

# Chapter 3

## Different Teaching Methodologies and Theories for Motivation

### ABSTRACT

*As an instructional designer or instructor, you constantly think of ways to improve instruction to enhance students' academic skills, which means you need to be aware of the activities of students. Different assessment tools, methods, and techniques will help develop new and innovative technologies and instruction for student assessments that will benefit instructors and instructional designers. Assessments that are easy to monitor and record need to be developed and implemented online to manage the evaluation of different assignments. It involves monitoring activities on a discussion board or forum to evaluate individualized project work to group assignments, determine which learning style may be predominant, and look for learning styles that would benefit the most significant population of students. Each activity should have a rubric that aligns with the objectives and goals so that predefined objectives are listed when assessing the quality of the assignment.*

### INTRODUCTION

Because of the different teaching methodologies and theories, Al-Said (2023) noted that motivation is a critical factor that impacts whether students want to engage in activities. Also, motivation piques a student's interest and arouses their curiosity about different topic areas. This form of motivation can help to improve a student's focus and even encourage them to participate and be involved in activities. When introducing a topic, it is crucial to investigate related and engaging aspects. This approach piques students' interest in the subject and encourages them to seek more

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information. A vital enhancement to classroom engagement is ensuring the information can be accessed and reviewed via mobile devices. Students relish interacting with mobile devices and are more inclined to communicate through them, given their adaptability across various settings and environments. In the study by Al-Said (2023), intrinsic motivation had a significant impact on Student's motivation because of their interest in using a mobile device, curious about learning through mobile devices, autonomy where they have control over when to know, how to understand and what to learn, mastery and competence by achieving goals using mobile devices and personal and enjoyment relevance because of their familiarity of using mobile devices and its interactivity because of gaming multimedia access (Al-Said, 2023).

In addition, the study by Mertens, De Maeyer, and Donche (2024) discussed how learning strategies based on SAL, or student approaches to learning, use a learning pattern or L.P. that includes cognitive, regulative, affective-motivational, and epistemological components. The L.P. model has four distinctive patterns: meaning-oriented, application-oriented, reproduction-oriented, and undirected. The self-determination theory includes four motivational factors: amotivation, external regulation, introjected regulation, and identified regulation. The researchers in this article wanted to explore the interaction between learning and motivation and evaluate how the different strategies impacted adult learning. The authors wanted to assess the relationship between SDT and the L.P. model and determine the relationships between the two models. Based on the different theories, researchers suggested that there is a relationship between strategies and motivation and that other individuals have different motives and strategies for learning. Because of the differences in learning patterns and styles, instructors and instructional designers must understand how different motivational factors impact how courses are set up and implemented. So, various instructional strategies are required to reach a diverse population of students. That is why personalized learning, differentiated instruction for the student population, and support beyond teacher interaction would be beneficial. Also, it is important to include students in the learning process by discussing with the students what type of style they feel would be the most helpful (Mertens, De Maeyer, and Donche, 2024). Also, research shows that motivation has different phases.

Yun and Park (2020) observed that the motivational regulation model consists of three phases: monitoring, regulating, and adaptation. The monitoring phase looks at the learner's ability to detect their motivation level, and if they have a task, they will work on the task to determine how they feel about the assignment. In the regulating phase, the learner again applies what they consider to be the motivation they will need to accomplish the task. In the adaptation phase, the learner will use enough effort to complete the task and adjust their motivation and engagement to achieve the learning presented. If learners are interested in what they want to achieve and it aligns with their goals, environment, and behavior, they will be motivated to achieve

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