

# 10

## Chapter 10 – Integrating Motivational and Instructional Strategies

### Forethought

Here are two questions for you to consider

1. How is a lesson plan like a blueprint (Figure 10.1)?
2. What are the benefits of detailed lesson plans, or are they just more annoying documents to produce?

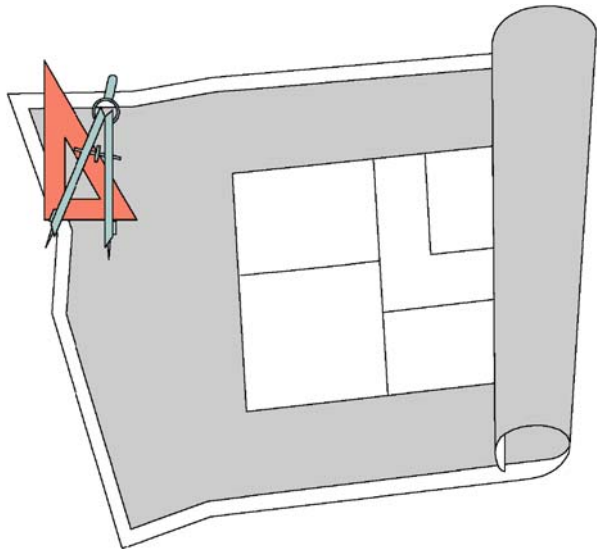


Figure 10.1. Developing the Blue Print.

### Introduction

Blueprints are an essential part of construction. A contractor would not even consider the possibility of initiating the construction of a building without first having a detailed set of blueprints.

The blueprints describe the specific ways in which all of the components, or subsystems such as electrical, mechanical, plumbing, and framing, are designed and will be constructed and interconnected. Similarly, a lesson plan contains descriptions of the objectives, content, instructional tactics, and materials that are required to develop, or shall we say “construct,” a lesson. However, unlike the contractor, it is not uncommon for instructors to list a few key ideas and launch into a lesson without having worked out all the details. Depending on the instructor’s skill and experience, the lesson might be “okay,” but it is unlikely to be as effective as it would be with detailed planning. A good set of lesson plans is especially beneficial when beginning to teach a new course instead of preparing a single lesson.

This chapter covers Step 8 of the motivational design process and it builds upon a fairly standard template for a lesson plan but adds sections dealing with motivation to allow you to systematically plan the ways in which you will integrate the tactics from Step 7 into your program of instruction. It also includes a detailed example of a lesson plan for the elementary school project that has been used in previous chapters. In the latter part of this chapter, there are descriptions of the activities to include in development, Step 9, and evaluation, Step 10.

## ***Step 8: Integrate with Instructional Design***

### **Overview**

Now is the time to integrate motivational tactics with the primary elements of instruction (Keller, 2000 February) which include the learning objectives, content, and learning activities. The first suggestion is to review the unit of instruction that you are developing and list all of its elements. Then, you can review the motivational tactics that you selected and determine exactly where to locate them in the lesson. This will prepare you to make development decisions and prepare the materials as described in the next step.

If you are just learning to do motivational design you will find this step to be useful, because this is where everything comes together. However, if you have expertise in instructional design and already have some experience in designing the motivational aspects of your lessons, then you might consider this step to be somewhat redundant. Experienced designers will normally be thinking about the exact placement of their motivational tactics as they identify them.

This illustrates one of the differences between a novice and an expert. When you learn a new process or skill, it is normal to go through it step by step a few times until you learn all the elements. Then, as you develop expertise, you integrate your knowledge and skills and do not perform each step in isolation from the others. If you are a novice, you will find this worksheet helpful in preparing your final, integrated, plan. If you are more experienced, then this worksheet might still be useful for the following reasons:

First, it gives you a plan of work for complex instructional plans.

Second, it provides guidance if more than one person is working on the project.

Third, it provides a historical record and plan in case you leave the project and someone else has to begin where you left off.

And, fourth, if you have to work on this course again in the future after having worked on a variety of other projects, or taught other courses, it

will save you a tremendous amount of time in re-orienting yourself to the structure and content of the course and the specific motivational enhancements.

