

**Motivational Design Research Proposal:**  
**Phonics 101: Introduction to Phonics**

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## 1. Motivational Problems

The popularity of MOOC's (Massive Open Online Courses) has grown exponentially over the past decade. With many adult learners having busy lifestyles and needing the flexibility to learn at their own rate and pace many courses have shifted from a face-to-face environment to fully online. MOOC's allow many learners, regardless of their experience or background, to learn subject matter of their choice from any location. When discussing online learning through MOOC'S, Littlejohn et al. (2015) states, "This diversity in expectations, coupled with the variety of backgrounds and previous experiences of learners, results in a wide range of learning behaviors, skills and abilities among MOOC participants" (p. 40). With a diverse population of learners comes the difficulties of designing courses that meet the needs of all learners. This is why it is crucial for online learning courses to not only teach the key learning objectives but be designed in a way that engages and motivates all learners.

Finding ways to support all learners in open-online course models becomes increasingly difficult when learners sign up for courses with different educational experiences, backgrounds, interests, and expectations. With the needs of various learners needing to be met it becomes important for the course design to be developed in a way that systematically addresses the learners needs. If this is not a focus of the course design process learners can find that the course does not meet their needs, help them meet their goals, or provide them with the knowledge they were seeking. Creating engaging, interactive, and strategic courses that outline course objectives, engage the learner, and peak their interests are key in keeping open-online course models as one of the main learning tools for adult learners in the 21<sup>st</sup> century and beyond.

Research has shown that engaging learners and creating courses that peak students' interests are the courses where students are the most successful. Learner motivation plays a key role in the success of learners who take online courses. So, the question arises, "how does one create an online course that is tailored to the multiple needs of each learner and integrate strategies that help keep the learner motivated"? The answer to this is to use a design process that integrates motivational strategies within the course. One of the most researched and successful motivational design processes is Keller's (1987, 2010) ARCS model of motivational design; a 10-Step design process. According to Keller (2010),

The analysis helps identify what the motivational problems are. It is assumed that it will be necessary to incorporate motivational tactics in a course to sustain learner motivation, but the most important requirement for successful motivational design is to determine what kinds of major problems there are, if any, that will require specific motivational enhancements to bring learners to an appropriate level. (p. 56)

This paper proposes to use Keller's motivational design process to help enhance the pre-existing fully online course; Phonics 101: Introduction to Phonics.

## 2. Literature Review: Supporting Motivational Theories and Models

Research has shown there is a direct link between online learner success and learner motivation with learners who are highly motivated completing courses more successfully than those with low motivation. According to Azaiza (2011), “Instructors should strongly consider motivation during the development of a course curriculum” (p. 25). With the motivational design process being such an integral part of creating an online course it is important to understand the theories behind learner motivation and what makes these strategies successful.

Although many learners choose to take the online courses for their personal benefit and growth, it is easy for them to find the course a waste of time and/or money if it does not meet their expectations, keep them engaged, and leave them feeling a sense of accomplishment. According to Pricope & Popa (2011):

The online environment offers students autonomy and self-paced learning especially in the asynchronous mode. However, it requires self-discipline and good time management skills, which may influence the success of online learners. Moreover, using the best teaching methods and sharing appropriate content, do not assure automatic success of online learners. (p. 264)

Online learner’s willingness to learn and self-discipline play a major role in both the completion and their success in the course. But even the most self-disciplined students are sometimes unmotivated to complete tasks or meet objectives. Therefore, online courses must be designed and developed using strategic strategies that help the learners stay motivated to reach their learning goals. One of the ways for this to happen is through the motivational design process. According to Azaiza (2011), “The goal of motivational design is to develop tools and strategies that are helpful in increasing learners’ motivation in achieving their objectives” (p. 23).

It is important for learner motivation to be strategically thought about and built into the design of the course because as cited by Chen (2001) in Azaiza (2022), “Most successful online learners are self-motivated, self-directed, and responsible. On the other hand, unmotivated learners will express negative perceptions of their online course” (p. 25) If learners have a negative perception of the online course, it will hinder their ability to meet the course objectives and gain the skills that they were seeking. If the learners believe that they will not do well in the course or feel low motivation during a learner opportunity, research has found that it can negatively affect their learning outcomes.

The Divjak & Rupel (2022) study on motivation and satisfaction of students in online learning sought to analyze how high and low achievers’ motivation differs. They completed an empirical study with a total of 365 online students at the DOBA Business school. The survey was based on six motivational scales adapted from the Motivated Strategies for Learning Questionnaire. The respondents were then separated into “low achievers” and “high achievers” based on three independent measures of success, with 40.7% labeled as “low achievers” and 59.3% labeled as “high achievers”. Phon With this causal relationship comes the need for motivational strategies to be integrated into all online courses for them to be successful.

