

Motivation Wheel Design for Increase Saudi Students' Motivation to learn in Blended Learning Environments

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ABSTRACT

Students' motivation to learn is the goal of the educational process in new methods of learning, such as blended learning. There is a close link between learning outcomes and students' motivation to learn. This study seeks to improve overall learner motivation by employing motivational strategies and finding the basic features in Web 2.0 that enhance students' motivation to learn in the Saudi education sector. The study aimed to design a motivation wheel based on the ARCS model to help educators use Web 2.0 tools while teaching in the digital age to increase students' motivation to learn in a blended learning environment. The basic principle of the motivation wheel is determining the use of Web 2.0 tools in education while also considering how these tools could contribute to the specific aim of the program being taught. This thought process leads to a desire to help teachers make good decisions in their teaching methods and practices, allowing them to drive technology.

OBJECTIVES

This study designed the motivation wheel to examine the basic features of Web 2.0 technology that enhance students' motivation to learn in the Saudi education sector. Thus, the researcher designed a wheel for this study to connect the motivation factors of the ARCS model to strategies, activities, and Web 2.0 tools to get good decisions in their teaching methods and practices, allowing them to drive technology.

Materials & Methods

This study designed motivation Wheel to examine the relationship between the use of web 2.0 technology in a blended learning environment and students' motivation. Furthermore, The motivation theory in this wheel is based on the ARCS model, which was originally designed by John Keller and built upon the concepts used in the expectancy-value theory [1]. Thus, The proposed motivation wheel enables each factor of the ARCS model to capitalize on the features of Web 2.0 tools to increase students' motivation in the blended learning environment.

RESULTS

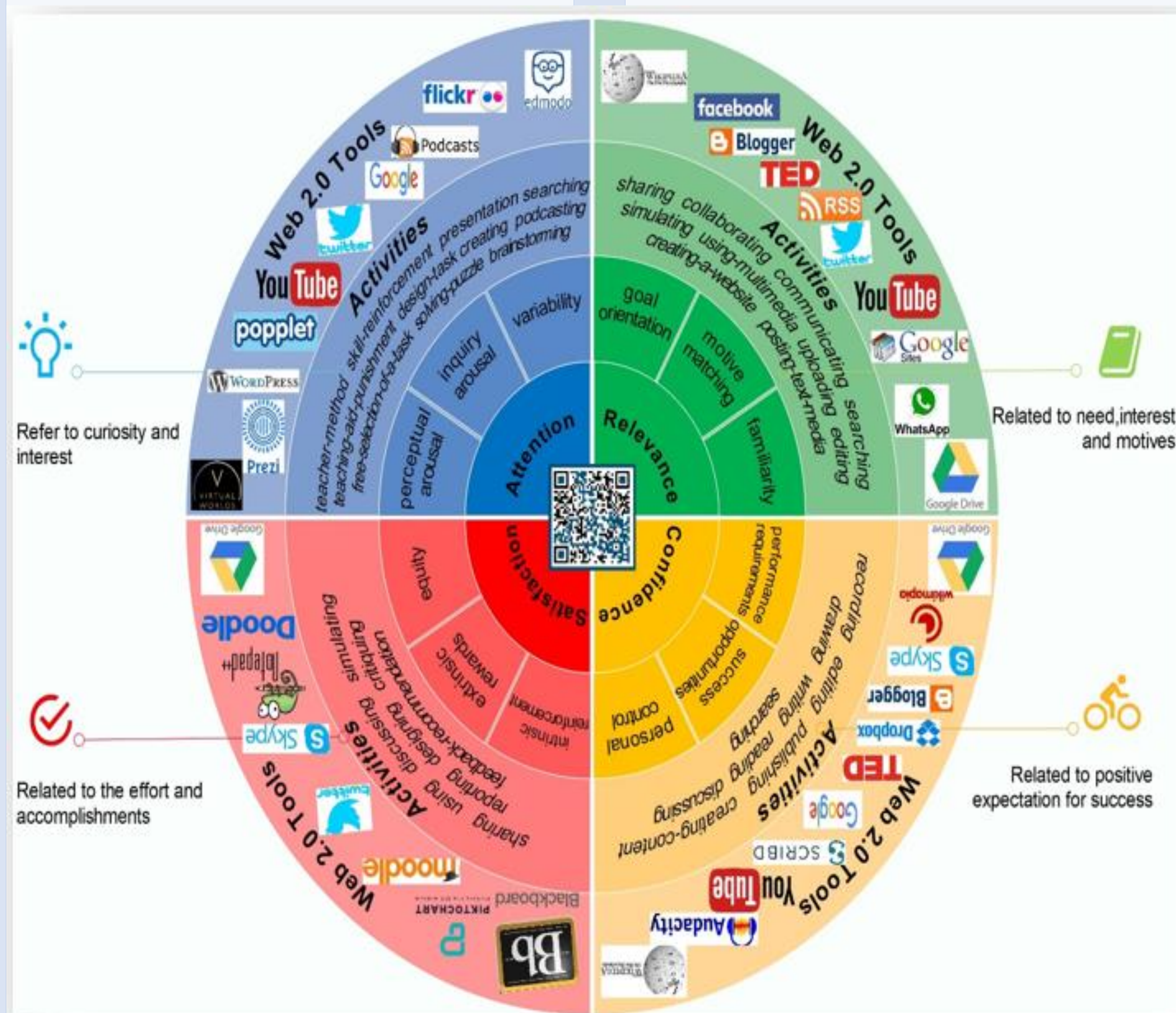
The wheel creates a new way of thinking about bringing together the learning transformation of Web 2.0 tools for long-term learning objectives. The results of this study can help contribute to improving the educational process through measures the effect of using Web 2.0 technologies, including blogs, wikis, and other social networks, on motivation to learn inside blended learning. Thus, the wheel works as a guide for instructors seeking to motivate students to use Web 2.0 as the main platform in the Saudi education sector.

CONCLUSION

This study provides the best ways to deliver instruction methods and learning in Saudi sector education for the use of a blended learning environment. It aims to contribute to improving the educational process that measures the effect of using Web 2.0 technologies, including blogs, wikis, and other social networks, on motivation to learn inside blended learning. The key finding from this study was that the introduction of Web 2.0 technology in a blended learning environment could improve student motivation and its four subdomains of attention, relevance, confidence, and satisfaction. Moreover, the proposed motivation wheel was designed to focuses on the motivation domain, providing a reference to an instructor or student connecting Web 2.0 tools to motivation theory. The wheel creates a new way of thinking about bringing the learning transformation of Web 2.0 tools together to achieve long-term learning objectives.

REFERENCES

[1] B. Huett, K. Kalinowski, L. Moller, and C. Hutt, "Improving the motivation and retention of online students through the use of ARCS-based e-mails," *Journal of Distance Education*, vol. 22, pp. 159-176, 2008.



Motivation Wheel