### Instructions for Worksheet 8 – Detailed Lesson Plan

This section contains a lesson plan template (Table 10.1) that has many features in common with a large variety of lesson plans used in schools and adult training settings. It also has some features that are unique, such as the distinctions between strategies and tactics and the inclusion of motivational planning. As with all the other templates in this book, this one can be modified to be compatible with your terminology and design preferences. The template itself is not what is important; the purpose represented by the template and the kinds of information included in it are the important elements!

Following are instructions for the various fields in Worksheet 8 (Table 10.1):

1. When you insert the course title, include course number, reference number, or any other information used by your organization to catalog the course.

Table 10.1. Motivational Design Worksheet 8.

| <b>DETAILED LESSON PLAN</b>                                   |                    |                          |  |                 |               |               |
|---|--------------------|--------------------------|--|-----------------|---------------|---------------|
| 1. Course Title:  |                    |                          | 4. Lesson Instructional Strategy Overview: |                 |               |               |
| 2. Module Title:<br>Module Objective:                         |                    |                          | 5. Lesson Motivational Strategy Overview   |                 |               |               |
| 3. Lesson Title:<br>Lesson Terminal Learning Objective (TLO): |                    |                          | a. Sustaining strategy:                    |                 |               |               |
|   |                    |                          | b. Enhancement strategy:                   |                 |               |               |
| 6. Sequenced Learning Objectives                              | 7. Content Outline | 8. Instructional Tactics | 9. Motivational Tactics                    | 10. Assessments | 11. Materials | 12. Time Rqd. |
|   |                    |                          |  |                 |               |               |
|   |                    |                          |  |                 |               |               |

2. If your course has several distinct modules, or units, you can use this block to record the title and overall objective for it.
3. The information in this block should be very specific. It presents the terminal objective and title for the lesson you are developing.
4. Describe the instructional strategy. This refers to the overall instructional approach used in this lesson. It could be a straight-forward “instructivist” approach following the events of instruction (Gagné, Wager, Golas, & Keller, 2005) or some other version of a “content, example, practice” approach. Or, it could be a Socratic Dialog approach, experiential learning process, or any one of the many approaches available (Joyce & Weil, 1972).
5. Here, you will describe your overall motivational strategy. It is based on the audience motivational analysis in Worksheet 3. See Table 10.2 for an example of a motivational strategy description.
6. This column is used to list the learning objectives to be accomplished in the lesson. They should be in sequential order with the enabling objectives listed first and the terminal objective at the end. These provide the outline of your lesson.
7. The content column should contain more than just an outline of topics or key words. It is best to write actual paragraphs and descriptions of what will be included. This is actually the first step in development. After finishing your detailed lesson plan, it should be fairly easy to begin writing the actual content of your lesson.

Table 10.2. Worksheet 8 Detailed Lesson Plan: Elementary School Environment.

| Elementary School Example: Worksheet 8:<br><b>Detailed Lesson Plan</b>  |  |
|---|--|
| <i>Detailed Lesson Guide for:<br/>Independent Study Project for 5th and 6th Graders</i>   |  |
| 1. <b>Course Title:</b> English (5th and 6th grade special project)   | 4. <b>Overall Instructional Strategy:</b> The overall approach is coaching and guidance with tutorials, and interactive sessions are key points in the course.<br>5. Lesson Motivational Strategy Overview<br><b>a. Sustaining strategy (for sustaining desired levels of motivation):</b> The overall assignment will be motivating, but it will be necessary to use a variety of approaches to sustain interest and high levels of sharing results to keep them interested and productive.<br><b>b. Enhancement strategy (for areas of motivation that require improvement):</b> They will have trouble seeing the relevance of this assignment at some points, and their confidence will waver during the extended time required to complete all parts of the project. Therefore, the overall enhancement strategy is to (1) organize assignments on an increasing level of difficulty from knowledge and comprehension at the beginning to synthesis and evaluation at the end, (2) provide encouragement at points in the process that you know to be challenging or discouraging, (3) provide timely, positive feedback at every interval that an assignment is completed. |
| 2. <b>Module Title:</b> Independent Project Development<br><b>Module Objective:</b> Plan, conduct, and report the results of an independent research project.   |  |
| 3. <b>Lesson Title:</b> 1. Identifying a research topic and goal.<br><b>Lesson Terminal Learning Objective (TLO):</b> Learners will obtain background information in their areas of interest and define their topic and objective.<br><br>NOTE: This is the first of three lessons pertaining to this independent project. Each lesson covers several class meetings spread at intervals during the year-long project. The second and third lessons are still in development. |  |