According to Cook & Artino (2016), “Educators and researchers will need to determine whether to apply these and other interventions to all learners (i.e. to improve the overall learning environment and instructional quality) or only to those with specific motivational characteristics (e.g. low self-efficacy, entity mindsets, maladaptive attributions or external motivations)” (p.

1011). Using Keller's (2010) motivational design process is a way to ensure that the lesson and course quality is being developed in a way that meets the motivational needs of their learners.

Chan-Lin's (2009) study of student motivation in an online web course studies Kellers ARCS Motivational Model was used to develop the learning activities in a Computer Ergonomics course. The research was conducted on 40 junior students majoring in Library & Information science at Fu-Jen Catholic University in Taiwan. Attention and Relevance strategies were used when designing the content for the course such as, video clips and graphics being integrated throughout the lessons and task-oriented assignment throughout the course to develop the students' awareness and motivate them to content that was relevant to them and make connections with themselves. Confidence and satisfaction strategies were used such as having students reflect on what they learned leading to learning enjoyment and getting frequent feedback through hints and guidelines to help them accomplish tasks (Chan-Lin, 2009, p. 93).

Chan-Lin (2009) found that,

The study of concludes that students' learning achievements relate to their level of involvement...In the study, Keller's Motivational Model was used as a framework for analyzing motivational problems...although at the beginning of the course, students were not confident about their learning, all (with the exception of two who dropped out) students achieved their learning tasks and fulfilled the course requirements by the end of the course. (p. 100)

Prior research supports the idea that using Keller's (2010) ARCS Motivational Design Model is successful in enhancing learners' motivation and having them complete online courses successfully.

### **3. Suggested Motivational Interventions/Strategies (Based on the 10- steps of systematic motivational design process)**

#### **STEP 1: Obtain Course Information**

**Course Description:** The Phonics 101: Foundations of Reading course is a pre-existing course that was designed and developed in the Spring 2022 semester by myself and three classmates. The main objective of the phonics 101 course is to teach adult learners how to teach phonics to their children.

The course is expected to be fully completed over a 4-week period with students being able to work at their own pace and complete a modules assignments, activities, and assessments within the week. The four modules are as follows:

Module 1 -Introduction to Phonics and Effective Teaching Methods Objectives:

- Learn foundational concepts related to phonics
- Observe demonstrations of key activities
- Apply concepts and activities

Module 2- Letter Sounds (Phonemes) in Phonics Objectives:

- Understand the importance of sounds in phonics instruction
- Demonstrate the correct letter sounds

- Understand and demonstrate strategies for teaching the letter sounds

Module 3- Blending Sounds (Decoding) Objectives:

- Define what it means to blend sounds
- Learn and demonstrate blending strategies

Module 4- Vowel Sounds (Short and Long) Objectives:

- Learn foundational concepts of English Vowel Sounds
- Learn and demonstrate using the color vowel chart

### **Rationale for Course:**

Parents often have a drive to help their children develop early reading skills and get them pre-pared to start school. Many parents have the mindset that the earlier children start to learn reading skills the better they will perform in school. After teaching Kindergarten for over 8 years parents would come to me and ask how they could help work with their students to help them learn to read and become stronger readers. Most of my time with parents would be spent trying to teach the parents the reading skills and techniques that I use in the classroom. This was the basis for the development of the Phonics 101 course; a way for the parents to learn how to work with their children on early reading skills.

There are some motivational and instructional problems within the course that need to be changed. In terms of the Attention Strategy, some of the ways the information is organized can be confusing and overwhelming for the learners. Although they are interested in the content, it is not broken down in a way that keeps and sustains their attention, which lead to some of the learners not completing the course. The use of attention strategies throughout the module was good, but there could be more consistency within each module and phonics objective to help maintain and sustain the learners' attention. Also, the learner's interaction with the content is a lot of being "spoken to" about the strategies, which tends to lead to boredom and makes it hard to maintain their attention.

Some of the deficiencies are that the objectives listed within each module, do not connect back to the parents' overall goals for taking the course which hinders the Relevance strategy for motivation. I think that it is important to always to what the participants are learning back to their own goals so that they continue to see how it is taking them a step closer to reaching them. There is also no section in the course for students to state or think through what their overall goals are and how the course could help them reach these goals. There is also a lack of familiar concepts and concrete examples to help tie the instruction and content to the learners' experiences.

