

# Chapter 9

## What Is the Best Learning Process for Motivating Students?

### ABSTRACT

*Developing a teaching strategy that sparks student motivation can be a complex task. However, seasoned educators possess a wealth of insights that can be instrumental in this endeavor. We can amplify student engagement by fostering collaboration among educators, boosting their drive to excel. This chapter offers strategies educators might find helpful in enhancing student motivation and success. One such strategy is the implementation of achievement badges. These badges, awarded for completing specific tasks or areas, are tangible recognition of students' progress. They can be viewed as rewards and, after the course, could be linked to a student's area of interest. This approach aligns with the course's objectives and goals, creating a system where an increase in performance corresponds to an increase in rewards.*

### INTRODUCTION

This chapter looks at the advantages of online learning communities in enhancing student motivation. These communities offer a cooperative platform for students to discuss and seek further information on complex subjects. This cooperative endeavor can significantly contribute to student success. The pandemic's beginning necessitated swift online learning management and exploration of new techniques.

In their 2022 article, Nasir and Ngah highlighted the unique challenges of online learning, including self-motivation, technical issues, and potential engagement reduction. They advocate for the Community of Inquiry (CoI) framework, underscoring the importance of teaching, social, and cognitive presence in achieving student

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satisfaction in online courses. The research aimed to validate the effectiveness of the CoI framework by evaluating the impact of these three aspects on satisfaction and improving online course quality. Tools such as video conferencing software became particularly important during the pandemic, with teaching presence emerging as the most influential factor for course satisfaction. The study's goal included providing recommendations to increase enrollment and reduce drop-out rates (Nasir & Ngah, 2022). The challenges presented by COVID necessitated the development of different technologies.

Okoye et al. (2021) investigated the pivotal role of technology in education during COVID-19, emphasizing Augmented Reality (AR), Virtual Reality (VR), hybrid models, and various digital tools. These innovations were crucial in maintaining educational continuity during the pandemic. The transition to online and hybrid learning due to COVID-19 underscored the critical role of technology in academic environments by driving pedagogical change, promoting digital literacy, and addressing challenges related to engagement, assessments, and overall transformation within the educational sector.

Pokharna's (2021) document examined the relationship between motivation and self-regulated learning processes in English language learning among secondary school students. The article highlighted several key findings:

- **A Strong Connection Between Motivation and Self-regulation in English Language Learning:** The research demonstrated a significant connection between a student's motivation levels and their ability to self-regulate when learning English, with motivated students effectively employing self-regulated learning strategies.
- **Comparison of Students from Different School Types:** It was observed that students from private schools are more motivated and inclined to learn English due to its relevance to job opportunities and information access, unlike their counterparts in government schools.
- **Gender and Motivation in Learning English:** The study found no significant difference in motivation levels between boys and girls; both perceive English as essential for future careers and skill mastery.
- **Use of Self-Regulated Learning Strategies:** Students in private schools were observed to engage more actively in self-regulated learning techniques, such as efficient study time organization and aiming for high-quality work, compared to students in government schools.
- **The Positive Interplay Between Motivation and Self-Regulation:** The research confirmed a positive relationship between student motivation and adopting self-regulated learning processes in English language learning. Students who set challenging goals, evaluate their work quality, and continually test what they have learned tend to achieve higher academic success. Given the challenges, applying different techniques will aid in managing students' learning process.

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