Table 10.2 (continued)

| <i>Detailed Lesson Design Guide for:<br/>Independent Study Project for 5th and 6th Graders, continued.</i>                                   |   |  |  |  |  |   |
|--|---|--|--|--|--|---|
| 6. Sequenced Intermediate Learning Objectives (ILOs) and TLOs  | 7. Content Outline  | 8. Instructional Tactics (Activities, Self-Checks, Tests)  | 9. Motivational Tactics (Activities)   | 10. Assessments  | 11. Materials  | 12. Time Rqd.                                   |
| 1.1 Identify a general area of interest.   | Purpose and approach of the independent research project.<br><br>Examples of topics from past classes.<br><br>Things to consider in selecting a topic of interest.<br><br>Things to consider in selecting a partner or working independently on this project. | Ask a series of questions about how people obtain information about things they are interested in.<br><br>Explain the project to them.<br><br>Give examples of topics chosen by learners in previous classes.<br><br>Then ask how they would go about identifying an area that they want to know more about.<br><br>Allow them to select a partner if they wish. They can change their decisions at a later time.  | Use examples from everyday life, such as news reporters, authors, and people who want to know more about cars, home construction, or anything else. (A,R)<br><br>Compare independent research to activities such as exploring and other types of adventures. (A)<br><br>Shift interaction from student-teacher to student-student by permitting learners to work as partners on the project. (A,C) | Review topics for adequate scope and feasibility.                          | OHP of previous topics.  | Class 1: 20 min.                                |
| 1.2 Gather background information in the area of interest.   | Sources of information that are readily available to these learners.<br><br>Guidelines on how to gather material.<br><br>How much and what kinds of things they are to gather for this assignment.  | Explain the guidelines for gathering information.<br><br>Explain what kinds of materials they must gather before making their final topic selection.   | Ask what they do when they want to know more about something, even something like a new game or toy. (A)   | Review reference lists in terms of relevance to topic and adequacy.        | OHP: Gathering information.<br><br>Handout: Gathering information.                     | Class 1: 30 min.                                |
| 1.3 Prepare a topic description.   | Characteristics and elements of a topic description.<br><br>Examples from a variety of different topic areas.   | Explain what goes into a good topic statement.<br><br>Present the examples.<br><br>Have learners practice writing some descriptions.<br><br>Have some of the individuals or groups share theirs with the rest of the class.<br><br>Give feedback.  | Show examples of previous projects (A, C)<br><br>Permit learners to choose any topic they wish (A, R) and develop it in any medium they wish. (C)<br><br>Ask learners to relate the assignment to their future goals. (R)  | Review topic description for feasibility and relationship to future goals. | Examples of previous projects.<br><br>Handout: Requirements for a good goal statement. | Class 2: 20 min.                                |
| 1.4 Prepare a research plan.   | The elements of a good research plan including activities, methods, and deadlines.  | Present the elements of a research plan.<br><br>Ask how this is similar to the gathering information they already did (it's the same except more formal and focused).<br><br>Ask them to prepare drafts of their research plans, which they will finish as homework.   | Provide meaningful alternative methods for accomplishing their goals: Let each small group brainstorm various methods they could use to approach their study and project. (R).   | Review research plan in terms of adequacy and feasibility.                 | Handout: Guidelines for, and example, of a research plan.                              | Class 2: 30 min.                                |
| 1.5 Accept individual responsibility for independent learning decisions and deadlines while working cooperatively with one or more partners. | How to plan for success, including such things as setting and keeping deadlines, anticipating obstacles and overcoming them, and communicating with your partner.   | Ask the learners why they sometimes don't finish what they start, or they don't get things done on time. List the answers on the board.<br><br>Ask them if they can think of things that will make this assignment more difficult to do on time than normal classroom assignments and homework. List the answers on the board.<br><br>Have learners review their research plans to see if they want to modify deadlines and responsibilities to be more realistic. | Explain what experience and research has shown that makes it difficult to stay on schedule and finish this kind of independent work. (C)<br><br>Help learners set challenging but realistic goals by reviewing their plans and providing detailed feedback. (C)<br><br>Provide self-evaluation tools that they will use at designated intervals in the project. (C)                                |  | Handouts: Self-evaluation tools.   | Class 3: 20 min.                                |
| 1.6 Use varied forms of expression and media to communicate ideas.   | How to prepare both written and oral reports of their topics and research plans.  | Present guidelines for how to prepare and present their topic descriptions and research plans to the rest of the class.  | Give detailed attention to each student/group at intervals during the project. (S)<br><br>Give meaningful positive feedback every time an  | Provide formative feedback on presentations                                |  | Class 3: 30 min (for planning).<br><br>Class 4: |

