

ARCS Model for Adult Learning Strategies and Motivation



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Overview



Course Objectives

- To understand what is ARCS
- To apply adult learning theory to build training
- Work through examples that reinforce use of ARCS

What Motivates us to Learn?

- As an adult, in your experience, what have been your motivations to learn?

Discover new topic

Develop new skills (correct mis-practises by learning new ones)

Personal interests in the topic

Opportunities for new job

Being curious

Doing something different today

Learning simply motivates me. Makes me feel as if I've grown.

Better understanding what I need to do in my role.

Most Common Motivators

- External Expectations
- Personal Advancement
- Stimulation/Cognitive Interest
- Social Relationships, Welfare
- Escape

Discover new topic

Develop new skills (correct mis-practises by learning new ones)

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Doing something different today

Learning simply motivates me. Makes me feel as if I've grown.

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And What Stops us?

- As an adult, in your experience, what have been your barriers to learn?

Time & effort

Not knowing what to actually (have to) learn

Not enough time to practice by myself

Misalignment between what I learnt theoretically and the reality of my job : because I learnt things for which I don't have the job to apply

Misalignment between what I learnt theoretically and the reality of my job : because the training content is too much far away from the reality

Most Common Barriers

- Not believing/ cynicism
- Past experiences
- Time wasted away from job
- Disinterest
- Time
- Fear

Time & effort

Not enough time to practice by myself

Misalignment between what I learnt theoretically and the reality of my job : because I learnt things for which I don't have the job to apply

Misalignment between what I learnt theoretically and the reality of my job : because the training content is too much far away from the reality

Not knowing what to actually (have to) learn

Characteristics

Malcolm Knowles, a pioneer of adult learning theory, identified the following characteristics of adult learners

- Autonomy
- Life experiences
- Goal Orientation
- Relevancy Orientation
- Practical
- A knowledge of being respected

Make Learning Happen

Given the motivators, barriers and characteristics of adult learners, what is the best way to make them learn?

Increase
Motivation



Decrease
Barriers



ARCS Model

Keller developed the ARCS Model to create more effective learning.



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ARCS Model -What is A?



Interviewing

What motivates adult learners to follow a course ?

To investigate this, we interviewed some adult learners and asked following questions:

- ☐ What **motivates** or drives you to follow a course ?
 - [Answers](#)
- ☐ What is **important** to you during your **learning experience** ?
 - [Answers](#)
- ☐ What can a teacher do to make sure that he **keeps the attention** of the adult learners during the class ?
 - [Answers](#)

Motivational strategies

Gaining **Attention** = capturing + maintaining learner's interest

Gaining attention = easy BUT

Challenge is to sustain the attention throughout the instruction

Keller recommends 3 types of strategies

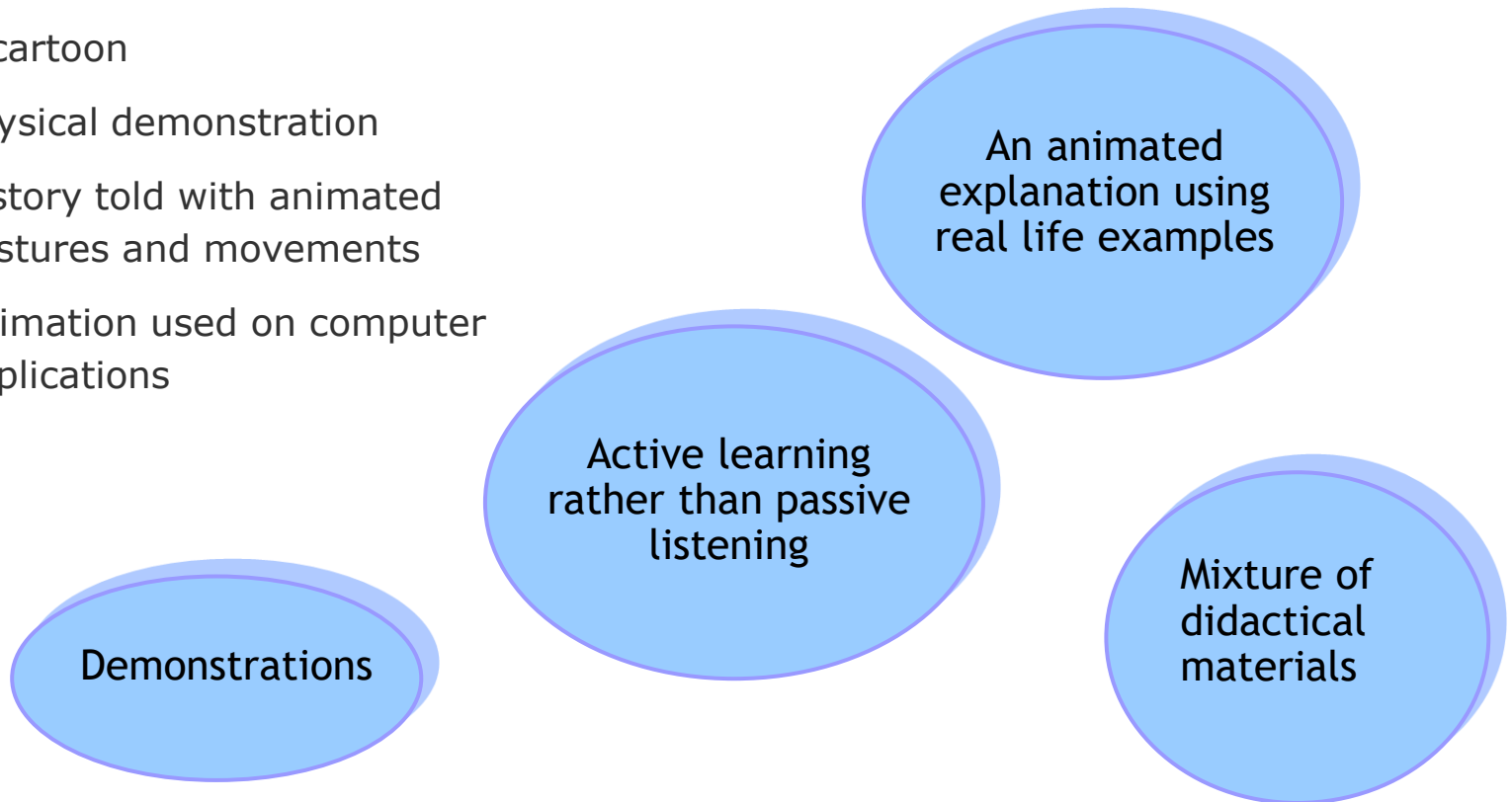
- **Perceptual Arousal** - What can I do to capture the learner's interest ?
- **Inquiry Arousal** - How can I stimulate curiosity ?
- **Variability** - How can I maintain interest ?

