Chapter 7
How to Keep Students Motivated

ABSTRACT

Maintaining student motivation can be challenging, especially for instructors dealing with complex and demanding subjects. In order to motivate students, consideration could be given to problem-solving activities that present real-world scenarios relatable to a student's experiences. It might also be advantageous to leverage a student's inherent primary and secondary knowledge to devise an activity stimulating their interest. An instructional designer can establish various roles in remote learning, and experimenting with these areas could benefit one or all students. This developmental process can foster active engagement and promote team-building skills, achievable through diverse learning formats. As such, when goals and objectives are defined for the student, accomplishments can be documented and shared to sustain motivation, allowing instructors and instructional designers to track this progress.

INTRODUCTION

Understanding the problem-solving process is beneficial when developing collaborative skills and keeping students motivated. Alfin, Fuad, Nur, Yuanita, and Prahani (2019) proposed that the Group Science Learning (GSL) model enhances collaborative problem-solving skills in scientific processes and boosts self-confidence among primary school teacher candidates. This model was compared with problem-based learning and collaborative problem-solving models to highlight different phases and features. The focus was on the significance of collaborative problem-solving skills. It fostered self-confidence among teacher candidates, enabling them to tackle challenges and enhance their skills while offering an innovative approach to education. This process was unique as it could motivate individuals to excel in individual and collaborative problem-solving. It was observed that this model could

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also be utilized for students to stimulate interest, increase curiosity, and drive intrinsic motivation, thereby fostering engaging learning experiences and ultimately promoting a positive attitude towards learning and problem-solving. Alfin, Fuad, Nur, Yuanita, and Prahani (2019) underscored the importance of motivation and how the GSL model addresses the need for primary school teacher candidates to acquire essential skills for success in the fourth industrial revolution era. They recognized the importance of scientific creativity, innovation, critical thinking, and collaboration in responding to challenges in collaborative problem-solving skills among teacher candidates and students. The GSL model aimed to boost collaborative problem-solving self-confidence by providing collaborative issues and building confidence. This confidence-building proved useful for real-life problem-solving scenarios. Integrating elements like the internet emphasizes self-confidence in student learning, and using new technology would be beneficial. While building self-confidence, rewards can be used to reinforce confidence.

REWARDS

Rewards can act as a motivational drive for some students. Alt's 2023 article focused on the motivational influence of digital badges in higher education and the association between various learning orientations and students' use of digital badges. Digital badges in education aim to recognize and authenticate skills and competencies through clear evidence, marking achievement beyond traditional grading methods. The article emphasized that this representation provides a visual affirmation of success and a detailed assessment of skills and knowledge. The authors discussed how digital badges, acknowledged as a virtual display of skills and competencies, can assist in validating skills and knowledge. Their research presentation explored two learning motivation theories: achievement goals and deep and surface learning. Their research revealed a positive relationship between mastery and learning orientation, performance goals, competitive orientation, deep learning, surface learning, and competitiveness. The study investigated how higher education students' goal-setting and learning approaches are connected to digital badges for learning and the correlation between learning objectives, learning approaches, and digital badges. Digital badges can help motivate individual teams and create social interaction. Instructional designers can develop a reward system to motivate and engage students in learning. Here is an example of how they might do this:

Digital Badges: One popular method of rewarding students in online learning environments is using digital badges. These are visual representations of achievements or skills students can earn by completing specific tasks or demonstrating certain competencies.