keller's ARCS Model of Addressing Motivation in the ID Process

Attention   Relevance   Confidence   Satisfaction

	Attention Strategies
<b>Incongruity, Conflict</b>	Introduce a fact that seems to contradict the learner's past experience.
	Present an example that does not seem to exemplify a given concept.
	Introduce two equally plausible facts or principles, only one of which can be true.
	Play devil's advocate.
<b>Concreteness</b>	Show visual representations of any important object or set of ideas or relationships.
	Give examples of every instructionally important concept or principle.
	Use content-related anecdotes, case studies, biographies, etc.
<b>Variability</b>	In stand up delivery, vary the tone of your voice, and use body movement, pauses, and props.
	Vary the format of instruction according to the attention span of the audience.
	Vary the medium of instruction.
	Break up print materials or (displays) by use of white space, visuals, tables, different typefaces, etc.
	Change the style of presentation.
	Shift between student-instructor interaction and student-student interface.
<b>Humor</b>	Where appropriate, use plays on words during redundant information presentation.
	Use humorous introductions.
	Use humorous analogies to explain and summarize.
<b>Inquiry</b>	Use creativity techniques to have learners create unusual analogies and associations to the content.
	Build in problem solving activities at regular intervals.
	Give learners the opportunity to select topics, projects and assignments that appeal to their curiosity and need to explore.
<b>Participation</b>	Use games, role-play, or simulations that require learner participation.

	<b>Relevance Strategies</b>
<b>Experience</b>	State explicitly how the instruction builds on the learner's existing skills.
	Use analogies familiar to the learner from past experience.
	Find out what the learner's interests are and relate them to the instruction.
<b>Present Worth</b>	State explicitly the present intrinsic value of learning the content, as distinct from its value as a link to future goals.
<b>Future Usefulness</b>	State explicitly how the instruction relates to future activities of the learner.
	Ask learners to relate the instruction to their own future goals.
<b>Need Matching</b>	To enhance achievement striving behavior, provide opportunities to achieve standards of excellence under conditions of moderate risk.
	To make instruction responsive to the power motive, provide opportunities for responsibility, authority, and interpersonal influence.
	To satisfy the need for affiliation, establish trust and provide opportunities for no-risk, cooperative interaction.
<b>Modeling</b>	Bring in alumni of the course as enthusiastic guest lecturers.
	In a self-paced course, use those who finish first as deputy tutors.
	Model enthusiasm for the subject taught.
<b>Choice</b>	Provide meaningful alternative methods for accomplishing a goal.
	Provide personal choices for organizing one's work.

	<b>Confidence Strategies</b>
<b>Learning Requirements</b>	Incorporate clearly stated, appealing learning goals into instructional materials.
	Provide self-evaluation tools which are based on clearly stated goals.
	Explain the criteria for evaluation of performance.
<b>Difficulty</b>	Organize materials on an increasing level of difficulty; that is, structure the learning material to provide a "conquerable" challenge.
<b>Expectations</b>	Include statements about the likelihood of success with given amounts of effort and ability.
	Teach students how to develop a plan of work that will result in goal accomplishment.
	Help students set realistic goals.
<b>Attributions</b>	Attribute student success to effort rather than luck or ease of task when appropriate (i.e. when you know it's true!).
	Encourage student efforts to verbalize appropriate attributions for both success and failures.
<b>Self-Confidence</b>	Allow students opportunity to become increasingly independent in learning and practicing a skill.
	Have students learn new skills under low risk conditions, but practice performance of well-learned tasks under realistic conditions.
	Help students understand that the pursuit of excellence does not mean that anything short of perfection is failure; learn to feel good about genuine accomplishment.

	<b>Satisfaction Strategies</b>
<b>Natural Consequences</b>	Allow a student to use a newly acquired skill in a realistic setting as soon as possible.
	Verbally reinforce a student's intrinsic pride in accomplishing a difficult task.
	Allow a student who masters a task to help others who have not yet done so.
<b>Unexpected Rewards</b>	Reward intrinsically interesting task performance with unexpected, non-contingent rewards.
	Reward boring tasks with extrinsic, anticipated rewards.
<b>Positive Outcomes</b>	Give verbal praise for successful progress of accomplishment.
	Give personal attention to students.
	Provide informative, helpful feedback when it is immediately useful.
	Provide motivating feedback (praise) immediately following task performance.
<b>Negative Outcomes</b>	Avoid the use of threats as a means of obtaining task performance.
	Avoid surveillance (as opposed to positive attention).
	Avoid external performance evaluations whenever it is possible to help the student evaluate his or her own work.
<b>Scheduling</b>	Provide frequent reinforcements when a student is learning a new task.
	Provide intermittent reinforcement as a student becomes more competent at a task.
	Vary the schedule of reinforcements in terms of both interval and quantity.

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. Journal of Instructional Development, 10 (3), 2-10.