Perpetual Arousal - Bringing it all Together

What can I do to capture the learner's interest ?

Use new, surprising or unexpected events

- A cartoon
- Physical demonstration
- A story told with animated gestures and movements
- Animation used on computer applications

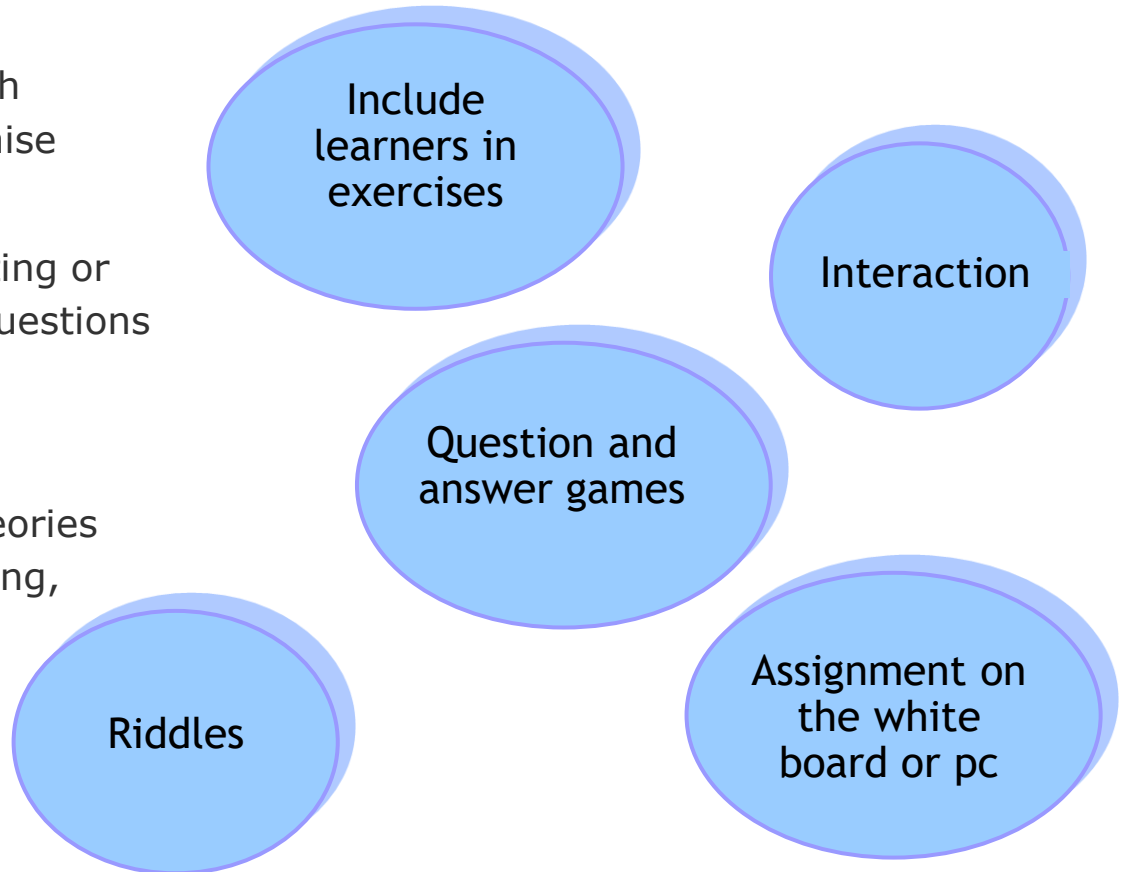


Inquiry Arousal - Bringing it all Together

How can I stimulate curiosity ?

Find ways so that the learner feels compelled to get more information to solve the problem

- Create an atmosphere in which learners feel comfortable to raise questions
- Stimulate curiosity by generating or having the learner generate questions to solve a problem
- Use riddles or puzzles
- Allow learners to test their theories using discussions, brainstorming, experimenting

