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USING AN APPRECIATIVE INQUIRY APPROACH TO ENHANCE STUDENT MOTIVATION AND ACHIEVEMENT IN HIGHER EDUCATION COURSES

by

Betty McQuain

A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Philosophy in the Department of Instructional Design

Idaho State University

Fall 2015

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Committee Approval

To the Graduate Faculty:

The members of the committee appointed to examine the dissertation of BETTY MCQUAIN find it satisfactory and recommend that it be accepted.

_____

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HUMAN SUBJECTS APPROVAL PAGES

January 22, 2015

Betty McQuain
234 W. 1st South #112
Rexburg, ID 83440

RE: Your application dated 1/22/2015 regarding study number 4224: Using an Appreciative Inquiry Approach to Enhance Student Motivation and Achievement in Higher Education Courses

Dear Ms. McQuain:

I agree that this study qualifies as exempt from review under the following guideline: 1. Research on educational practices in educational settings. This letter is your approval, please, keep this document in a safe place.

Notify the HSC of any adverse events. Serious, unexpected adverse events must be reported in writing within 10 business days.

You are granted permission to conduct your study effective immediately. The study is not subject to renewal.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. Contact Tom Bailey (208-282-2179; fax 208-282-4723; email: humsubj@isu.edu) if you have any questions or require further information.

Sincerely,

Ralph Baergen, PhD, MPH, CIP
Human Subjects Chair

BYU
IDAHO

November 8, 2014

Dear Betty,

Your request to use human subjects for the study entitled *Using an Appreciative Inquiry Approach to Enhance Student Motivation and Achievement in Higher Education Courses* is approved for 12 months from the date of this letter.

Please notify the IRB if you intend to make any significant modifications to the study's design or implementation.

Good luck with your study.

Regards,

Scott J. Bergstrom, Ph.D.
Chair, BYU-Idaho Institutional Review Board

ACKNOWLEDGEMENTS

I wish to thank the faculty in the Instructional Design Department at Idaho State University for a rich and rewarding educational experience. Each of them contributed invaluably to my learning. I am especially grateful for the support and insightful guidance of my dissertation advisor, Dr. Dotty Sammons, who gave so generously of her time and expertise throughout the dissertation process. I am likewise grateful for the help provided by the other members of my dissertation committee: Dr. Mark Neill, Dr. Esther Ntuli, Dr. David Coffland, and Dr. Tony Seikel. Each member of my committee provided a distinct perspective that helped me develop as an instructional designer, educator, and researcher.

The members of my cohort were my lifeline as we progressed together through the Instructional Design Program. Thank you for your friendship, collegiality, and encouragement over the last four years.

I also express my thanks to my colleagues in the Home and Family Department at BYU-Idaho for their support, indulgence, and general cheerleading as I completed my coursework and research. I am also grateful for the generosity my employer, BYU-Idaho, in providing time and financial resources as I pursed my degree.

Finally, I thank my friends and family who have listened to me talk endlessly about ideas that excite me, given me feedback on projects, and believed that I could do what at times felt impossible. They have been my greatest support.

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ABSTRACT

This experimental research study explored the effectiveness of using an Appreciative Inquiry approach in online instruction to enhance intrinsic motivation and improve student achievement in a blended higher education class. The relationship between intrinsic student motivation and student achievement was also examined.

A pre-test/post-test control group experimental design was used to conduct the research. Keller's ARCS model of motivational design and Appreciative Inquiry theory provided the theoretical framework for the study. The ADDIE instructional design process was used to develop Appreciative Inquiry-inspired online modules in Adobe Captivate®. The modules were implemented with the intent of improving overall intrinsic student motivation, particularly in the areas of attention, relevance, confidence, and satisfaction. It was also hoped that the modules would boost student achievement.

