

# Impact of Motivational Techniques in E-learning/Web Learning Environment

**Dr.N.Vanjulavalli<sup>1</sup>, M.Saravanan<sup>2</sup> and A.Geetha<sup>3</sup>**

<sup>1, 2&3</sup>Assistant Professor, Department of Computer Science,

Annai College of Arts and Science,

Kumbakonam, Thanjavur District, Tamil Nadu, India

E-mail: saravanan.professor@gmail.com.vanjulavallisn@gmail.com

(Received 30 November 2015; Revised 19 December 2015; Accepted 17 January 2016; Available online 24 January 2016)

**Abstract-** This paper focuses on the motivational aspects of a virtual learning environment. The majority of student teams work entirely in virtual space and they have no face to face contact, and the team members are initiated by the instructor or facilitator of the team and the instructor should promote a change of mind set and help the learners to break out of their stereotypical roles of information receivers to information seekers. This change in the mind set is brought out by interaction and motivation of the instructor. This paper analyses the virtual motivational strategies of practise and aims in finding out the impact of it on the study group.

**Keywords:** Learning Strategies, Motivation.

## I.INTRODUCTION

Computer Mediated Communication is characterized by a highly interactive multi way synchronous or asynchronous communication. Asynchronous and synchronous tools provide opportunities for active input from all members of the online class room and support learner centred learning environments. Interaction plays a key role in the information exchange. The instructor in the learning group arranges for the setting of the frames the rules and nourishes the conversation. The need for the instructor to act as the host of the VLC is rapidly increasing and he should cut off the inappropriate behaviour of the learners. The facilitator contacts the members frequently and increases the skills and their ability by providing various notification aspects.

## II.MOTIVATION

Motivation has been defined by Maslow as a psychological process where behaviour towards a goal based on individual needs. It is one of the most important components of learning in an E-learning environment. It is important for the instruction in a virtual study group to consider the motivation level of the learners the most important factor in successful instruction. Motivation mediates learning and it is the result of learning also. Motivation brings successfulness to the students while comparing the others and so the motivation and successfulness very dependent on each other. Motivation also links itself with learning in the way it resides with the pupil who learn well. The above really the fact the motivation is the clear component to instruction and learning. Using Keller's Attention, relevance, confidence and satisfaction ARCS motivational aspects, the

role of online instruction between students, their peers and instruction and how these instructions influence to learner's motivation will be explored. This knowledge will contribute to understanding the online modality of education and therefore help educators select the most appropriate technological and motivational methods to improve learning.

## III. WAYS OF MOTIVATING IN SG

Motivating students are not a magical one. There are many factors that affect the motivation of the students in a study group to work with it. Few of them in that list are 1. Interest in the subject matter, perception of its usefulness, general desire to achieve, self confidence and self esteem and patience and persistence. There exist various situations for the students to get motivated same by the approval of others and same by over coming challenges.

Instruction in the study group plays the role of master of the community. This facilitates to shape his role on the basics of nature of the individual but there are some pin points the instruction posses to encourage and motivate successful community instructions.

The instructions do the following (Lowman (1984), Lucas (1990)) to encourage the students to become self motivated independent learners.

1. Give frequent, early, positive feedback that supports student's beliefs that they can do well.
2. Assign topics that are neither too easy nor too difficult. Then only the student can expect the opportunity of success.
3. Help students find personal meaning and value in the material.
4. Create an atmosphere that is open and positive.
5. Make the students to recognize their position and to realize their importance in the community.

Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly. The level of motivation depends on the instructor of the community. In a well organised

course taught by an enthusiastic instructor in the level of motivation is high. Because the instructor has a genuine interest in student's and what they learn and the student's response to that course will be high.

A simple logic exists there is that the activities that are taken to promote learning will increase students motivation.

#### **IV. MOTIVATIONAL STRATEGIES OF PRACTICE**

##### ***A.Capitalise on Students needs.***

The learner behaviour depends mainly on the satisfaction of their own motives for enrolling in the course. The needs of the students to join the group may vary, need to learn the same thing in order to complete a particular task or activity, the need to seek new experiences, the need to prove their perfect skills, their need to overcome the challenge, the need to become competent, the need to succeed and do well, the need to get interacted with other people. Satisfying such needs is rewarding in itself and such records sustain learning more effectively than do grades.