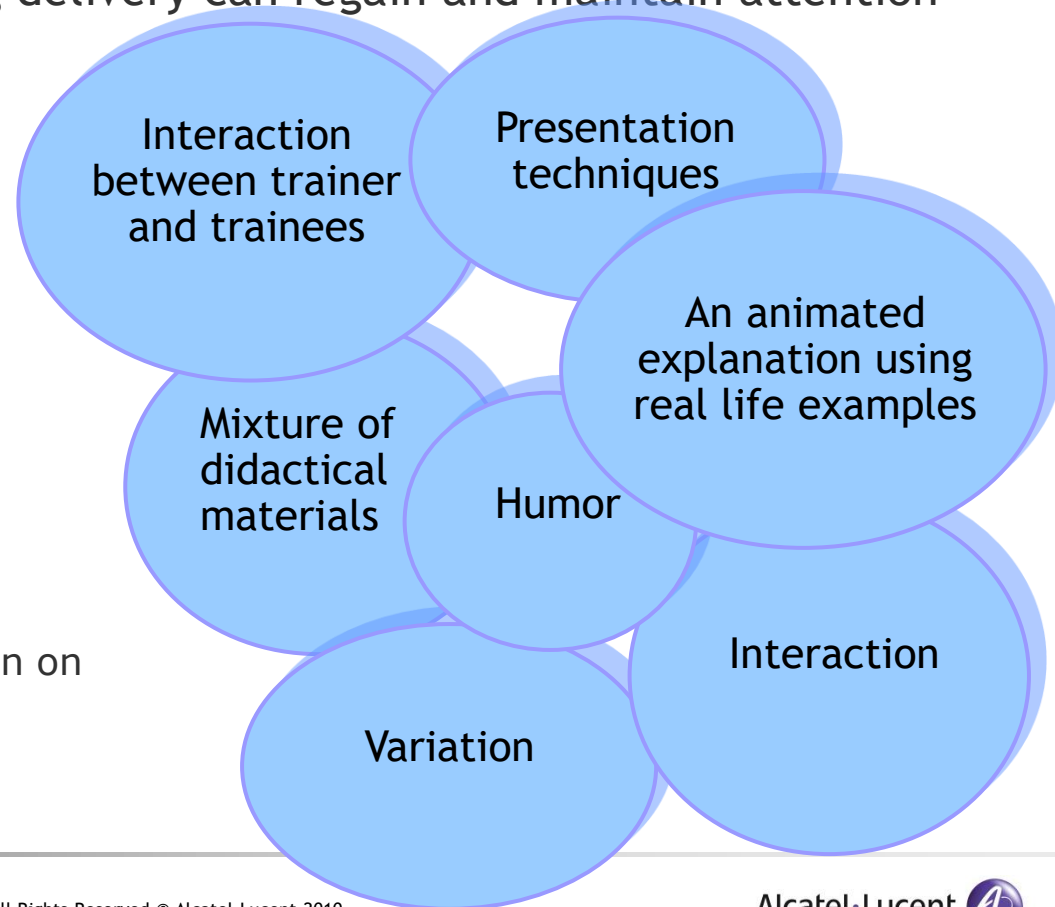


Variability - Bringing it all Together

How can I maintain interest ?

- ❑ Use a varied range of methods and media
- ❑ Unpredicted changes in training delivery can regain and maintain attention over longer periods

- Vary the tone of your voice
- Use body movements
- Walk around the room, rather than standing in one place
- Use a mixture of didactical methods
- Printed media
- Use special effects, graphics, animation on computer-based applications



An Example

Beginning	During	End
Use slide with a shocking statistic. Display/discuss the course objective	Use clear, concise slides. Use variations in tone, humor and interactive communications to keep students alert and attentive	Go back to the initial objectives and ensure they have been covered

Clear objectives

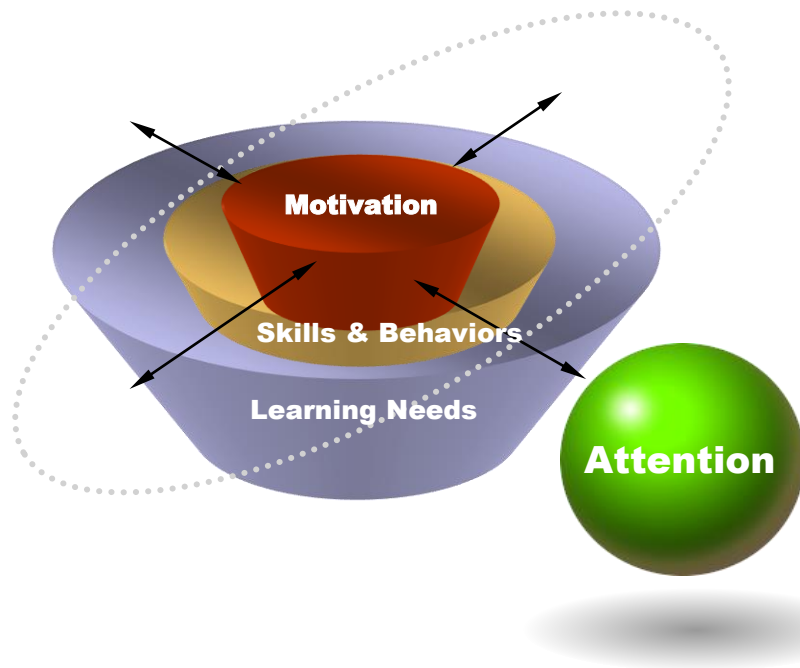
Presentation techniques

Humor

Variation and interaction

Check whether objectives are reached

ARCS Model



A1 What can I do to capture the learner's interest ?

A2 How can I stimulate curiosity ?

A3 How can I maintain interest ?

Learning has to do with:

clear objectives



exercise: do it yourself



Q&A games, riddles



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ARCS Model -What is R?



Relevance as Motivational Strategy

Relevance = **WIIFM** (What is in it for Me ?)

What - Personal Significance & value

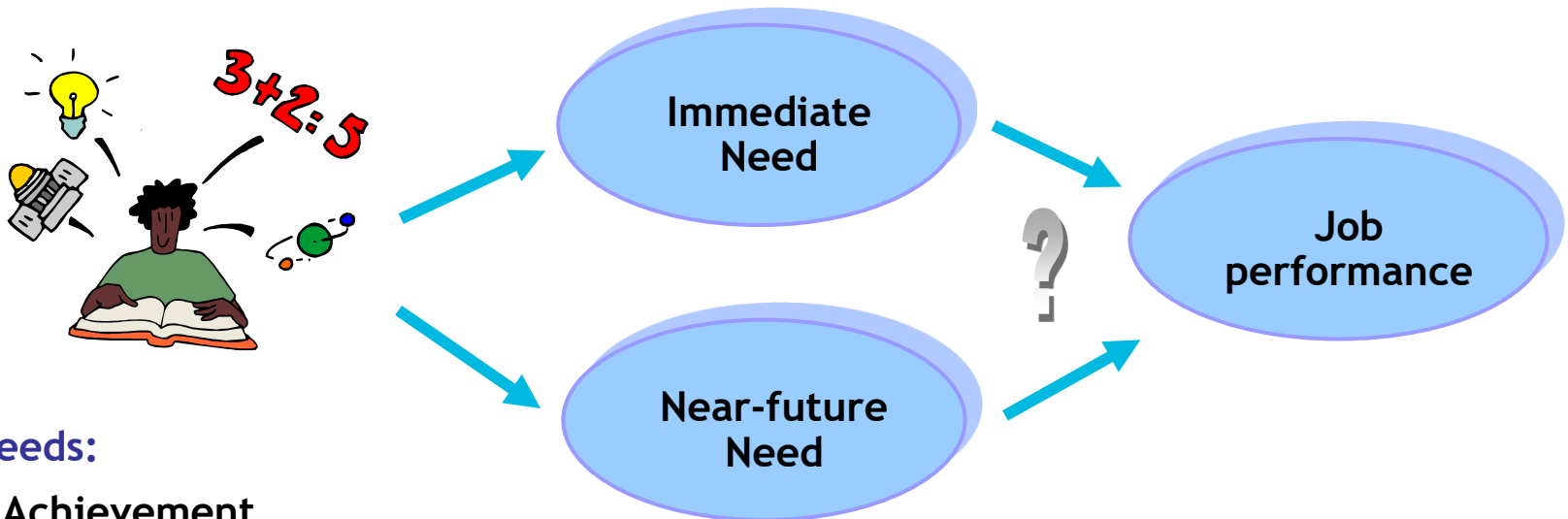
Keller recommends 3 types of strategies

- **Goal Orientation** - How can I meet my learners' needs
- **Motivate Matching** - How can I match learning styles ?
- **Familiarity** - How can I tie the instruction to the learner's experience ?

