Motivation and Engagement Reaching out to High School Seniors

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Introduction

Using different educational techniques with various students within the classroom has shown to increase motivation and engagement within different school settings (Dalgarno & Lee, 2010; Li & Seedhouse, 2010; Wilhelm & Wilhelm, 2010). According to Dalgarno and Lee (2010), Li and Seedhouse (2010), Wilhelm and Wilhelm (2010), techniques such as inquiry, different technology programs, and story-based learning motivated the learners as well as the educators in the classroom. This literature review examined students from various backgrounds, social statuses, cultural differences, citizenship status that have run into the same issue of becoming motivated and engaged in their future (Dalgarno & Lee, 2010; Li & Seedhouse, 2010; Wilhelm & Wilhelm, 2010).

Motivation and Engagement

According to Wilhelm and Wilhelm (2010), in teacher-centered classrooms, the use of inquiry designs helped to motivate more students by bringing the focus back on the students. Wilhelm and Wilhelm (2010) felt that by using inquiry and a design format, teachers used pre-existing interests, different outlooks, and areas of strengths in each individual student. Wilhelm and Wilhelm (2010) found that the students were more interested in the lessons because they could identify themselves with what was being taught within the lesson. Inquiry and design helped to reach various kinds of learners regardless of their background in education and surpassed traditional educational methods in their school (Wilhelm & Wilhelm, 2010).

According to Dalgarno and Lee (2010), the use of three- dimensional (3-D) technologies showed great potential in increasing motivation and engagement within the classroom. Dalgarno and Lee (2010) acknowledged the different educational benefits of 3-D technologies and how

they increased motivation and engagement for the students more than other dimensional technologies. Dalgarno and Lee (2010) reported that (3-D) technologies allowed students to personalize an environment, which made their surroundings more conducive to their learning environments. 3-D technologies placed students in a position of controlling and entering into their learning experience, which made the students more, engaged (Dalgarno & Lee, 2010). According to Dalgarno and Lee (2010), exploration in a 3-D environment helped to motivate many different students. Hazari and Lee (2010) stated using 3-D technologies was different within various classroom environments but yielded great improvements to encouraging motivation within the classroom.

The integration of story-based lessons within the classroom made a significant difference in an English as a Foreign Language (EFL) classroom by helping the students learn how to read and speak English (Li & Seedhouse, 2010). Li and Seedhouse (2010) noticed that students shared more in the classroom discussion when they were given plenty of time and space in the learning environment. The use of story-based lessons and standard lessons opened a new door to learning for these students (Li & Seedhouse, 2010). Students felt more confident and motivated to participate in the classroom discussion after being introduced to this new way of learning English (Li & Seedhouse, 2010). Story- based approaches provided different learning opportunities as well as a new outlook on how changing tactics could make an extreme difference in a classroom (Li & Seedhouse, 2010).

According to Dreher and Dreher (2010), student's motivation and lack of commitment to information system courses had changed greatly from students being enthusiastic to disappointed. Dreher and Dreher (2010) discussed how information systems courses had lost popularity according to different professors in recent years because the students found no real

relevance to real world activities. The high expectations played a big role in the lack of motivation with these students and led for students to think negatively of the programs (Dreher & Dreher, 2010). Second Life helped to regain motivation in the program and made students more confident in their work by giving them a virtual experience in the business world without the pressure of an actual business (Dreher & Dreher, 2010). As information and communication technologies (ICT) advanced, it is important to stay ahead of these technologies in order to keep the students engaged and motivated (Dreher & Dreher, 2010).

According to Hazari, North, and Moreland (2009), using EFA helped to motivate and get the students engaged in the classrooms lessons. Furthermore, Hazari, North, and Moreland (2009) found that using this technology could be used to develop more motivating and engaging assignments. Hazari, North, and Moreland (2009) found no conclusion has been determined by these studies because no single classroom can determine all environments and also mentioning that keeping up with current trends in education was important to keeping students engaged and motivated.

ARCS Model of Motivational Design

Keller's motivational model learning theory attention, relevance, confidence, and satisfaction (ARCS) motivated students to seek future goals and careers (Mills & Sorensen, 2004). Moreover, Kim (2011) found many high achieving students and their parents felt that studying different focused areas opened new possibilities because of studying different focused areas. This resulted in many of these high achieving high school students to change their majors in college, which failed to build on their talents for their future career (Kim, 2011). According to Kim (2011), although this study was difficult to manage, there had been a strong need for motivation and encouragement in the students future careers. Gaining the students' focus was

vital to building the curiosity in their various future goals (Mills & Sorensen, 2004).