Some of the "Satisfaction" areas that can be improved are in the extrinsic rewards category. There are no congratulatory comments or positive reinforcements (other than teachers' comments on grades and posts) to help reinforce the student's motivation to learn.

In terms of confidence, some areas that could be improved are the sequencing of the tasks. Some of the tasks with broader and more challenging concepts are introduced earlier in the course and this can lead to the students not feeling confident about what it is they are learning. For example, we give a large overview of phonics with a lot of terminology and teaching

techniques, without them fully understanding the basic principles of letter sounds and how they fit into reading. There is also a lack of writing their own personal goals and objectives for the course. There is also a lack of feedback for acceptable responses or corrective feedback throughout the course.

**Instructor Information:**

Although the course is not “instructor lead” there are some components where the parents might reach out for extra help or guidance with some of the phonics strategies. In this case, I would be the SME and have been teaching phonics instruction for over 10 years as well as been a Reading Coach for the Hillsborough County Public Schools. I have taught Kindergarten-3<sup>rd</sup> Grade (including general education and inclusion classrooms), run reading intervention courses for grades K-5, as well as been a reading coach for grades K-5.

**STEP 2: Obtain Audience Information**

The target learners for the Phonics 101 course are adults (non-teachers) who are looking for ways to help their children with beginning phonics skills to set the foundation for reading. The parents have children who are non-readers and are between the ages of 3 and 5.

The learners have high motivational attitudes toward completing the course because it is a self-enrolled course on a topic they want to learn more about. They are driven and motivated to help their children or a child learn to read.

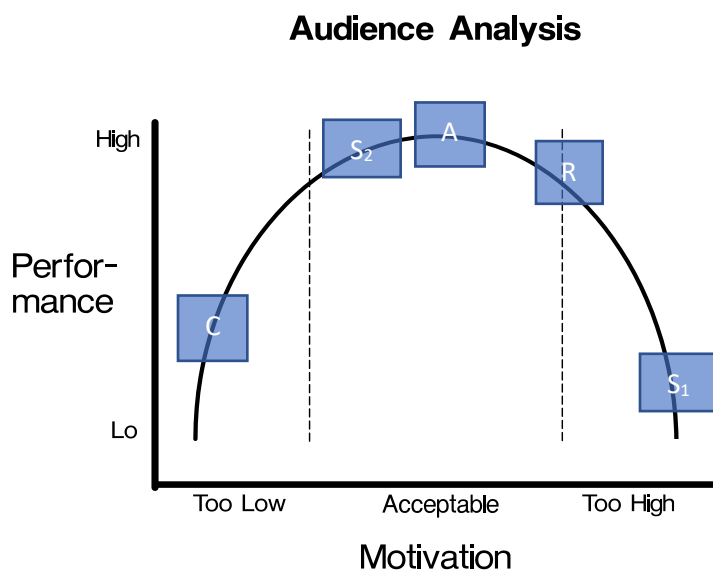
The learners do not know each other at all since the course is open to the general public and anyone interested in learning more about teaching phonics strategies. They will not be directly working together on the content but will be commenting and discussing their learning within the course with one another.

The learners are generally excited to take the course and are looking forward to learn the information. Since it is an optional course that they wanted to learn more about it shows that they are interested in the course and will find learning the phonics strategies interesting and/or important.

It is the assumption that since the learners sought out and enrolled in the course they like taking online courses and self-directed/instructor facilitated learning. However, some of the learners may dislike recording themselves or uploading their thoughts/feedback to share with other members of the course.

## STEP 3: Audience Analysis

Figure 1: Audience Analysis



\* This analysis pertains to the whole course group (or every individual who takes this course).

### Attention Readiness

The learner's attention levels are ready for learning because they are already interested in understanding how to help their children become strong readers. They self-enroll in the course since it is a topic they want to learn more about.

### Perceived Relevance

Most of the parents who will take this course have relevance levels ready for learning. Many of them enroll in the course because they feel that they have a goal of figuring out how to help their child learn to read. Many parents with children age 3-5 know that their children will soon start Kindergarten and are looking for ways to ensure that their students are prepared and ready to excel at school. They create goals for their children learning the letters, sounds, and reading early on. Since parents want what is best for their children, they highly value their learning success and base many of their goals for their children on finding and implementing learning resources.