Goal Orientation

Goal Orientation - How can I meet my learners' needs?

- Focused on goals that the learner wants to achieve
- For job performance related, ensure the goals are clear and demonstrate how they are related to job performance

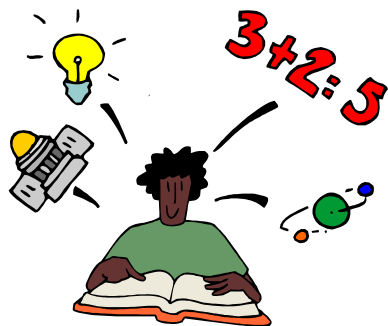


Needs:

- Achievement
- Affiliation

Motive Matching

Matching - How can I match learning styles?



High Achievement Needs

Provide opportunities to reach challenging goals with moderate risks, they will take personal responsibilities for achieving them.

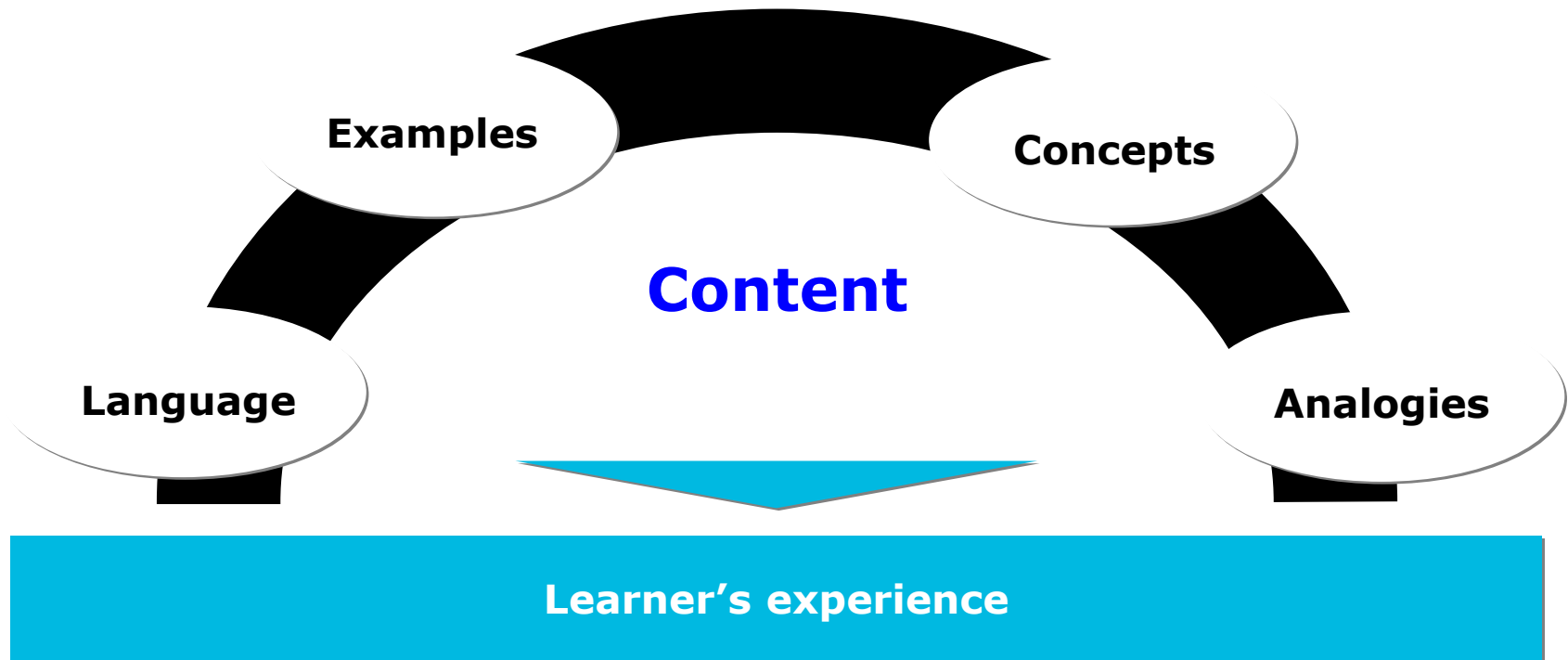


High Affiliation Needs

Provide opportunities for group projects to connect people and have themselves play an influence role

Familiarity

Familiarity - How can I tie the instruction to the learner's experience ?



An Example

Beginning	During	End
State that the course is designed to assist the learners to perform their job better Ask the class their experience level to determine skills and knowledge	Encourage students to provide real-life experience Use familiar language with the audience Design role plays to simulate actual cases	Refer back to posted real-life experience and question how this class would have changes the outcome

Interviews - What is a good learning experience to you?

Relevance 1 Does it meet learners' needs

Relevance 2 Does it match learning styles?

Relevance 3 Does it tie to learners' experience?

Interviews - What is a good learning experience to you?

For the sound of the videos, please use the audio of your PC and mute your telephone !

