

# Chapter 6

## Motivation That Improves Student Behavior

### ABSTRACT

*Teachers, educators, and instructional designers must understand different teaching methodologies and theories to design and develop a curriculum that can motivate students. This is necessary because the diverse cultural approach to learning has changed, and there is more of a global market with online learning. Many theories have been developed to map different learning styles and intelligence, which are helpful for instructors and instructional designers. It is essential to look at a theory, analyze its usefulness, and determine how it can be used in the instructional design so that information can be adjusted to include key motivational aspects of learning. This chapter will contain information on the meaning of theory, why it is necessary to understand it, and a description of a phenomenon that reflects a theory. The authors also look at scaffolding, multiple intelligence, problem, and project-based approaches to learning, collaboration, motivational gaming, and learning models.*

### INTRODUCTION

As technology has progressed, instructional design changes need to be made. Al-Said (2023) discussed how teachers are the influence of teachers on student motivation that applies to mobile learning and how it was analyzed with factors that impact motivation and the quality of education in distance learning. COVID significantly impacted student motivation and intrinsic and extrinsic factors that enhance or hinder student engagement with mobile learning. Because interaction limited motivation, online changed motivation and affected engagement in online learning and required instructors to find other ways of engagement to increase motivation. It was noted that motivation decreased because of the challenges of online learning. Some students like mobile learning, while others prefer face-to-face interaction.

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This research was used to evaluate the role of teachers, self-regulation, interest in digital platforms, and peer support. It was noted that mobile learning has challenges and benefits, so working towards and understanding how to adapt this to students' needs improves motivation and enhances online quality. If teachers implement a new form of technology into the classroom, they also need to make sure they are knowledgeable and can support students and work with other teachers in areas where they may be weak. Incorporating a new and different form of technology along with other online formats can benefit students and be a motivational factor in keeping students interested in education.

Many changes needed to happen during the pandemic, including increased online remote education teaching. Educators must understand that inclusive and accessible learning requires accessibility, affordability, and collaborative efforts (Alvarez, 2020). Alvarez (2020) noted that inclusive and accessible learning was essential and that this was applied to an innovative approach to asynchronous teaching. As students transitioned to an online format, there was a need to develop instruction and different online policies that would help stabilize the environment. This means there was also an adjustment to budgeting as online platforms needed to be generated and maintained. Through all this, the environment needed to be easy to use and navigate to keep students motivated and engaged in their studies. Challenges to an all-online climate include no internet, financial issues, lack of computer access, and a social disconnect, so it is essential to have differentiated instruction.

Anggoro, Fitriaiti, Thoe, Talib, and Mareza (2024) provided research on the importance of differentiated instruction and looked at multiple intelligences to see whether the information was meaningful. They also wanted to measure the effectiveness of student learning attitudes and whether they understood the concepts presented in the information. The critical aspect of their research was to look at how differentiated instruction could be optimized to accommodate all learners. The authors looked at the effectiveness of differentiated instruction and the benefits that could be derived from traditional methods. The results showed that differentiated instruction strategies optimized student learning. The authors also noted that applying differentiated instruction to multiple intelligences increased motivation and engagement and provided students with exciting information. This was considered a personalized approach to learning, increasing intrinsic motivation and curiosity about the subject matter, and improving achievement and student satisfaction. There are many different ways to apply differentiated learning, including providing students with specific approaches to topics, such as templates and case studies related to the assignment, building on previous assignments, and understanding and working with students with multiple intelligences.

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