Table 10.2 (continued)

| <i>Detailed Lesson Design Guide for:<br/>Independent Study Project for 5th and 6th Graders, continued.</i> |                           |   |   |                                   |                      |                             |
|--|---------------------------|---|---|-----------------------------------|----------------------|-----------------------------|
| <b>6. Sequenced Intermediate Learning Objectives (ILOs) and TLOs</b>                                       | <b>7. Content Outline</b> | <b>8. Instructional Tactics</b><br>(Activities, Self-Checks, Tests)                                       | <b>9. Motivational Tactics (Activities)</b><br>Classify as A, R, C, S, or Combo   | <b>10. Assessments</b>            | <b>11. Materials</b> | <b>12. Time Rqd.</b>        |
|  |                           | Provide examples.<br>Review written reports and presentation outlines before they do their presentations. | individual or group does something good, and give corrective, not critical feedback to help them improve. (S, C)<br><br>When doing these presentations, let the groups share any "tips for success" that they have come up with and that might help everyone as they go into the next phase of the project. (S) | Review final reports for grading. |                      | 50 min (for presentations). |

8. What kinds of instructional tactics will you use? For each objective and content summary, describe the instructional techniques that will be used. These can include lectures (hopefully short! as in lecturettes), panel discussions, demonstrations, case analyses, video supplements such as "YouTube" clips, practice activities, self-check quizzes. It is better to include short descriptions that include specific detail such as sample instructions and questions than just a one or two word label that identifies the type of activity.
9. This column is where you list the motivational tactics associated with each part of the lesson. It is possible to have a motivational tactic without a corresponding instructional tactic and vice versa. And in still other cases, the two might be intertwined, which is why there is a dotted line between these two columns. For example, the lesson might begin with a motivational tactic such as a thought provoking question that precedes the first episode of instruction. In this case, leave the corresponding part of the instructional strategy column blank. Next, the lesson might contain a case analysis for the purpose of creating a sense of relevance while demonstrating how a given sales technique is conducted. In this case, the description of this activity would include both instructional and motivational components and could be contained in the instructional strategy column with a brief note in the motivational tactic column or written across the two columns.
10. It is important in the learning process for both the student and the instructor to know what is being accomplished. Assessments provide evidence as to what is being learned and can also indicate how the learners feel about the process. Attitudes are important in addition to achievement because they indicate whether the learners will continue to be interested in the topic and will give positive reports of the lesson to others. This assessment column is for you to list formative as well as summative assessments.

- Include self-check quizzes, scoreable practice activities, peer review and feedback activities, and tests.
11. It is helpful, especially in classroom or workshop settings, to list the auxiliary materials that will be used in each part of the lesson. If all of the PowerPoint programs, handouts, web links, easel paper, marking pens, tape, and so forth are listed, it helps the instructor visualize how the material will be taught and to prepare a materials packing list.
  12. Finally, it is useful to include time estimates for each part of the lesson. The biggest error made in this column is to underestimate how long each part of the lesson will take. People sometimes list estimates such as two minutes for opening comments, 25 minutes for a collaborative learning activity. Both of these are highly unrealistic. Even the shortest introduction will take five minutes, especially when you consider the time it takes for people to get oriented and “tuned in.” Collaborative learning activities will seldom take less than 40 minutes and often longer. If you are transitioning from a “whole class” lecture or discussion into a collaborative activity, it takes time for people to reorganize into groups, for you to present the instructions, for people to get “tuned in” to the activity, for a momentum to build in the group, for them to reach a set of conclusions, for you to remind them of what is expected, for them to prepare their debriefing comments, and for each group to present its results. When you break a complex activity down into small component parts and estimate the time requirement for each part, you are more likely to arrive at a more realistic estimate.

