How Learning Emotions and the ARCS Model of Motivational Design Enhance Learning and Improve Critical Thinking

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The Use of Learning Emotions

- From **Teaching at its Best**, by Dr. Linda Nilson
  - Clemson University, Founding Director of the Office of Teaching Effectiveness and Innovation
- Theme: cognitive psychology can increase understanding & retention
  - "Emotional Intensity" strengthens new synaptic connections with limbic system neurotransmitters
  - "Learning Emotions" (wonder, suspense, surprise, humor) enhance the learning process
  - The "self-reference effect" relates content to students' lives
  - "Multiple modalities" (stories, anecdotes, videos) strengthen learning

The ARCS Method of Motivational Learning

- From **Motivational Design for Learning and Performance**, by Dr. John Keller
  - Florida State University Professor Emeritus of Instructional Science and Technology
- Four steps for promoting and sustaining motivation in the learning process
  - **Attention**: using perceptual arousal through novelty, variety
  - **Relevance**: using concrete and understandable examples with which students are familiar
  - **Confidence**: scaffolding success by setting clear goals and using meaningful tasks
  - **Satisfaction**: making learning rewarding through applied learning in real world scenarios and the use of practical examples
What is Critical Thinking?

- The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information (Scriven, M. & Paul, R. Defining critical thinking: A draft statement for the National Council for Excellence in Critical Thinking, 1996)

- The intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation (Angelo, T. A. “Beginning the dialogue: Thoughts on promoting critical thinking: Classroom assessment for critical thinking.” Teaching of Psychology, 22(1), 6-7, 1995)

What Does this Commercial have to do with Contract Damages?

Why Use Short Narratives?
Chapter 9 Short Story #1

TERMS IN ACTION

Trends casting off or engagement contains a bountiful of connotations. Due to the nature of connotations and the interaction between meaning and emotional response, words that are often associated with a particular action can hold a deeper significance. So, in the context of engaging in trends casting off, the terms "engagement" and "trend" both play significant roles. Engagement can be seen as a state of being involved or interested in something, while "trend" refers to a current or prevailing direction or fashion. Together, they suggest a dynamic and evolving process. The term "trend casting off" implies a deliberate avoidance or rejection of a particular trend, often driven by personal preferences or a desire for uniqueness. This concept can be seen as a form of self-expression and individuality, where one chooses not to follow the mainstream or to challenge conventional views. The term also carries a hint of rebellion or non-conformity, emphasizing a sense of independence and freedom from societal pressures. Overall, "trend casting off" offers a unique perspective on the evolving landscape of contemporary culture, highlighting the importance of personal choice and the power of individual action in shaping societal trends.

Source: thesaurus.com, macth loophopt.com

Chapter 7 Short Story #6

TERMS IN ACTION

I am someone tall in self-esteem, and yet to be wrong in believing that material wealth is to be commended” (6). Self-esteem requires a reasonable degree of human understanding and awareness. The terms “tall” and “self-esteem” are used to describe an individual’s perceived standing or importance in comparison to others. Tall refers to a person’s physical height, while self-esteem pertains to their perceived value or worth. Both terms highlight the importance of self-appreciation and the need for confidence in one’s abilities and qualities. In this context, the character’s tall stature in self-esteem suggests a strong sense of self-worth and confidence, even in the face of potential challenges or discouragement. This concept is relevant in understanding how individuals perceive themselves and their place in the world, as it shapes their interactions and self-beliefs.

Source: thesaurus.com, macth loophopt.com

Chapter 13 Short Story

TERMS IN ACTION

Tense: Quick. Quick is a particularly adaptable term used across various contexts. It can refer to speed, rapidity, or swiftness in action or movement, as well as to the time-related aspect of events. The term “tense” is crucial in understanding the relationship between time and action. In the context of a quick action, the term “tense” can suggest a sense of urgency or immediacy, highlighting the importance of timing in achieving desired outcomes. The use of “quick” in this context emphasizes the need for agility and efficiency, underscoring the value of promptness and responsiveness in various scenarios.

