Using the ARCS-V Model to Reframe Success in Online Courses

Ludwika "Ludy" Goodson
Instructional Consultant and Designer
Indiana University-Purdue University Fort Wayne

ARCS-V is an abbreviation for four elements.
- **A**: Attention
- **R**: Relevance
- **C**: Confidence
- **S**: Satisfaction
- **V**: Volition

*ARCS: Zammit, Martindale, Meiners-Lovell, Irwin; Image: Rosie Wiki

This session was inspired by research and interdisciplinary deliberations.
- "IPFW OCDR Team talks, all *QM*™ trained.
- Research on online retention.
- Tinto’s retention model (2014 *AECT).

*OCDR=Online Course Design Review; QM=Quality Matters™; AECT=Association for Educational Communications and Technology.
This session was inspired by research and interdisciplinary deliberations.

- IPFW OCDR Team
- *QM™ trained
- Research
- Tinto, 1975, 1992
- Bean, 1980, Bean & Eaton, 2000 (students play more active role in their socialization)
- Metzner, 1985 (focus on nontraditional students)
- Read more, Berge & Huang, 2004: A Model for Sustainable Student Retention Perceived Contributing Factors for Nontraditional Student

Two questions emerged.

- Should the ARCS-V motivation model by John Keller reframe the design and teaching of online courses?
- Do factors of student retention in higher education continue to make sense in the growing context of online education?


But first, what is ARCS-V?

John Keller
ARCSModel.com

Models of college retention are complex:

- Tinto, 1975, 1992
- Bean, 1980, Bean & Eaton, 2000 (students play more active role in their socialization)
- Metzner, 1985 (focus on nontraditional students)

Research showed types of variables for college retention. Is it the same for online?

Institutional features include:
- orientation to college,
- housing on campus,
- financial aid,
- institutional support (parking, child care),
- student union,
- costs

Academic services include:
- advising,
- courses,
- resources (library, technology),
- academic support (writing, study skills, tutoring)

Social connections include:
- friendships,
- social groups

Background before college includes:
- support from family/friends,
- family income,
- pre-college prep,
- educational goals...

Personal circumstances include:
- family,
- job,
- income,
- financial resources
Motivation includes:
- self-efficacy,
- self-confidence,
- internal locus of control,
- determination,
- personal goals,
- attitudes,
- satisfaction,
- achievement

Online? YES NO

Many studies have examined what variables account for retention. As an example:
- Herbert, 2006
- Quantitative data from 122 students.

Faculty actions contributed to satisfaction.
- Faculty responsiveness to student needs.
- Quality of online instruction.
- Faculty feedback on student progress.

And satisfaction distinguished completers from non-completers.
- Completers: higher satisfaction
- Non-completers: lower satisfaction
- Non-completers: time commitments, personal problems, instructor problems

A later study also explored persistence in online courses.
- Park & Choi, 2009
- Quantitative data from 147 students.

Satisfaction and relevance were significant.
- Students persist because of satisfaction and relevance.
- Students drop out in absence of family or organizational support.

Park & Choi suggested extra motivational strategies could overcome the dropout factors.
Several research reviews have been reported.

Hart, 2012, meta-analysis of 18 studies:
- original data,
- persistence and success in online learning,
- peer-reviewed journals.

Certain student factors make a difference.
- Realistic expectations and study skills.
- Satisfaction and relevance of course.
- Self-efficacy, supports effort and resilience.

Faculty and social factors are important.
- Faculty presence.
- Interactions and prompt and meaningful feedback.
- Social presence/community.

Personal skills and support are important.
- Previous educational experience with online courses.
- Computer skills and computer access.
- Technical support.
- Access to resources.

Family, friends, and sometimes GPA matter.
- Support from family and friends.
- GPA is not always a factor.

Can you answer these questions?
- Should the ARCS-V motivation model by John Keller reframe the design and teaching of online courses?
- Do factors of student retention in higher education continue to make sense in the growing context of online education?