

# Chapter 4

## Assessing Whether Motivation Is Occurring

### ABSTRACT

*Online education hasn't occurred just because of the pandemic. Online education began with correspondence courses, which originated internationally in the 1800s. In 1858, the University of London set up what they referred to as external programs. In its beginnings, 33 was the average age of students reported by a college. This is clearly not the norm anymore! With statistics available, it is believed that one out of four students is enrolled or has at least taken an online course. After over 22 years of online teaching, the author has learned that there is a growing need for online education, which will continue to grow. There are questions about whether learning occurs with quality and validity. Because there is continual growth, educators need to keep up with motivational techniques and technology to help ensure retention in education. Learning how to adapt to different approaches to learning, along with continual change, will impact the motivation and success of students.*

### INTRODUCTION

Because of the pandemic, different approaches to education were developed. Anggoro, Fitriati, Thoe, Talib, and Marenza (2024) researched the importance of differentiated instruction based on multiple intelligences. The research focuses on the teaching methodology that should be tailored to students in a diverse environment to ensure all students can attain their academic objectives. They noted that various intelligences impact students' evaluations based on their strengths, which can help determine their weaknesses. The authors also note that brain-based learning is based on the natural learning process and can be used to determine the learning environment. A positive learning environment increases if students feel the tasks are exciting and create a positive result. This is why the authors believe that employing a

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differentiated instruction approach aids in fostering a positive learning environment and can enhance an environment conducive to various learning approaches. By diversifying the learning methods and collaborating with the instructional designer, they can integrate different learning approaches to cater to diverse students. Moreover, incorporating a differentiated approach to learning cultivates an environment conducive to personalized learning, facilitates collaboration and interaction among students, heightens students' interest in various tasks, and fosters meaningful learning. The development of varied assignments that cater to a wide range of intelligences, including logical-mathematical, linguistic, kinesthetic, interpersonal, and intrapersonal intelligences, will engage a diverse group of students.

In 2021, Dietrich et al. examined various course motivation models, incorporating variables like gender, GPA, previous grades, and effort avoidance. These variables demonstrated relationships within course-specific motivation. The research highlighted the motivational advantages in learning design related to competence-related self-evaluations and success expectancies. Students held beliefs in their self-competence and their anticipated success in future tasks. The learning design targeted bolstering students' self-efficacy and incorporated a positive self-concept that provided students with clear goals and specific feedback.

Consequently, they achieved success in their learning pursuits. The issue lies in offering learning activities that students find gratifying and that enhance their competence, particularly concerning the relevance of the learning activities. Also, the learning activities would be more beneficial if students saw a corresponding relationship between the courses offered and how they could apply them in pursuing career goals. Domene, Socholotiuk, and Woitowicz (2011) explored the impact of career outcome expectations and aspirations on intrinsic and extrinsic motivation in a study. This study evaluated students' outcome expectations and aspirations for Science, Technology, or Math (STM). The authors aimed to determine if individuals enrolled in such courses exhibited higher motivation than those pursuing other career paths. Their research revealed that students aiming for STM careers showed increased academic motivation. They discussed how educational prerequisites align more closely with specific requirements to aid them in future professions. The study highlighted that students are motivated by their interests and the external reward of securing a career in the STM field. One factor influencing this outcome could be the job market and the potential for job security for individuals who wish to work in science, technology, or math. The key lies in whether market trends influence individuals and whether they believe they can secure a job or career after receiving an education in the STM area. Upon reviewing the information, it was noted that individuals are influenced by their environment and surroundings and may be motivated if they believe they can achieve positive accomplishments and be successful. In the era of technology, courses that demonstrate an upward trend

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