You might find that this activity causes you to make further modifications to your list of motivational tactics. That is perfectly acceptable and normal as this whole design process includes frequent reconsideration of previous decisions. As you work through the process your understandings and ideas change as you gain new insights from your changing perspectives. This helps you generate more creative solutions than you could have produced at the beginning.

When finished, the reader should see that all of the items in Columns 6–10 are in chronological order. This will help the designer and instructor visualize the flow of the lesson.

## **Example of a Detailed Lesson Plan**

The example contained in Table 10.2 builds on the elementary school example from previous chapters. It is highly detailed and illustrates how the motivational tactics are integrated with the other parts of the lesson. It also contains numerous examples of motivational tactics that can be adapted and used in other settings as well as this one.

## Step 9: Select and Develop Materials

### Overview

In the previous worksheets you identified types of motivational tactics to include and where to position them within the lesson. In this step, you will decide whether you can locate existing motivational materials to use or will have to create them. Some of your tactics will probably not require a search for materials because those tactics can be implemented directly, or require only a modification to the existing instructional content. But, if you want to use a game, simulation, or experiential learning activity and do not already have a specific one in mind, then you might want to search for existing material that can be adapted or, at least, can serve as a model for what you want to do.

This worksheet (Worksheet 9, Table 10.3), like many of the others, provides an outline for planning your work and recording the results of your decisions. The actual tactics will be developed and integrated into the lesson. If it would be helpful for documentation and future reference, then you could attach copies of the tactics to the worksheet.

Table 10.3. Motivational Design Worksheet 9.

#### **SELECT AND/OR DEVELOP MATERIALS**

Use this worksheet to

1. Identify existing motivational materials and activities, if any, that will meet your needs:
2. List instructional tactics or learning activities that support course objectives and can be modified to incorporate motivational tactics:
3. List the items (materials or tactics) that will have to be modified or created to meet the motivational requirements:
4. Prepare a development schedule (tasks, who, when, how long):
5. Describe each of the resulting motivational tactic products (characteristics, time required, special conditions):

### Instructions for Worksheet 9 – Select and Develop Materials

1. After reviewing your motivation tactics, determine which ones might best be implemented with existing materials or modifications of existing materials. Publishers such as Pfeiffer, a division of Jossey-Bass, Inc., the American Society for Training and Development, and publishers that provide activity suggestions and packages of materials for teachers are good sources of ideas. If, for example, you want to include an experiential activity that involves the development of teamwork, there are many such activities in these



materials. You can get good ideas by looking through them and selecting an existing activity to use or adapt to your situation.

2. There might be teaching or learning activities with motivational properties that are already in the lesson. These often require only minimal modification to achieve the motivational goal you have in mind. Identify these items in this section of the worksheet.
3. In this section, list the motivational tactics that you will have to create, or the materials that will require substantial modification. These are the items that will normally require the greatest amount of development work.
4. Prepare a schedule of work that includes a time schedule and list the tasks, who will do them, and any special resources that are required. As with previous worksheets and their tasks, prepare this development schedule only if it is useful in managing your work or the work of other people.
5. In this last section, you might find it useful to list the specific “products” that will be developed. This can serve as a checklist that will help you monitor your work and the work of others.

## Transition

As in all design processes, now that you have completed the blueprint and developed a draft of all your instructional and motivational materials, it is time to determine if and how you will evaluate them.

## ***Step 10: Evaluation and Revision***

### Overview

In a formal instructional design project, it is part of the process to evaluate the materials in terms of how well the learners like them and how well they perform on achievement tests. Sometimes, a formal evaluation of how well the students like an activity might not be necessary. If you are developing a lesson that you will teach in a classroom, you will have a sense of how well the students like it and can informally discuss it with them. But, in most situations it is preferable to conduct a more formal evaluation, especially if someone else is going to teach the course. Also, if it is some type of independent learning material instead of classroom instruction or if you want concrete evidence of learners’ reactions to the material, then a formal evaluation is called for.