##### ***B.Active participation in learning***

The process of learning is accompanied by doing, making, writing, designing, creating and solving passive participation dampens student motivation and curiosity. Frequent posing of questions encourages the students to suggest approaches to a problem. Collaborative learning focuses mainly on the learner and instructor interaction to be very high.

##### ***C.Get frequent feedback***

Collect the feedback from the student of the learner group that whether they are motivated positively or negatively by the activities of the instructor. Ask the students to prepare a list of specific aspects that influences their level of motivation. Some of the major contributors of student motivation are

1. The instructor should enthusiastic one
2. There should be one sort of influence in their conversation between instructor and the learner.
3. The course should be organised properly with several modules in it.
4. Students should be made to participate actively in the group.
5. Rapport between the instructor and the learner.
6. The technique used by the instructor for solving the puzzles
7. Difficult /ease of the course.

#### **V. THE IMPACT OF INSTRUCTION STRATEGY ON MOTIVATION**

##### ***The role of expectations***

The expectation of the instructor plays a major role in motivating the students positively throughout the course. It is the duty of the facilitator / instructor to expect the participants to be motivated hard working and interested in the course, they are more likely to be so. The instructor should set realistic expectation for students when they are given assignments, presentations, while conducting discussions and grade examinations. Realistic means that standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet the expectations. There is a need for the instructor to provide the early opportunities for success.

##### ***Facilitate setting of goals.***

Failure to attain unrealistic goals can disappoint and frustrate the students. Encourage students to focus on their continued improvement. The students should be encouraged to critique their own work, analyse their strengths and their weakness.

##### ***Supply with materials for getting success.***

The steps to get succeed should be given clearly to students by the instructor. Ask them to work out many examples of problem which increases their problem solving skill paves the way for success.

##### ***Strengthen the self motivation***

The facilitator should not command or impose the conditions on the learners in turn they should clearly utter the words that increases the self motivation of learners.

##### ***The competitive nature should be withdrawn.***

Completion produces anxiety, which can interface with learning. The instructor should be very careful in a virtual community to check whether competition is involved in that virtual community. It was found previously that students are more attentive, display better comprehension, produce more work and more favourably to the teaching method when they work cooperatively in groups rather than compete as individuals.

##### ***Increase enthusiasm in the subject.***

Instructor enthusiasm plays a major role in the student motivation. The behaviour of the instructor in the virtual community is reflected among the learner participants also. The instructor should challenge himself to device the most exciting way to present the material.

## VI. THE IMPACT OF COURSE STRUCTURE ON MOTIVATION

### Find out strength and interests

The instructor has to identify the aim of the student enrolled in the course, their expectations about the subject matter. The course initiator has to devise examples, case assignments that relate the course contents to student's interest and examples. The explanation about how the content and objectives of the course will help the participants achieve their educational, professional or personal goals.

### Choice based system

The participants should be allowed to have their options on term papers or other assignments.

### The teaching method should be varied

Variety reawakens student's involvement in the course and their motivation. The instructor has to break the routine by incorporating a variety of teaching activities and methods in the course, role playing, debates, brainstorming discussion, demonstrations, case studies, audio visual presentation, guest speakers or small group.

## VIII. THE IMPACT OF GRADES ON MOTIVATION

### Emphasize mastery and learning rather than grades

Researchers recommend de-emphasizing grading by eliminating complex systems of credit points.

### Avoid using grades as threats

The threat of low grades may prompt students to work hard but other students may resort to academic dishonesty, excuses for late work and their counter productive behaviour.

## IX. THE IMPACT OF RESPONSE ON MOTIVATION

### Feedback

The participants should be given some indication of how well they have done and how to improve. Reward should be given to student's response as such it is good.

### Reward success

Research consistency indicates that students are most affected by positive feedback and success. Praise builds students self confidence, competence and self esteem. The instructor has to make the participant believe that she can improve and succeed over time.

