

ARCS Motivation Theory

John Keller's motivation theory consists of four categories of motivational strategies. They are attention, relevance, confidence and satisfaction.

Attention

- **Perceptual Arousal**
Gain and maintain student attention by the use of novel, surprising, incongruous or uncertain events in instruction.
- **Inquiry Arousal**
Stimulation information-seeking behaviors by posing or having the learner generate questions or a problem to solve.
- **Variability**
Maintain student interest by varying the elements of instruction.

Relevance

- **Familiarity**
Adapt instruction, use concrete language, use examples and concepts that are related to the learner's experience and values to help them integrate new knowledge.
- **Goal Orientation**
Provide statements or examples that present the objectives and utility of the instruction and either present goals for accomplishment or have the learner define them.
- **Motive Matching**
Adapt by using teaching strategies that match the motive profiles of the students.

Confidence

- **Expectancy for Success**
Make learners aware of performance requirements and evaluate criteria.
- **Challenge Setting**
Provide multiple achievement levels that allow learners to set personal goals or standards of accomplishment and performance opportunities that allow them to experience success.
- **Attribution Molding**
Provide feedback that supports student ability and effort as the determinants of success.

Satisfaction

- **Natural Consequences**
Provide opportunities to use newly acquired knowledge or skills in a real or simulated setting.
- **Positive Consequences**