## **Instructions for Worksheet 10 – Evaluation and Revision**

This worksheet (Table 10.4) provides an outline for a very simple and efficient evaluation plan. It does not describe various types of research design or statistical methods. Its purpose is to provide support for you to

Table 10.4. Motivational Design Worksheet 10.

| <b>EVALUATION AND REVISION</b>  |  |
|---|--|
| Use this worksheet to summarize the results of your evaluation planning and implementation.   |  |
| <ol style="list-style-type: none"><li>1. List the evaluation questions</li><li>2. List the evaluation materials to be used (for example, questionnaire, observation checklist)</li><li>3. Describe the evaluation plan (sample, where, when)</li><li>4. Summarize results</li><li>5. List revisions, if any</li></ol> |  |

record the results of your evaluation planning and evaluation outcomes. For more detailed information about instructional evaluation, you may consult textbooks and articles on this topic.

1. Decide specifically what you want to know, and list your questions here. You might want to ask if they liked a particular activity, if they thought it was a good use of their time, if it was relevant to the content of the lesson, if they thought it was fun, and so forth. Try to cover the different components of motivation as defined in the ARCS model in addition to any other specific things you want to know. By asking their reactions to attention, relevance, confidence, and satisfaction, you will be able to compare.
2. List the data collection methods you will use. Among the things you can do are that you can write a questionnaire and give it to the learners, you can create a checklist and fill it out yourself as you observe their involvement or lack of involvement in a given activity, you can personally interview some of the learners if they trust you enough to give truthful answers, and you can record comments that you happen to overhear.
3. Decide whom you will collect information from and when you will collect it. Normally, everyone is included in the evaluation, but there might be situations in which you want to include only a few people. If you teach several classes of the same subject, you might want to do a more detailed evaluation in one of the classes. If it comes out positive, then you might want to spend less time on evaluation in the other classes. As in the previous worksheet, develop a plan that identifies who will be included in your evaluation, where and when the evaluation will occur, and who will do it.
4. After you obtain the learners' reactions, you can analyze the results and summarize them here. The methods you use to summarize the results will depend on what type of information you collected. It is not likely that you will get involved with statistical analysis unless you are doing a very formal project. Most likely, you will simply read the results, make a list of the points that are mentioned by the

learners, and how many times each point was made. If you use a questionnaire, then you can tally the number of each type of response to each item.

5. Finally, you can draw your conclusions from the results. If there are specific complaints, then you will need to identify which parts need to be revised. If there are suggestions for improvement, then you can summarize those. Try to record specific points that can lead to revisions. A comment such as, “the motivational example in Lesson 3 took too long,” is more helpful than, “I didn’t like Lesson 3.” If there are a lot of very general statements as in the second example, then you might have to go back and collect additional information to find out why the students did not like Lesson 3.

## **Summary**

It can be difficult to do formal evaluation, because it does require time and coordination to make it successful. However, even if your time is limited you can obtain useful feedback by having some people, preferably one or two students from your target audience, review the materials while they are still in draft form. These reviews can provide extremely useful feedback regarding clarity and interest of the materials. Then, when you implement the course, you can get informal feedback from the students if not formal questionnaire comments.

It is normal to have some things work well, and other things not work so well the first time you try them. Just remember that almost any instructor who has an assortment of successful motivational activities has been through a process of trial and revision. A formal evaluation can help you get through the development and improvement cycles more quickly.

This concludes your motivational planning. On the one hand, this process represents a large step forward from the purely intuitive or charismatic approaches that are most typical when dealing with learner motivation. Traditional approaches to motivation incorporate principles of positive reinforcement and frequently rely on one’s intuitive talent and creativity (or lack thereof!) to make instruction interesting. The ARCS Model reduces the reliance on intuition by providing a process based on validated principles of human motivation. Yet, on the other hand, it is not totally an algorithmic or mechanistic process. Far from it. The process helps insure that you will have motivating instruction, and it illustrates how there are specific tactics that can be designed and implemented to achieve learner motivation. However, the process will still benefit from your knowledge and experience. The more you work systematically with motivational design, the more you will learn to integrate successful techniques from your own experience and from your observations of others.