### *Discussing the good work done by their peers*

Share the ideas, Knowledge and accomplishments to individual participants in the course registered.

1. Circulation of the list of research topics chosen by the students to others to know about the interest of others.
2. The topics of the best papers should be made available for others.
3. The research paper experience should be shared among the participants.

### *Careful about Negative feedback*

Negative feedback is very powerful and can lead to a negative class atmosphere.

Many participants in the work group may be anxious about the performance and abilities. The instructor has to be sensitive to phrase his comments and avoid offhand remarks that might prick their feelings of inadequacy. Motivate the students to do the reading.

1. The participants should be given ample time to prepare and try to pick their curiosity about the reading.
2. Students should be asked to choose a single word that summarizes the reading and then write a page or less explaining or justifying their word choice.

## X. THE SAMPLE MODEL FOR MOTIVATION

The ARCS model is a method for systematically designing motivational strategies into instructional material. It comprises three parts a set of four categories for concepts of human motivation, a set of strategies for enhancing motivation under the assumption that the learners will be motivated if they feel they can be successful and there is a value in their learning. ARCS summarizes into four categories of motivation. They are i) Attention ii) Relevance iii) Confidence and iv) Satisfaction.

## XI. OUTCOMES

The level of engagement in the online environment is evident in student's responses. The online interaction enriched their engagement in the learning process. The students consider this discussion board is very helpful simply because it shows different answers from different perspectives. The learners satisfaction with an online environment is related to the amount of interaction with other learners. The learners are primarily motivated by active colleagues.

Creation of safe learning environment through positive social relationships can support online interactions. New mode of delivery in an e-learning environment motivated the learners a lot. Accessibility and convenience are also

included as important motivational factor in an online environment. Facilitator s feedback also motivates learners.

## XII. CONCLUSION

In this paper we have discussed some concepts of motivation. But there are still many unknown elements about this. It is clear that self -efficacy is at the heart of motivation. When designing learning experiences one should take this to consideration and make every effort to increase the student’s self-efficacy. When designing a new course the initiator should take special care, such it is designed with relevant and authentic experiences for learners. It also includes features such as feedback and navigation systems. Feedback mechanisms are meaningful and adaptive. It also emphasize that a simple, consistent and easily understood navigation system should be incorporated in to the materials. These factors that have influenced motivation for learning in the part with the new factors that have arisen due to the nature of e-learning delivery media must be addressed for the enhancement of student learning in today’s virtual learning environment

## REFERENCES

- [1] Collis, B. & Moonen, J. (2001). Flexible learning in a digital world: Experiences and expectations. London: Kogan Page.
- [2] Coppola, N.W., Hiltz, S.R., and Rotter, N.G. (2002). Becoming a virtual professor: pedagogical roles and asynchronous learning networks. *Journal of Management Information Systems*, Spring, Volume 18, Number 4, pp. 169-189.
- [3] Hara, N., Bonk, J. & Angeli, C., (1998). Content analysis of online discussion in an applied educational psychology. *CRLT Technical Report No.2-98*.
- [4] Hillman, D.C.A., Willis, D.J., & Gunwardena, C.N. (1994). Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners. *American journal of distance education*, 8(2), 30-40.
- [5] Hiltz, S.R. (1994). ‘The virtual classroom: Learning without limits via computer networks.’ *Human-Computer Interaction Series*. Norwood, NJ: Ablex in Järvelä, S. & Häkkinen, P. (2002) *Web-based Cases in Teaching and Learning – the Quality of Discussions and a Stage of Perspective Taking in Asynchronous Communication*. *Interactive Learning Environments Vol. 10 No. 1* pp. 1 – 22.
- [6] Kaye, AR. (1991) *Learning together apart*, in Kaye, AR. (1991) (ed) *Collaborative learning through computer conferencing: the Najaden papers*, Milton Keynes, Open University, pp 1 – 24
- [7] Keegan, D.(1988). Problems in defining the field of distance education. *The American Journal of Distance Education*, 2(2),4-11.
- [8] Keller, J (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10(3), 2-10.
- [9] Keller, J. M. (1999a). Motivation in cyber learning environment. *International Journal of Educational Technology*, (1), 7-30.