Relevance 1: Does it meet learners' needs

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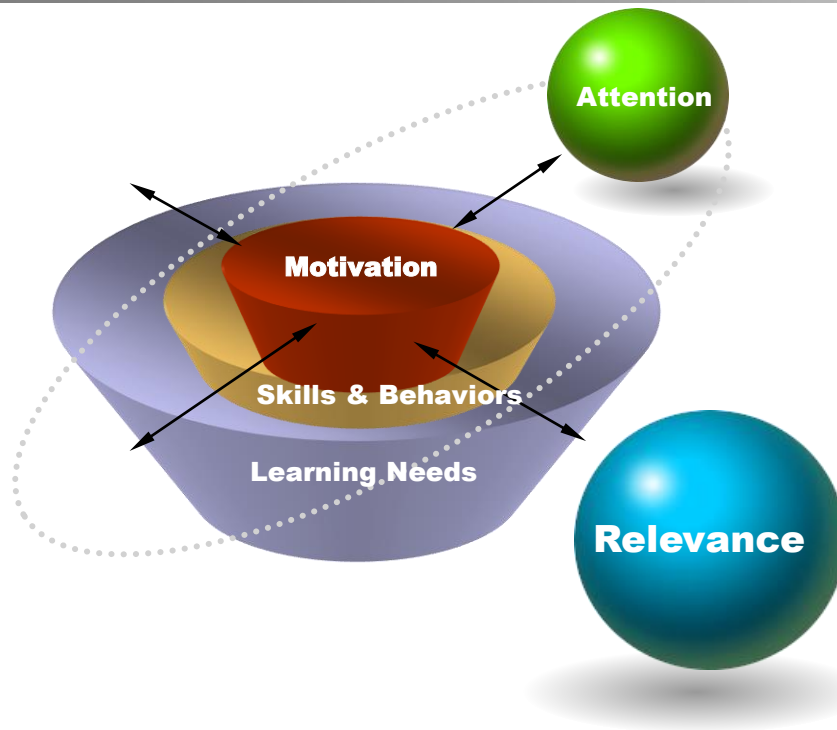
Relevance 2: Does it match the learning styles?

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Relevance 3: Does it tie to the learners' experience?

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ARCS Model



WIIFM

What is it for me ?

R1 Goal Orientation

R2 Motive Matching

R3 Familiarity

Learning has to be :

Valuable



Acceptable



Applicable



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ARCS Model - What is C?



What is a good learning experience to you?

“For every practical exercises we had, trainer was very clear on what to do and this made our sessions efficient. We didn’t loose time, we could directly work split in small groups and experience what we’ve just seen during the course.”

“We had simple exercises to practice and put in application what we’ve learned just before. This was very helpful.”

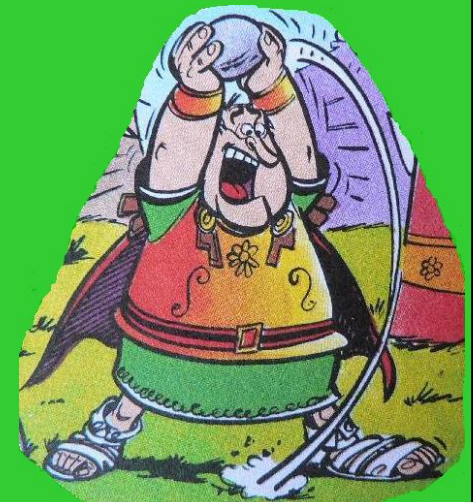
“I was able to see my progress during the 4 days session. This was very motivating.”

“There was a good balance between Theory and Practice. Exercise was not always easy but I guess this was part of the game... This made us more attentive to the course ;-)

“It was a great group, and even if the level of knowledge was very different from one participant to another, I think everybody enjoyed and learned something.”

ARCS Model

Create **positive** expectancies
of **success** and **rewards**
with
the **amount** and the **quality**
of **effort expended**



“C” as

CONFIDENCE

C1

Learning Requirements

Clear and reachable goals

Maximize chances of success

Meaningful successes: not too simple tasks

C2

Success Opportunities

Multiple achievement levels

Tasks can be performed with practice or assistance

Increasing levels of difficulty

C3

Personal Responsibility

Based on learner effort and abilities

Feedback on learner achievement

Learner self-evaluation of progress

An Example

Beginning	During	End
Set the global objective of the course. Set intermediate objectives to be passed to get the global objective. State that individuals success is linked to will have to individuals effort provided.	Include practice into the course with increasing levels of difficulty and allowing several levels of achievement according to the audience profile Include intermediate self-evaluation of progress made (feedback, flashback, re-do, ...). Allow enough time to emphasize on achievements and successes.	Include self-evaluation of progress made (feedback, flashback, re-do, ...). Allow enough time to emphasize on achievements and successes. Allow enough time for each participant to make a bridge to the future: how they will apply what they learned.