### Felt Confidence

The parents who are taking the Phonics 101 course have "Confidence" levels that are not ready for teaching their children to learn to read. When they sign up to take the course there is a feeling of uncertainty of how to help their children learn to read and many of the skills are new for them. Their judgements of their capabilities may also be low because they feel as though they are taking on the role of a "teacher" without knowing exactly what to do or how to do it. However, their self-efficacy ratings vary depending on how successful they feel they are as learners and their capabilities while learning and trying new things.

### Satisfaction Potential

The learner's "Satisfaction" levels are at various ranges. Some are ready for learning and some are not. Since the course is geared toward parents helping their children learn to read, some parents might have already attempted to teach their children and had a negative experience, while others might have had a positive one. Others may be taking the course as a first step in teaching their children to read and therefore have not developed any satisfaction levels.

Some of the major problems might be that for some of the learners their satisfaction ( $S_1$ ) with the course might be too low due to prior negative experiences they have had trying to teach their kids to read. Then due to this prior bad experience they might be overly motivated to take this course and have overly high expectations for what it will help them achieve with their child. However, there may also be a group of learners who are highly motivated and are willing to gain what they can from the course ( $S_2$ ). Also, the learners Confidence levels might be too low in both the motivation and performance sections of the model because they are feeling a sense of not knowing how to help their children learn to read and are lacking the skills and strategies necessary. They know that this will be a steep learning curve, which can take away from their performance and motivation.

One minor problem might be that some of the learners might have too high motivation to learn the material because of the direct relevance it has with reaching their goal of their child learning to read and being prepared for school. This can lead to the parent having high expectations. However, this is balanced by the parents drive to want to learn the content, which lands them on the border of acceptable performance and motivation.

To help with the learner's Satisfaction and Confidence levels, within Module 0: Overview of the Course there can be a message to parents that this is a course for beginners and that it is meant to fully teach and support their learning throughout the course and that these are strategies that teachers use across the country to teach children how to read and work for almost all children. Also, the course can be very interactive and demonstration heavy with lots of practice opportunities for the parents, so they feel supported. In terms of helping with the Relevance motivational levels being too high, Module 0: Overview of the Course can also have a message to learners that these strategies take time and practice and that every learner is different. They are meant to be used at the child's own pace and if there are ever any questions or concerns, they can reach out to the instructor at any time.

### **STEP 4: Existing Materials Analysis:**

#### Positive Attention Getting and Sustaining Features

One of the positive attention-getting features of the Phonics 101 course is there is a lot of Variability throughout the modules. There is variation in the layout of each module and the spatial location of information, videos, presentations, etc... The format of each module remains consistent with an intro, learner-instructor interaction, learner-content interaction, learner-learner interaction, and knowledge check. There is also variation in the style and sequence of the course. We use various materials to present the course material including, charts, graphs, videos, as well as instructor lead videos, images, and text to keep our learners' attention. The course also uses



many perceptual arousal concepts throughout including using animations, visual aids, and info graphs to help explain the material and the objectives.

### Deficiencies or Problematic Attention Getting and Sustaining Areas

Some of the problem areas in the course is that the way the information is organized can be confusing and overwhelming for the learners. Although they are interested in the content, it is not broken down in a way that keeps and sustains their attention, which lead to some of the learners not completing the course. The use of attention strategies throughout the module was good, but there could be more consistency within each module and phonics objective to help maintain and sustain the learners' attention. Also, the learner's interaction with the content is a lot of being "spoken to" about the strategies, which tends to lead to boredom and makes it hard to maintain their attention.

### Positive Relevance Generating Features

In the current version of the Phonics 101 course the positive relevance features are that overall, the objectives are clearly stated and align with the goals of the parent. There is an overarching theme throughout each module that they're after completing the course they will learn strategies to help their readers. However, this is it. I think that one of the greatest ways this course can be enhanced is by focusing on the "relevance" getting features. The course also has a way for students to work with others and comment with other parents in the course through cooperative activities, such as, sharing resources and responding to one another's insights when learning to use the strategies.

### Deficiencies or Problematic Relevance Generating Areas

Some of the deficiencies are that the objectives listed within each module, do not connect back to the parents' overall goals for taking the course. I think that it is important to always to what the participants are learning back to their own goals so that they continue to see how it is taking them a step closer to reaching them. There is also no section in the course for students to state or think through what their overall goals are and how the course could help them reach these goals.

