

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

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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](#)

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**MOTIVATIONAL DESIGN**

This session was inspired by research and interdisciplinary deliberations.

- ▶ \*IPFW OCCR Team talks, all \*QM™ trained.
- ▶ Research on online retention.
- ▶ Tinto's retention model (2014 \*AECT).

\*OCCR=Online Course Design Review; QM=Quality Matters™; AECT=Association for Educational Communications and Technology.

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**RETENTION ONLINE?**

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- ▶ \*QM™ trained
- ▶ Research
- ▶ Tinto

**EXEMPLARY ONLINE?**  
**RETENTION ONLINE?**  
**GROUND SAME OR DIFFERENT?**

\*OCDR=Online Course Design Review; QM=Quality Matters™; AB=Association for Educational Communications Technology.

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?

References: Zammitt, Martindale, Meiners-Lovell, & Irwin, 2013; Demetriou & Schmitz-Sciborski, 2011; Jenson, 2011.

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**WHY BOTHER?**



References: Zammitt, Martindale, Meiners-Lovell, & Irwin, 2013; Demetriou & Schmitz-Sciborski, 2011; Jenson, 2011.

But first, what is ARCS-V?

**John Keller**  
[ARCSModel.com](http://ARCSModel.com)



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**WHY BOTHER?**  
**WHAT SUPPORTS RETENTION?**




Image 1: Salary.com; Image 2: Old Dominion

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)
- ▶ Read more, Berge & Huang, 2004: [A Model for Sustainable Student Retention Perceived Contributing Factors for Nontraditional Student](#)

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

Institutional features	Academic services	Social connections
Background	Personal circumstances	Motivation

**Institutional features include:**

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



Online?  YES  NO

**Academic services include:**

- ▶ advising, courses, resources (library, technology), academic support (writing, study skills, tutoring)



Online?  YES  NO

**Social connections include:**

- ▶ friendships, social groups



Online?  YES  NO

**Background before college includes:**

- ▶ support from family/friends, family income, pre-college prep, educational goals...



▶ Image: St. Joseph's University

Online?  YES  NO

**Personal circumstances include:**

- ▶ family, job, income, financial resources



Online?  YES  NO

### 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.**



▶ Image Source: Michele Drouin, IPPW

And satisfaction distinguished completers from non-completers.

- ▶ **Completers: higher satisfaction**
- ▶ **Non-completers: lower satisfaction**
- ▶ **Non-completers: time commitments, personal problems, instructor problems**

Do we get a thumbs up from you?

Take the Learner Satisfaction Survey...



▶ Image: [The City of Liverpool College](#)

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.

Image: [The Prospect: Getting yourself involved in college.](#)

### Several research reviews have been reported.

Hart, 2012, meta-analysis of 18 studies:

- ▶ original data,
- ▶ persistence and success in online learning,
- ▶ peer-reviewed journals.

▶ Image: [AACSE Journal of Online Learning Research](#)



### Certain student factors make a difference.

- ▶ Realistic expectations and study skills.
- ▶ Satisfaction and relevance of course.
- ▶ Self-efficacy, supports effort and resilience.

▶ Image: Microsoft Clip Art



### Faculty and social factors are important.

- ▶ Faculty presence.
- ▶ Interactions and prompt and meaningful feedback.
- ▶ Social presence/community.

▶ Image: Microsoft Clip Art



### Personal skills and support are important.

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

▶ Image: Microsoft Clip Art



### Family, friends, and sometimes GPA matter.

- ▶ Support from family and friends.
- ▶ GPA is not always a factor.

▶ Image: [Mount Holy Oak, Family & Friends Weekend](#)



### Can you answer these questions?

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