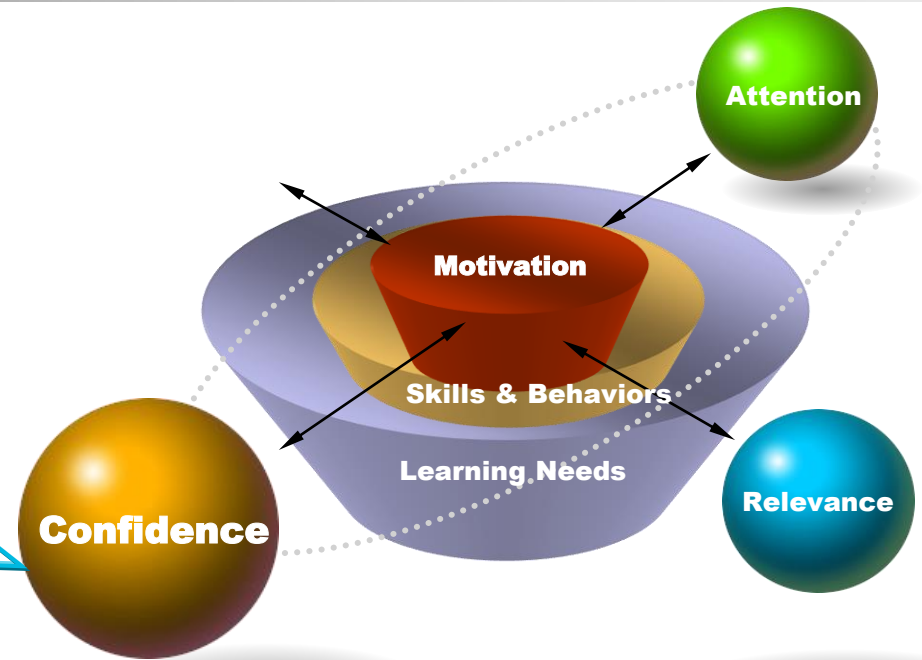
ARCS Model

Expectation of SUCCESS

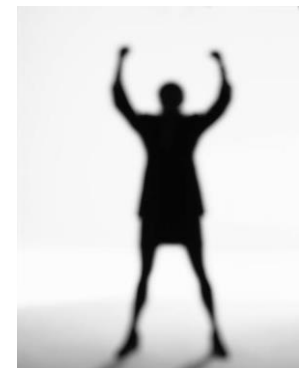
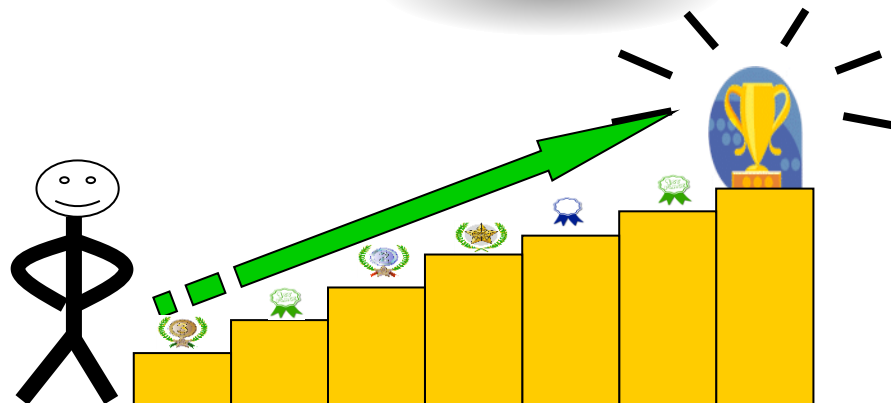
C1 Learning Requirements

C2 Opportunities for Success

C3 Personal Responsibility



Learning has to





**The learning solution shall be designed
to ensure each one will success in his learning**



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ARCS Model -What is S?





Video

What is a good learning experience to you?



Video - What is a good learning experience to you?

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What is a good learning experience to you?

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ARCS Model

S1 Intrinsic Reinforcement

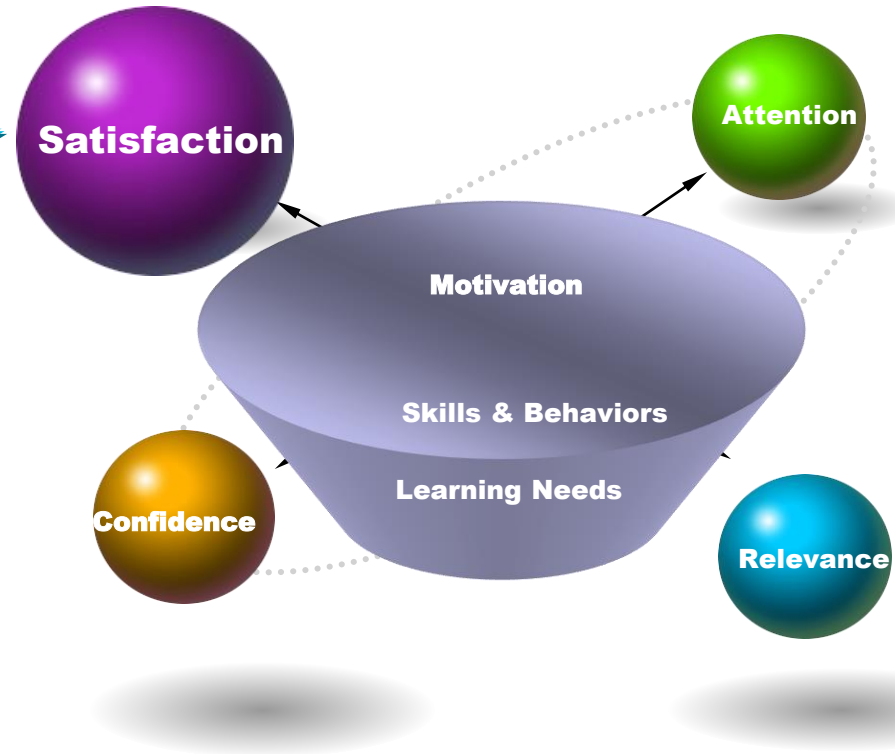
How can I provide meaningful opportunities to practice learned skills