### Positive Confidence Building Features

The positive features within the online course that serve as "Confidence" getting features are the learning outcomes are clearly stated at the beginning of the course and within each module. The "challenge" level of the exercises and examples are appropriate for the level of experience that they have with phonics instruction and teaching. There is no material that is mean to "trick" the learners and we have various ways that the learners can demonstrate their competencies. For example, they can choose to record themselves modeling a strategy they have learned OR find a resource and analyze its strengths and areas of improvement in terms of the objective. Although each module is expected to be completed in a week, they can go at a pace that is comfortable for them. Also, we give a survey at the end of the course asking for their feedback on the strengths of the course and what could be improved.

### Deficiencies or Problematic Confidence Building Areas

Some areas that could be improved are the sequencing of the tasks. Some of the tasks with broader and more challenging concepts are introduced earlier in the course and this can lead to the students not feeling confident about what it is they are learning. For example, we give a large overview of phonics with a lot of terminology and teaching techniques, without them fully understanding the basic principles of letter sounds and how they fit into reading. There is also a lack of writing their own personal goals and objectives for the course. There is also a lack of feedback for acceptable responses or corrective feedback throughout the course.

### Positive Satisfaction Producing Features

Some of the “Satisfaction” getting features that are integrated in the course are intrinsic reinforcement strategies such as, giving the students opportunities to use the new skills they learned in a realistic setting. Many of the modules introduce a new topic and then ask the parents to practice using the skill with their child. There is also positive feedback written for every assignment and post that they complete within the modules. Also, there is Equity through the course as the users can go at their own pace and the level of difficulty of the final exercises and assessments are at the same difficulty level as those throughout the course.

### Deficiencies or Problematic Satisfaction Producing Areas

Some of the “Satisfaction” areas that can be improved are in the extrinsic rewards category. There are no congratulatory comments or positive reinforcements (other than teachers’ comments on grades and posts) to help reinforce the student’s motivation to learn.

## **STEP 5: List Objectives and Assessments**

**Table 1:** Motivational Design Objectives and Assessments

<b>Attention</b>	
<b>Objectives</b>	<b>Assessment</b>
<u>Objective 1- Creating Curiosity:</u> To create curiosity, I will focus on the “attention” sub-category perceptual arousal.	<u>Assessment:</u> This objective will be met when learners are able to share their past experiences and share what they hope to gain from taking this course or how they foresee it will help reach the goals the have set for the course.
<u>Objective 2- Stimulate Inquiry:</u> To Stimulate Inquiry, I will focus on the “attention” sub-category inquiry arousal: The objective is to avoid boredom and get learners engaged in the learning process while completing all of the activities for the course.	<u>Assessment:</u> This objective will be met if students are sharing their experiences, ideas, and reflections about the class activities and the new information they have learned, engaging in discussion posts, and commenting on other student’s work. <i>The learner’s will be sharing articles, information, and resources they have found to help their children learn to read.</i>

<p><u>Objective 3- Maintain Attention:</u> To Avoid Boredom, I will focus on the “Attention” sub-category Variability: Using a variety of methods to deliver the content throughout the course.</p>	<p><u>Assessment:</u> The objective will be met when each module has a lecture, interactive, assessment, and activity component and learners are able to successfully complete the modules, answer the knowledge check questions, and complete the entire phonics course.</p>
<b>Relevance</b>	
<b>Objectives</b>	<b>Assessment</b>
<p><u>Objective 1: Goal Orientation-</u> Meeting the needs of learners and relating content to the learner’s future.</p>	<p><u>Assessment:</u> This objective will be met when learners are able to share what their goals are for the course and reflect on how each module has helped get them closer to their end goal and/or reflect on how the course relates to helping them reach the reading goals they have set for the children.</p>
<p><u>Objective 2: Motive Matching-</u> Instruction is linked learning style and personal interests of learners as well as their preferred learning styles.</p>	<p><u>Assessment:</u> This objective will be met when learners are able to share feedback about how the scenarios in the course are closely related to the experiences they are having with their children and how the objectives of the course are being integrated into the work they are doing with their children at home to enhance their pre-reading skills. Also, if learners have met the objectives of the course with difference methods of completing the course activities.</p>
<p><u>Objective 3: Familiarity-</u> Instruction will be tied to learner experiences.</p>	<p><u>Assessment:</u> This objective will be met when all of the strategies explained and taught in each module have concrete examples of how the course material is linked to children learning to read and/or strategies for teaching children to read.</p>
<b>Confidence</b>	
<b>Objectives</b>	<b>Assessment</b>
<p><u>Objective 1: Learning Requirements-</u> Make learning objectives and success criteria clear.</p>	<p><u>Assessment:</u> This objective will be met when each module opens with an objectives list and learners are able to reflect at the end of each module about how they learned/met the objective and rate the module with at least a 4/5</p>

