

# Chapter 11

## Evaluating Student Progress Using Motivation and Instructional Design

### **ABSTRACT**

*Evaluating a student's progress and understanding different motivational and instructional design techniques are essential to help students succeed. A student's progress needs to be monitored, and an assessment approach needs to be identified. Different motivational methods and instructional strategies can help improve a student's progress and increase motivation. The ability to evaluate a student's progress is vital and instrumental in helping to encourage and motivate students. Different motivational techniques are necessary, as one type of motivation does not work for all students. If instructors understand what motivates students, various instructional strategies are required to work with different learning styles and intelligences. These factors are essential to understand and apply with instruction to achieve positive outcomes.*

### **STUDENT PROGRESS**

Developing an instructional approach is needed when working with students, and motivation is critical in determining progress and assessment. Alamri, Lowell, Watson, and Watson (2020) discussed in their research how self-determination theory emphasizes autonomy, competence, and relatedness when providing choices in learning activities. Being able to design tasks and look for different challenges while focusing on the interaction between instructors and students is an essential step

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since designing a learner-centered environment can help evaluate students' needs and interests. With personalized learning, goals can be aligned while integrating digital resources to provide students with an individualized pace for their learning style. Suppose an individualized learning style is provided; in that case, it enhances the chance of the student feeling like they are in control of their learning while at the same time meeting their goals and objectives, which can be tied to intrinsic motivation. At the same time, it is essential to look at the limitations of individualized learning that may prevent motivation, including isolation, generalization of information, resource intensiveness, decrease in interaction, and creating more work for the instructor and instructional designer. Individualized learning can also have disadvantages, such as isolation, in that students may miss the social interaction and collaborative learning opportunities that come with traditional classroom settings. Also, a focus may narrow their understanding of the subject matter, as they may not be exposed to a broad range of topics and perspectives. Students may need a unique set of learning materials, and instructors or instructional designers may need to spend considerable time developing and adapting these materials for each student. Individualized learning can create a significant workload for instructors and instructional designers. Teachers must develop personalized learning plans, monitor students' progress, provide individual feedback, and adapt the learning materials. This can be time-consuming and not feasible in settings with a high student-to-teacher ratio. So, an instructor needs to evaluate a personalized learning approach's impact on student-faculty and instructional designers. Setting up different design options by the instructional designer can benefit the personalized learner and the class as a whole.

The research conducted by Bicen and Beheshti (2022) explored how students viewed the use of infographics within a flipped classroom context for English language learning. The objective was to determine student perceptions and achievement levels when infographics were utilized in a Flipped Classroom Infographic method (FCCI). In such a classroom, the model reverses the traditional learning environment by having students engage with assignments ahead of class time, which they then review with instructors during class through interactive and practical application. This pedagogical approach places more responsibility on learners to guide their learning before receiving direct instruction. An infographic is a visual representation of information or a process that combines images and data illustrations, including charts, using minimal text while providing a comprehensive overview of a subject. The study collected information from students and assessed this against conventional teaching methods, examining differences across gender and age and the influence on vocabulary and grammar acquisition. The findings indicated that students responded well to infographics, showing heightened interest and motivation, particularly among female students and those of older age, who seemed to integrate the materials more effortlessly. This research provides evidence of the

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