Source: thesaurus.com, macth loophopt.com
Chapter 4 Short Story: 1

Terms in Action

Does the freedom of speech guarantee in the Bill of Rights include all speech? No. Not only are some categories of speech less likely protected by the Constitution (e.g., pornography, for instance), but other categories of speech are legally regulated (for example, in 2011, the U.S. Supreme Court struck down the constitutionality of the Federal Communication Commission’s rule that prevented broadcasters from airing indecent programming that was likely to appeal to the prurient interest. Congress has since passed laws that ban indecent programming. The Court ruled that the FCC’s rule was unconstitutional because it was not narrowly tailored, did not serve a significant government interest, and does not advance the government’s interest in protecting children.)

Chapter 4 Short Story: 2

Terms in Action

How I Find Short Stories

Chapter 4 Short Story: 3

Terms in Action

Chapter 4 Short Story: 4

Terms in Action

Chapter 4 Short Story: 5

Terms in Action

Chapter 4 Short Story: 6

Terms in Action

Chapter 4 Short Story: 7

Terms in Action

Chapter 4 Short Story: 8

Terms in Action

Chapter 4 Short Story: 9

Terms in Action

Chapter 4 Short Story: 10

Terms in Action

Chapter 4 Short Story: 11

Terms in Action

Chapter 4 Short Story: 12

Terms in Action

Chapter 4 Short Story: 13

Terms in Action

Chapter 4 Short Story: 14

Terms in Action
Lawyers Love Movies about Lawyers

Lawyers (still) Love Movies about Lawyers
Films Included in My Legal Courses

- A Civil Action
- Class Action
- Disclosure
- Dumb and Dumber
- Enron: The Smartest Guys in the Room
- The Huduscker Proxy
- Liar Liar
- Lord of War
- Minority Report
- Thank You for Smoking
- The Paper Chase
- The Social Network
- True Grit
- Wall Street
- Wall Street: Money Never Sleeps
- Young Mr. Lincoln

What Students See Looking at a Film Scene

Movie Clip from "The Social Network"

Please watch the following scene from "The Social Network," the 2010 film that chronicles the creation and growth of Facebook. The story is about Facebook.com, a social networking website founded in 2004 by Harvard students Mark Zuckerberg, Sean Parker, and Dustin Moskovitz, who developed a business model centered on the idea that "everybody wants to be friends." The film0 features a mix of historical accuracy and fictional elements, with each character portrayed by a talented actor. The film explores themes of friendship, ambition, and the impact of technology on society. The story of Facebook's rise offers insights into the complex relationships between the founders, investors, and the public, ultimately shedding light on the business strategies that shaped the company's success.
“Wall Street” (1987) and Greed

Wall Street II” (2010) and Greed, revisited
Sample Student Answer

“The Paper Chase” (1973) and contract law
Applying Contract Law to "Liar Liar" (1997)

Evaluating UCC Warranties to "Lord of War" (2005)

Average Final Grade in Business Law before and After Course Enhancements

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<th>Two Semesters before Enhancements</th>
<th>First Semester after Enhancements</th>
<th>Second Semester after Enhancements</th>
<th>Third Semester after Enhancements</th>
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<tr>
<td>Average Grade</td>
<td>77</td>
<td>79</td>
<td>82</td>
<td>84</td>
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Responses from External Course Surveys

Did the Short Stories bring Real-Life to the Course?

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<th>Issue</th>
<th>Yes (%)</th>
<th>No (%)</th>
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<tr>
<th>Description</th>
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Did Students Think the Film Clips Worked as a Learning Tool?

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<th>Yes (%)</th>
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How to Find your own Film Clips

- **Movie Clips**  ([www.movieclips.com](http://www.movieclips.com))
  - Allows for browsing by genre, theme, setting, character type
  - Film clips can be trimmed
  - Film clips can be shared through facebook, twitter, email
  - Embed codes and short URLs are provided

- **Internet Movie Database**  ([www.imdb.com](http://www.imdb.com))
  - Has a search engine tied to keywords, genre, title
  - One can refine a search by stated genres and keywords
  - IMDB includes television and film titles