	that they content was clear as well as the expectations for success.
<u>Objective 2: Success Opportunities</u> - Provide confirmational feedback for acceptable responses and correct responses that do not meet criteria.	Assessment: I will know I have met this objective when I have integrated “feedback” into each module with a check for understanding exercise and or assessment.
<u>Objective 3: Means for writing their own personal goals and objectives.</u>	Assessment: I will now I have met this objective when there is a section of the course for learners to reflect on how the new module/learning objective fits in with their personal goals.
<b>Satisfaction</b>	
<b>Objectives</b>	<b>Assessment</b>
<u>Objective 1: Extrinsic Reward</u> - Learners will feel a sense of satisfaction each activity, quiz, and course module.	<u>Assessment:</u> This objective will be met when after each activity, assessment, or module students are congratulated (or rewarded) on their progress and success throughout the course. Also, learners will provide positive feedback and at least a 4 out of 5 on how successful they felt while taking the course in an end of course survey.
<u>Objective 2:</u> Learners will feel a personal level of acknowledgment through the course.	<u>Assessment:</u> This objective will be met if learners report that they felt they had an open line of communication throughout the course and were able to reach out for any support they may have needed throughout the course and rate this with at least a 4 out of 5 on the end of course survey.

### **STEP 6: List Potential Tactics**

The potential design tactics were created based on the problem areas and deficiencies within the course for each of the 4 components of Keller’s (2010) ARCS Model as well as the audience analysis and the learners’ deficiencies. Each of these pre-liminary tactics will target the learning objectives described in Step 5.

**Table 2:** Preliminary Design Tactics

	<b>Beginning (of course)</b>	<b>During (course)</b>	<b>End (of course)</b>	<b>Throughout (each module)</b>
<b>A</b>	<ul style="list-style-type: none"> <li>➤ Share experience with what and how they have tried to teach phonics skills to their children prior to the course.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase the variation between content presentation and the active responses the learners complete. I will also vary the types of activities they are expected to complete and how the content is delivered within each module.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Introduce the topic with concrete examples visualizations of the strategies/content they will be learning at the beginning of each module.</li> <li>➤ Introduce each of the new phonics module objectives in a problem format for the learners to feel that they are “finding” the information they need to solve the problem. They will all be linked to helping their children learn phonics skills.</li> <li>➤ End each module with a way for the learners to “solve” the problem that was stated/introduced at the beginning of the module and share what strategies/tools/concepts they learned throughout the lesson to help them solve it.</li> <li>➤ Vary the sequence of activities that they complete within each module, while keep it consistent with the framework.</li> <li>➤ Use diagrams, cartoons, and step-by-step procedures throughout the instructor-lead content to help break up the monotony of speaking over a power point presentation with</li> </ul>

				words and images that may be overwhelming.
<b>R</b>	<ul style="list-style-type: none"> <li>➤ Add a section at the beginning of the course that allows the learners to write their own goals and objectives for the course.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Add a Question-and-Answer section to answer any questions parents might have about their progress with the course, areas they need help with, supports they might need, and share things that have worked well for them</li> <li>➤ Add a Question-and-Answer section to answer any questions parents might have about their progress with the course, areas they need help with, supports they might need, and share things that have worked well for them.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Add a section to the end of each module for the students to reflect on how the module has help them meet or take a step towards their goal.</li> <li>➤ Each learning objective will have a project/activity that is introduced with real-life scenarios for the parents to relate to.</li> <li>➤ Add interactive scenario-based components to the modules.</li> <li>➤ Add real-world scenarios to each of the content introductory videos and instruction so that parents have an understanding of what it means to put what they are learning into practice with their children.</li> </ul>

C				<ul style="list-style-type: none"> <li>➤ Add confirmational feedback to all formal and informal assessments within the modules.</li> <li>➤ Utilize practice activities that align with learners' skill set.</li> <li>➤ Add models of activities in practice for learners to view.</li> <li>➤ Add a reflection to the end of each module of what the students learned and how the objective helped them reach their personal goals.</li> <li>➤ Add learning requirements to the objectives list, as well as what it will look like when mastered.</li> </ul>
S	<ul style="list-style-type: none"> <li>➤ Personally e-mail/message each learner to reach out about any concerns or challenges they feel they may face before beginning the course, if they have tried to work with their child before, and how their outlook about taking the course is (positive/negative).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Personally reach out and comment on challenges the learners met throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Add more questions to the end of course survey that ask specific questions about each module, the course content, the new interactions, and suggestions for changes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include congratulatory comments for correct responses through an integrated quiz or programmed interaction built into the design of the course.</li> <li>➤ Use reinforcements frequently at the beginning of each module and when practicing the new skills for the first time throughout the module.</li> </ul>

### **STEP 7: Select and Design Tactics**

Each of the final design tactics was chosen based on what could be currently and efficiently implemented and make the most impact on learner motivation without the re-design of the entire course.

