

# Motivated to Learn

## The **ARCS** Model of Motivational Instructional Design\*

Use the ARCS motivational design model to:

*enhance* instructional design,  
*develop* motivated learners, and  
*improve* the teaching-learning environment.

The ARCS Model identifies four essential strategy components for creating motivating instruction.

Review the ARCS Model in this guide for how you can apply the ARCS components to instructional design.

Flip to any component section for an easy to understand review.

\*The ARCS Model of Motivational Design originally developed by John M. Keller (1979, 1983).  
Adapted by Steven J. McGriff (1999).

# ATTENTION

# ARCS

Strategies for arousing and sustaining curiosity and interest

SUBCOMPONENT/ PROCESS QUESTIONS	STRATEGIES	EXAMPLES
<b>Perceptual Arousal</b> <i>What can I do to capture their interest?</i>	Create curiosity, wonderment by: <ul style="list-style-type: none"><li>• using novel approaches</li><li>• injecting personal and/or emotional material</li></ul>	The teacher places a sealed box covered with question marks on a table in front of the class.
<b>Inquiry Arousal</b> <i>How can I stimulate an attitude of inquiry?</i>	Increase curiosity by: <ul style="list-style-type: none"><li>• asking questions,</li><li>• creating paradoxes,</li><li>• generating inquiry, and</li><li>• nurturing thinking challenges.</li></ul>	The teacher presents a scenario of a problem situation and asks the class to brainstorm possible solutions based on what they have learned in the lesson.
<b>Variability</b> <i>How can I maintain their attention?</i>	Sustain interest with: <ul style="list-style-type: none"><li>• variations in presentation style,</li><li>• concrete analogies,</li><li>• human interest examples, and</li><li>• unexpected events.</li></ul>	After displaying and reviewing each step in the process on the overhead projector, the teacher divides the class into teams and assigns each team a set of practice problems.

# RELEVANCE

# ARCS

Strategies that link to learners' needs, interests, and motives

SUBCOMPONENT/ PROCESS QUESTIONS	STRATEGIES	EXAMPLES
<b>Goal Orientation</b> <i>How can I best meet my learner's need?</i>	Provide statements or examples of the utility of the instruction, and either present goals or have learners define them.	The teacher explains the objectives of the lesson.
<b>Motive Matching</b> <i>How and when can I provide my learners with appropriate choices, responsibilities, and influences?</i>	Make instruction responsive to learner motives and values by: <ul style="list-style-type: none"><li>• providing personal achievement opportunities,</li><li>• cooperative activities,</li><li>• leadership responsibilities, and</li><li>• positive role models</li></ul>	The teacher allows the students to present their projects in writing or orally to accommodate different learning needs and styles
<b>Familiarity</b> <i>How can I tie the instruction to the learner's experience?</i>	Make the materials and concepts familiar by providing: <ul style="list-style-type: none"><li>• concrete examples and</li><li>• analogies related to the learner's work.</li></ul>	The teacher asks the students to provide examples from their own experiences for the concept presented in class.

Strategies that help students develop a positive expectation for successful achievement

SUBCOMPONENT/ PROCESS QUESTIONS	STRATEGIES	EXAMPLES
<p><b>Performance Requirements</b></p> <p><i>How can I assist in building a positive expectation for success?</i></p>	<p>Establish trust and positive expectations by explaining:</p> <ul style="list-style-type: none"> <li>• the requirements for success and</li> <li>• the evaluative criteria.</li> </ul>	<p>The teacher provides students with a list of assessment criteria for their research projects and circulates examples of exemplary projects from past years.</p>
<p><b>Success Opportunities</b></p> <p><i>How will the learning experience support or enhance the student's beliefs in their competence?</i></p>	<p>Increase belief in competence by providing:</p> <ul style="list-style-type: none"> <li>• many,</li> <li>• varied and</li> <li>• challenging experiences which increase learning success.</li> </ul>	<p>The teacher allows the students to practice extracting and summarizing information from various sources and then provides feedback before the students begin their research projects.</p>
<p><b>Personal Control</b></p> <p><i>How will the learners clearly know their success is based upon their efforts and abilities?</i></p>	<p>Use techniques that offer personal control (whenever possible), and provide feedback that attributes success to personal effort.</p>	<p>The teacher provides written feedback on the quality of the students' performance and acknowledges the students' dedication and hard work.</p>

# SATISFACTION

# ARCS

Strategies that provide extrinsic and intrinsic reinforcement for effort

SUBCOMPONENT/ PROCESS QUESTIONS	STRATEGIES	EXAMPLES
<b>Natural Consequences</b> <i>How can I provide meaningful opportunities for learners to use their newly acquired knowledge/skill?</i>	Provide: <ul style="list-style-type: none"><li>• problems,</li><li>• simulations, or</li><li>• work samples</li></ul> that allow the students to see how they can solve "real-world" problems.	The teacher invites former students to provide testimonials on how learning these skills helped them with subsequent homework and class projects.
<b>Positive Consequences</b> <i>What will provide reinforcement to the learner's success?</i>	Use: <ul style="list-style-type: none"><li>• verbal praise,</li><li>• real or symbolic rewards, and</li><li>• incentives, or</li></ul> let students present the results of their efforts to reward success	The teacher awards certificates to students as they master the complete set of skills.
<b>Equity</b> <i>How can I assist the students in anchoring a positive feeling about their accomplishments?</i>	Make performance requirements consistent with stated expectations, and provide consistent measurement standards for all learner's tasks and accomplishments	After the term project has been completed, the teacher provides evaluative feedback using the criteria described in class.

# ARCS Model of Motivational Design

John M. Keller (1979, 1983)

## Attention

- Perceptual Arousal
- Inquiry Arousal
- Variability

*Strategies for arousing and sustaining curiosity and interest*

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## Relevance

- Goal Orientation
- Motive Matching
- Familiarity

*Strategies that link to learners' needs, interests, and motives*

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## Confidence

- Performance Requirements
- Success Opportunities
- Personal Control

*Strategies that help students develop positive expectation for successful achievement*

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## Satisfaction

- Natural Consequences
- Positive Consequences
- Equity

*Strategies that provide extrinsic and intrinsic reinforcement for effort*