S2 Extrinsic Rewards

Constructive feedbacks, certificates etc

S3 Equity

Standards, consequences of task accomplishment



Learning has to support/be

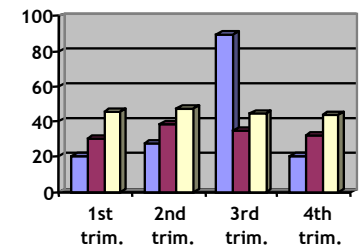
Personal & Management
Satisfaction



Rewards



Task based &
Measurable



An Example

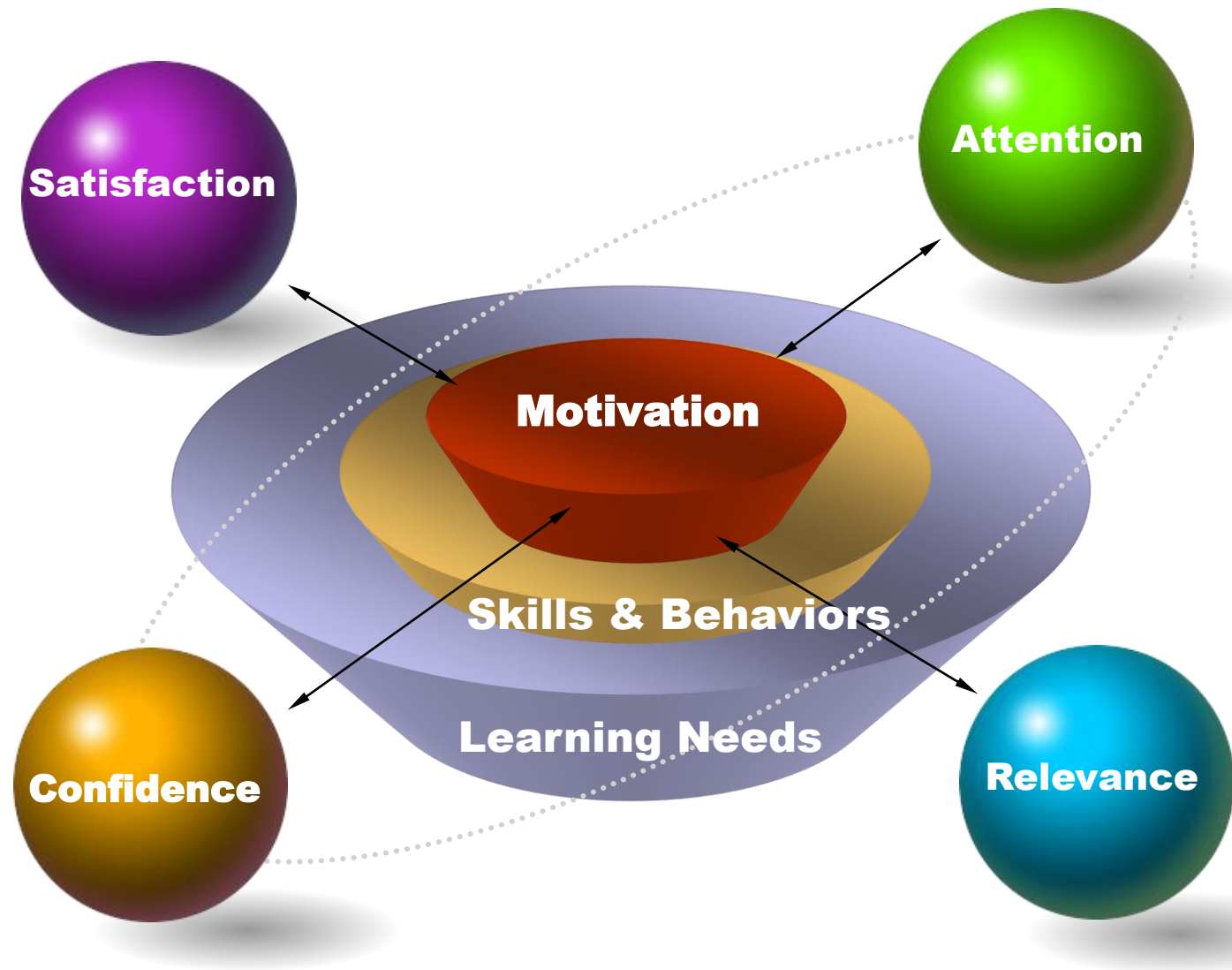
Beginning	During	End
▪ Analyze the needs of target audience • Expected knowledge/skills/behaviour • Individual and team performance goals • Expected reduction of time and/or costs ▪ Examine prerequisites for the course and invite attendees accordingly ▪ Apply 8-field model • What we want/ What we measure ▪ Agreed Statement of Work	▪ Be sure that Attention, Relevance and Confidence are in place	• Analyze the Course Evaluations, Learning Assessments, Manager Opinions and improve the course content if it is required • Provide opportunities to practice new skills or behaviours coordinating with the participant and the manager • Analyze the exam/measurement results to show the improvement areas and/or give positive feedbacks/certificates for the success

