



RESEARCH ARTICLE

Vol. 4. Issue.1., 2017 (Jan-Mar.)

ISSN INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

2395-2628(Print):2349-9451(online)

APPLICATION OF JOHN KELLER'S ARCS (ATTENTION, RELEVANCE, CONFIDENCE AND  
SATISFACTION) MODEL OF MOTIVATIONAL DESIGN IN CLASSROOM TEACHING

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ABSTRACT

The difference between a good teacher and a superlative teacher lies in the designing and selection of classroom and instructional materials. Employing a systematic process for the consistent development of education is the necessity of the hour. This, in other words, is termed as Instructional Design. A systematic approach helps in acquiring knowledge and skill in an efficient manner. John Keller's ARCS (Attention, Relevance, Confidence and Satisfaction) helps a student in imbibing a positive approach to learning and kindles in him a passion to search and research. B.F. Skinner believed that the most excellent way for creating a conducive environment for learning was to recognise the desired behaviour, and then generate a situation in which successive resemblances of the behaviour would occur. Technology amelioration has led to a Gnostic generation attending any classroom. Therefore it is a teacher's responsibility to upgrade his knowledge level. Attention retention in a classroom can be achieved only if a tutor is able to keep up with the knowledge base of his protégé. In fact, a tutee only respects a teacher who is able to keep pace with his knowledge level and help him go a step further in his search for knowledge.

A precise and methodical planning for each session, thus, turns out to be an unavoidable exercise for a tutor. It can help a teacher focus and keep ahead of his student. Indiscriminate teaching and unplanned sessions can lead to an ill-managed session. In other words, a planned and systematic session will not lead to chaos. On the other hand it can help the students gain a clear picture of the concept.

**Key words:** Attention retention, relevance, confidence, satisfaction

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A student decides to listen to a class in the first few minutes of the session. Therefore it is mandatory for the tutor to plan the introduction of the session in such a way, that the students decide to pay attention for the rest of the session. The relevance of the material used during the session is important. Any example, model, anecdote or scientific model presented in the class should expound more on the relevance of the session. Moving away from the topic for the sake of gaining the attention of the students is pardonable. If the entire session deals with materials irrelevant to the topic, then students might find it difficult to connect the lecture with the concept dealt with.

John Keller talks of two methods that can be employed in gaining the attention of the students – perceptual arousal and Inquiry arousal. According to perceptual arousal, surprise elements can be used to jolt the tutee into attention. On the other hand, curiosity can be stimulated by using challenging problems or questions. This is termed as Inquiry arousal. Other than these, visual materials which stimulate the attention of the tutee along with relevant role play, games which involve the active participation of the tutee, can be planned. Once the initial attention of the tutee is gained, then maintaining it throughout the session should be planned well. Topics can be handled in the same manner as a building is built. Laying a strong foundation which will ensure that the tutee will never forget the concept should occupy a prominent place. Then the concept should be built step by step till the topmost region is reached. Adding accessories to the building is the various other concepts that can be linked to this concept. This is the most important part as it ensures that the building can be occupied and used later. If a lesson is planned in this systematic way along with other attention retaining methods, then it can be ensured that the tutee has learned the concept. This learning can be further strengthened through guest lectures, relevant video etc. Moreover, the tutee should be encouraged to work on the concept thus helping him to research and innovate by using his own ideas. This can take learning to an altogether different plane leading to building confidence in the student. Only when the student researches and works on the topic can he find out the ways and means in which he can use the concept to develop his own ideas into reality. This confidence can also be built by helping the students estimate their success by providing them an evaluation criterion. Thus the practical experience of the tutee can help them in gaining more skill and knowledge.

The strenuous work undertaken by a tutor to ensure the retention of the concept by the tutee can be fruitful only when the tutee feels he is in control of his learning and assessment. Therefore it also rests in the hands of the tutor to instill a sense of responsibility in the tutee towards his learning process. He should be enlightened of his responsibilities as a learner to develop his learning abilities and also concentrate on further self-study.

A teaching-learning classroom is a place where not only knowledge is shared but also a place where wisdom becomes the watch-word. Learning is not fulfilled until and unless satisfaction in the learning is achieved. This can be gained only by providing the tutee with opportunities to disseminate his newly acquired knowledge or innovation among relevant audience. This propagation of his innovation can be rewarding and will motivate the tutee in his future assignments.

Thus, a systematic process, which in other words can be termed as Instructional Design, leads to the consistent development in the learning arena of a tutee helping him in acquiring knowledge and skill in an efficient manner. We are in an age where the computer takes on the role of a tutor. It delivers electronically programmed instructions to its tutees. Computers involve its tutee in the learning process and help him in recording his progress. It adapts to the pace of its learners who have the sole discretion of going back and forth until he can ensure his understanding of the concept. A human tutor thus has an uphill task in front of

him. He is vying with a machine to gain the attention of his tutee. A student who is self-directed, autonomous and independent needs a teacher only to direct his steps. He takes it up from there and steadily moves on with his learning. Therefore it is imperative for a teacher to direct the first unknown step to him. This if achieved can make a difference in the life of the student. A good teacher shows only one corner of the classroom to his students and helps them to discover the other three. This adage is apt for the new generation teachers and students. The New-Gen learning methods which include the mobile apps and various other apps found on internet have made learning easier for the students. Therefore the students do not feel it necessary to be present in a classroom unless they are profited by it. Making a session interesting and unavoidable for the student is a highly complicated task for the teacher. It becomes mandatory for the teacher to become tech-savvy so as to gain the confidence and respect of the students. An in-depth knowledge of the subject can only help the teacher to keep his class in rapt attention to his lectures.

Getting the undivided attention of the student is the toughest task faced by any teacher. Systematic planning and using of relevant material can ensure that “teaching” has been carried out in the class. The teacher can perceive his work by assessing the confidence level gained by the student while presenting his ideas based on the concept to a larger audience. This can ascertain satisfaction both for the teacher and the student.

#### **Reference**

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