Chapter 5
Motivating Online Students

ABSTRACT

Given the variety of instructional delivery methods, such as face-to-face, asynchronous web-based, or synchronous web-based, it is crucial to comprehend how to implement instructional design effectively and motivate students. It is equally important to understand the target audience, the mode of delivery, and the recipients of the information. Traditional methods might sometimes be the most effective and necessary, making an online synchronous presentation a valuable tool. With numerous ways to engage students, assessing all possibilities can be advantageous and challenging. Adjustments can be made to cater to most students in our fast-paced society, especially those who have faced hurdles like the COVID-19 pandemic. These modifications can continue to motivate and challenge students, making it essential to find the optimal solution. This chapter will explore instructional frameworks, various delivery methods, adaptation to an online environment, gamification, and the assessment of different learning styles.

INTRODUCTION

In their 2023 article, Alshammari highlighted the importance of understanding the theoretical foundation of persuasive game design and its impact on learner engagement and motivation. The author discussed behaviorism, conditioning, information processing, and knowledge-building theories. With a grasp of these theories, educators and instructional designers can apply them to various learning techniques

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and persuasive interactions, including human-to-human, human-to-computer, and computer-supported human-to-human interactions.

In human-to-human interaction, direct communication persuades individuals to engage in different activities, such as face-to-face communication, debate, or other forms of interpersonal communication. Human-computer interaction relies on computer technology as a persuasive method, utilizing different messages and strategies implemented as computer applications, like games, websites, and mobile apps. Computer-supported human-human interaction uses computer technology as a persuasion tool. However, it is shown with online forums, various social media platforms, and digital platforms where individuals can interact to persuade others through computer-mediated communication (Alshammari, 2023).

Dawar's 2022 study presented an intriguing approach to instruction in programming courses, suggesting a bot-assisted communication and information dissemination method. The study aimed to facilitate student interaction by providing an Assignment a Day (AAAD) and integrating a conversational agent to assist students and instructors. A bot simulates human speech and actions and can be particularly useful for repetitive tasks. Once given instructions, bots can execute the task independently, interact, and chat with those seeking specific content. Dawar's research found that the AAAD approach helped motivate students and reduce procrastination. Assignments were given daily, and a conversational agent, part of the chatbot, was used to answer questions about the assignments. When the experimental groups using the AAAD approach were evaluated, there was a significant improvement in the final exam scores. Student feedback was also positive. The author further discussed how the Natural Language Processing (NLP) based chatbot helped address various student questions, answer queries quickly, meet student expectations, and offer immediate responses.

Honebein (2022) explored the influence of motivational values on instructional designers and reviewed methods used in instructional design. When considering instructional design, human values play an essential role through different perceptions. The author noted that five different instructional methods were evaluated: role differentiation, motivational values, individual vs communal values, experience vs. socialization, and instructional stakeholder influence. The role differentiation is based on how the designer or non-designer can impact a project-based application.

The motivational value differentiates from different motivational values, while the individual vs. communal value aligns the instructional methods of individual or communal values and how they are perceived. Experience vs. socialization is based on personal learning experiences and influences the values about methods rather than a dominant group. The instructional stakeholder's influence is based on the values of instructional stakeholders' guide in selecting methods. Each of the above can be useful when working towards the design of different learning formats.