**Table 3:** Individual Module Design Tactics

\*These design tactics are based on the development of Module 3 within the 4-module course.

Beginning	During	End
<ul style="list-style-type: none"> <li>➤ Introduce the topic with concrete examples visualizations of the strategies/content they will be learning at the beginning of each module. (A, R, C)</li> <li>➤ Add learning requirements to the objectives list, as well as what it will look like when mastered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilize practice activities that align with learners' skill set. (R, C, S)</li> <li>➤ Add models of activities in practice for learners to view. (C)</li> <li>➤ Use reinforcements frequently at the beginning of each module and when practicing the new skills for the first time throughout the module. (C, S)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Add a reflection to the end of each module of what the students learned and how the objective helped them reach their personal goals. (R,S)</li> <li>➤ End each module with a way for the learners to "solve" the problem that was stated/introduced at the beginning of the module and share what strategies/tools/concepts they learned throughout the lesson to help them solve it. (R, S)</li> </ul>

### **STEP 8: Integrate with Instruction**

**Table 4:** Lesson Plan

1. <b>Course Title:</b> Phonics 101: Introduction to Phonics	<b>4. Lesson Instructional Strategy Overview:</b> The overall instructional approach is "constructivist" and is based on Gagne's 9 Events of Learning.  <b>5. Lesson Motivational Strategy Overview:</b>  <b>a. Sustaining Strategy:</b> The overall course format using a variety of media and interactive activities will be maintained to sustain the learners.  <b>b. Enhancement Theory:</b> More real-world scenarios and practice will be integrated throughout the module to help learners make connections (Relevance) to the decoding strategies and feel more confident in using
2. <b>Module Title:</b> Blending Letters and Decoding <b>Module Objective:</b> Understand, implement, and apply decoding strategy blending.	
3. <b>Lesson Title:</b> The fundamentals of sounding out words. <b>Lesson Terminal Learning Objective (TLO):</b>	



			them with their children.			
6. Sequenced Learning Objectives	7. Content Outline	8. Instructional Tactics	9. Motivational Tactics	10. Assessments	11. Materials	12. Time Rqd.
1.1 Understand decoding and blending in phonics instruction	<ul style="list-style-type: none"> <li>➤ You have heard about sounding out words and know that it is the best way for kids to read words, but are stuck on how to teach your child to actual sound out words.</li> <li>➤ Decoding: is the phonics instruction strategy of sounding out words.</li> <li>-Once children can sound out words they will be well on their way to learning to read.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Open with an example of a student reading a beginner level book and sounding out words.</li> <li>➤ Students will list what they see the student doing.</li> <li>➤ Point out that when students are sounding out words they are reading is blending.</li> <li>-Give examples of blending c-v-c words.</li> <li>-Have students practice blending c-v-c words.</li> <li>-Show example of challenge with blending (Stopping between sounds)</li> <li>-Model strategy of Successive Blending</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create objective slide for what the students will learn and how they will know they are successful for the decoding module.</li> <li>➤ Introduce the topic with concrete videos of students using blending strategies and reading. (A, R, C)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quick check-assessment question of why blending is important and an example of blending. (Multiple Choice).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Online Interactive Lesson.</li> <li>➤ Video of Student Reading</li> <li>➤ Online Assessment</li> </ul>	20 minutes
1.2 Determine decoding and blending	-Decoding (sounding out words) is	-Show videos of students sounding out	➤ Utilize practice activities	➤ Interactive scenario of reading	➤ Built in Interactive online	20 minutes

strategies in phonics instruction	best done with CVC (consoant-vowel-consonant) words. -Examples: cat, dog, man, top -Road-Blocks with decoding: Stopping between sounds and not being able to say letters together. -Strategy: Successive Blending- Building each sound upon the last sound.	words. -Ask questions based on what is demonstrated.	of having learners watch scenarios as well as listen to scenarios of students sounding out words and label the blending strategy. (R, C, S)  ➤ Add models of blending strategies in practice for learners to view.	difficulties and ways to solve them (i.e. blending and successive blending).	scenario with branching.	
1.3 Demonstrate decoding and blending in phonics instruction	- learners will complete a quick check assessment on the difference between the strategies.	-Have learners practice successive blending.  -Learners will work on teaching their children to sound out words and reflect on process and/or upload video.	➤ Create an interaction that the learners can solve based on the problems the students are running into with decoding (R, S)  ➤	➤ Reflection on how practice went when implementing blending strategies with their children.	➤ Reflection Template Assignment.	20 minutes