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ARCS Model -In Action



KELLER's ARCS Model

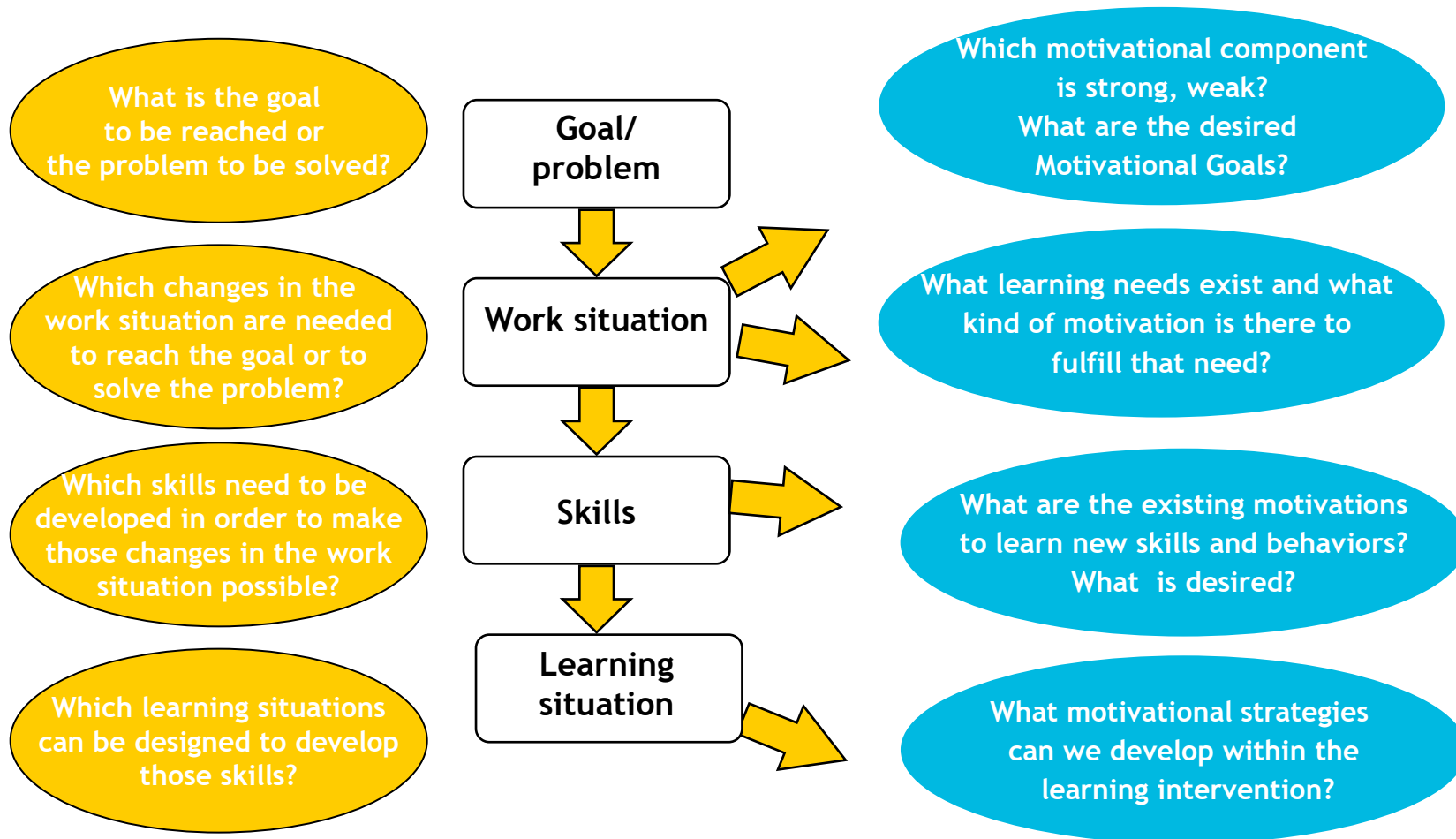


Implementing ARCS

- Perform Audience Analysis
- Develop Motivational Objectives
- Select Appropriate Strategies
- Design Evaluation Mechanism



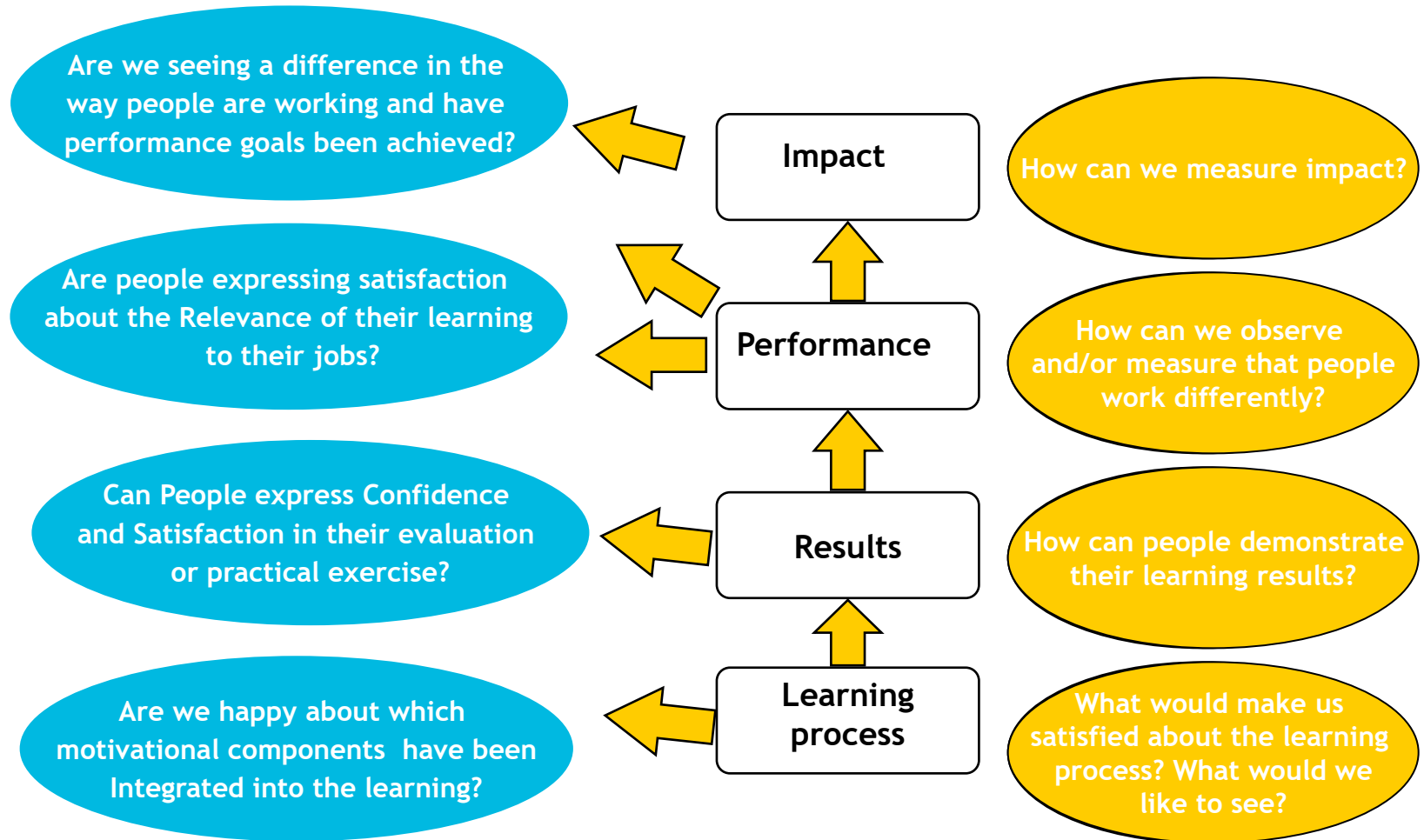
In parallel with the 8-Field Model Steps 1,2, 3, 4



Design Motivational Objectives within the content-based objectives

Design Motivational Strategies within learning strategies

In parallel with the 8-Field Model Steps 5, 6, 7, 8



Design Evaluation Mechanism that measures A-R-C-S

Motivation Design Summary

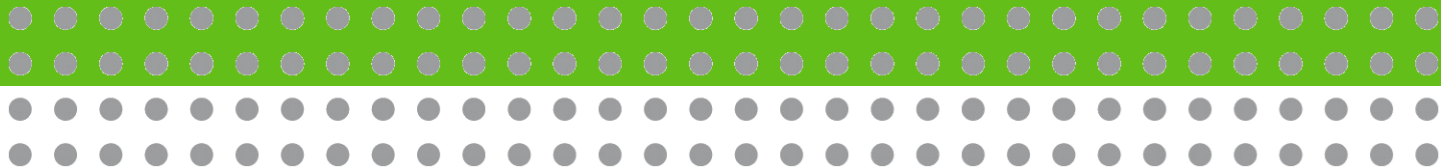
To keep your Learning Intervention
Effective, Energetic and Engaging

- Build Motivation into Content
 - Get their **Attention**
 - Keep it **Relevant**
 - Build their **Confidence**
 - Get their total **Satisfaction**



SO WHAT's THE GOOD WORD???

A-R-C-S



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