According to Keller (1999), an environment that was more teacher-controlled and designed for learner motivation was more traditional and not affective for all students. The ARCS model was viewed as motivational strategies to include in instructional environments (Keller, 1999). Keller (1999) concluded that every person was accountable for ones own motivational circumstance. The ARCS model used the four characteristics to help arrange an environment that would be considered conducive to fully motivating each student (Keller, 2000). When teachers were not confident in their content material, students could sense the lack of confidence henceforth they lost motivation to do themselves (Keller, 2000). One improvement to this model would be to give more information to teachers to generate other strategies based on the students and their classroom environment (Keller & Suzuki, 1996).

In the process of studying eight different ARCS motivational designs with 25 teachers in eight subject areas, the instructor's conclusions were positive and stated that the ARCS model caught the student's attention (Keller &Suzuki, 1996). Students in self–managed environments needed to be encouraged through the different motivational issues that surrounded them because their environments did nothing but discourage them (ChanLin, 2009). Keller's model grasped the relevant knowledge and kept a motivational environment, therefore it was noticed in many web–based educational atmospheres as a rich resource for the classroom (Keller & Suzuki, 1996).

Influence

Jung and McCormick (2010) discussed the different motivational theories that helped to influence students in making different occupational decisions by heightening expectancy of accomplishment. According to Jung and McCormick (2010) Amotivation, which is the lack of purpose or expectation in the ability to change the course of events, is the reason for the lack of

knowing the direction to take to figure out purpose and expectation for the future of high school students. Jung and McCormick (2010) further explained that occupational indecision happened for many Australian high school students because they felt making a decision for their future would not make a difference in their future. According to the Ad Council (2011), roughly 7,000 students drop out of school everyday which has been a result of not being motivated. The decision to drop out of school happened over time of consistent failure and disappointment (Ad Council, 2011). Those that drop out of school stated that they lost motivation and had no support or encouragement from home or school (Ad Council, 2011).

Students especially in urban communities needed more encouragement and influence from family, school, and community, which individually did not solve the issue of motivation and engagement (Committee on Increasing High School Students, 2006). The engagement in the classroom was to ensure that the different students would receive the proper amount of challenge that would keep the students connected (Committee on Increasing High School Students, 2006). Changing the approach in the classroom helped immensely to keeping the students responding to the material (Committee on Increasing High School Students, 2006). The Committee on Increasing High School Students (2006) went further to state that teachers needed to get more education to meet the needs of the students.

Students with environmental restraints such as deportation felt unmotivated to do more in their education (Abrego & Gonzales, 2010).   Carrier (1992) stated that it was important to give students the guidance that was needed so that students would carry out productive lives after graduation. Many students were concerned about their lives after graduation but felt that they did not get the information to help them make a decision (Abrego & Gonzales, 2010).

Garcez (2007) discussed that motivation with aspiration helped students to be more self-sufficient when they picked their career choices. When faced with challenges, students would excel more with the expectation of succeeding (Gargcez, 2007). Students learned best when their educational needs were focused to the direction of what would be needed for their future goals (Gargcez, 2007). Garcez (2007) further analyzed that with community as well as family members; students would successfully choose a direction that would best suit them.

Conclusion

Motivation and engagement were essential in keeping students involved in their schooling (Dalgarno & Lee, 2010; Li & Seedhouse, 2010; Wilhelm & Wilhelm, 2010). Various teaching methods and tools have made students more likely to seek more in their future goals and careers (Dalgarno & Lee, 2010; Li & Seedhouse, 2010; Wilhelm & Wilhelm, 2010). More student- centered methods had made a difference in how motivated and engaged students were within their school. Schools needed to be more focused on how they prepared teachers with tools to make sure all students were motivated and engaged (Dalgarno & Lee, 2010; Li & Seedhouse, 2010; Wilhelm & Wilhelm, 2010; Abrego & Gonzales, 2010). This would insure that the school drop out rates would decrease and more students would be influenced to choose their career goals (Dalgarno & Lee, 2010; Li & Seedhouse, 2010; Wilhelm & Wilhelm, 2010).

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