### STEP 9: Select and Develop Materials

#### Existing Materials:

- Video Model and Demonstration of Blending Strategies
- List of CVC words to practice
- Reflection Assignment

#### Materials to be Developed:

- Video demonstration of student sounding out words and reading.
- Video and audio demonstrations of sounding out CVC words.
- Video and audio demonstrations of mistakes while sounding out CVC words.
- Updated CVC word list.
- Branching scenario for blending strategies.
- Updated Reflection Assignment.

## **STEP 10: Evaluate and Revise**

### **Evaluation Questions:**

1. What parts of the course did you find most beneficial? Why?
2. What parts of the course did you find least beneficial? Why?
3. How would you rate this course in terms of meeting your expectations? 1-Did not Meet. 5-Exceeded expectations. Explain.
4. What changes would you suggest?
5. What would you like further elaboration on?
6. Would you recommend this course? Explain
7. Did you feel confident while taking this course? Explain.
8. Do you feel this course met your needs of helping your child begin the reading process?

### **Evaluation Materials:**

An online survey attached to the end of the course.

### **Evaluation Plan:**

Survey will be given to all students who complete the course and those who fill it out will be given additional instructional materials to help support their children with learning to read.

### **Summarize Results:**

Answers to surveys will be collected and compiled into one document and trends will be highlighted.

### **List Revisions:**

Revisions will be made for any trends within the survey data for the next course start.

## **4. Implementation Timeline**

The motivational tactics will be implemented into the new course design as soon as possible. Since I control when enrollment for the course opens, there is no pressing time limit on when the revisions need to be made. However, with much of the content needed to be re-recorded and the course needing to be rebuilt into Articulate Storyline, it is important that the materials begin to get developed as soon as possible.

The projected timeline to complete the revisions is 3 months since it is a side-project course that I am working on. The hope is that the updated course will enroll its first group of learners by

October with the new feedback and revisions from the survey completed by December in time for the 2<sup>nd</sup> group of learners to take the course.

The motivational tactics are built into the online course, so their effectiveness will be built into the responses of the survey.

## 5. Evaluation of Motivational Interventions/Strategies

The above implementation process will be completed every time a new group of students takes the course until I feel that the course is as strong as it can be with both the motivational and instructional design aspects. After the second group of learners completes the course I will also look and see if the survey needs to be updated to help gain stronger data on how to better improve the motivational aspects of the course.

I will know that my motivational strategies have worked when the survey data is mainly positive, and the question ratings are averaging a 4 or above. Each survey question will be answered in this way:

1. What parts of the course did you find most beneficial? Why?  
Answer: Every module was beneficial, but I found the decoding module to be the most effective since it taught me a tangible strategy I could use with my child.
2. What parts of the course did you find least beneficial? Why?  
Answer: I found all the parts of the course beneficial. I gained more knowledge than I previously had from each one.
3. How would you rate this course in terms of meeting your expectations? 1-Did not Meet. 5-Exceeded expectations. Explain.  
Answer: I would rate this course a 4. It met my expectations by giving me strategies I could use to teach my son to read and he can now read beginner books.
4. What changes would you suggest?  
Answer: I would not suggest any changes.
5. What would you like further elaboration on?  
Answer: The next steps in the reading process.
6. Would you recommend this course? Explain  
Answer: Yes.
7. Did you feel confident while taking this course? Explain.  
Answer: Yes, I felt like this course set me up for success.
8. On a scale of 1-5 do you feel this course met your needs of helping your child begin the reading process? (1- Did not help, 5- Helped beyond my expectation) Explain.  
Answer: 4- The course was a great starting point to getting my son to learn to read.

## 6. Conclusion

Research has shown that there is a direct correlation between student motivation and student success. By utilizing Keller's (2010) Systematic Motivational Design process, motivational tactics have been created and a plan created to help enhance student motivation in the fully

online course Phonics 101: An Introduction to Phonics. Although the design plan is based on the full 4-Module course, a detailed lesson plan was created for Module 3: Blending Sounds (Decoding) as one of the more important strategies for teaching children to read. By using Keller's ARCS Model, it is my believe that this will be a successful online course that multiple learners will benefit from taking.

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