

ONLINE INSTRUCTIONAL STRATEGIES AFFECTING LEARNER MOTIVATION
(186 pp.)

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The purpose of this study was to determine what effect four specific online instructional strategies promoting interaction via problem-solving activities and discussion have on motivation for students with various social learning preferences. The four online activities were interviewing, role playing, brainstorming, and small group discussion.

Two primary research questions framed the design of the study:

1. Will employing specific online instructional strategies increase or decrease learner motivation?
2. Will learners with specific social learning preferences report increased or decreased motivation in response to specific online instructional strategies?

A pretest-posttest (repeated measure) factorial design was used to measure changes in motivation following the use of four specific online instructional strategies. Participants completed two surveys to determine their social learning preference and establish a baseline of motivation prior to participating in an online instructional strategy. They again completed the motivation survey after participating in an online instructional strategy. It was hypothesized that some learners would report an increase in motivation and others a decrease depending on their social learning preference.

The results of this study indicate support for the hypotheses. Motivation is affected by the use of interactive online instructional strategies. Specific strategies have different effects for learners with different social learning preferences. Knowing which online instructional strategy should be paired with each social learning preference will have a positive influence on learner motivation and better meet course goals.