The study investigated four research questions. The first research question explored whether using an Appreciative Inquiry approach would change intrinsic student motivation. The results showed that there were statistically significant differences in overall intrinsic motivation, confidence, and satisfaction between the treatment group and the control group. Post hoc analyses revealed that there were statistically significant *increases* in overall intrinsic motivation, confidence, and satisfaction for the treatment group, but no significant change in any area for the control group.

The second and third research questions considered the impact of an Appreciative Inquiry approach on student achievement and student achievement at a mastery level, respectively. Results for both questions revealed no significant differences between the groups on either measure.

The fourth research question inspected the relationship between overall intrinsic student motivation and student achievement. The results in this study contradicted many of the findings in the literature in that there were no significant relationships between student motivation and student achievement in either group.

In summary, the findings of this study suggest that an Appreciative Inquiry approach can be effectively used in online instruction to enhance overall intrinsic student motivation, particularly in the areas of confidence and satisfaction. However, this study provided no statistically significant evidence that an Appreciative Inquiry approach improves student achievement.

CHAPTER I

Introduction

Motivation is defined in various ways—as "a large, amorphous variable composed of many social and cognitive processes" (Siler & VanLehn, 2009, p. 78); as "the process whereby goal-directed activity is instigated and sustained" (Hartnett, St. George, & Dron, 2011, p. 21); and as the "internal state or condition that arouses us to action" (Cheng & Yeh, 2009, p. 597), including the action of learning. Simply put, motivation is the drive that leads one to act. In education, motivation is a personal and subjective phenomenon that relates to students' attitudes toward and willingness to engage in a learning activity (Bandura, 1993; Cheng & Yeh, 2009; Dompnier, Darnon, & Butera, 2009; Endler, Rey, & Butz, 2012; Freeman, 2012; Gagné, Briggs, & Wager, 1992; Hartnett et al., 2011; Heidig, Muller, & Reichelt, 2015; Isen, 2002; Keller, 2011; Krathwohl, Bloom, & Masia, 1964; Ryan & Deci, 2000; Xie & Ke, 2011; Zhang, 2008). Based on several studies correlating motivation with learning performance, many educators and instructional designers presume that learning is unlikely to occur in the absence of motivation, and therefore motivation is a critical consideration when designing instruction in any format (Bandura, 1993; Cheng & Yeh, 2009; Deci, Ryan, & Koestner, 2001; Endler et al., 2012; Freeman, 2012; Keller, 2011; King & Arnold, 2012;

Lewis, 2013; Ocak & Akçayır, 2013; Pittenger & Doering, 2010; Pulfrey, Darnon, & Butera, 2013; Ryan & Deci, 2000; Sakui & Cowie, 2012; Sansone, Fraughton, Zachary, Butner, & Heiner, 2011; Xie & Ke, 2011).

While some researchers advocate the use of extrinsic motivation in education (Cameron & Pierce, 1994; Ryan & Deci, 2000), many argue that intrinsic motivation produces superior learning outcomes (Bandura, 1993; Csikszentmihalyi, 1997; Csikszentmihalyi, Abuhamdeh, & Nakamura, 2005; Deci et al., 2001; Isen, 2002; Kohn, 1993; Lepper, 1988; Malone, 1981; Nakamura & Csikszentmihalyi, 2009; Pulfrey et al., 2013; Ryan & Deci, 2000; Schweinle, Turner, & Meyer, 2008; Shernoff, Abdi, Anderson, & Csikszentmihalyi, 2014; Zhang, 2008) and student achievement (Bloom, Hutson, He, & Konkle, 2013; Britto & Rush, 2013; Endler et al., 2012; Hartnett et al., 2011; Keller, 2008; Kim, 2012; Ocak & Akcayir, 2013; Smith, Lange, & Huston, 2012; Vaill & Testori, 2012). Intrinsic motivation comes from within individuals and is devoid of external pressure, in contrast to extrinsic motivation, which comes from an outside source. Some who oppose the use of extrinsic motivation believe that it is a form of manipulation and should be avoided (Kohn, 1993). Those in favor of extrinsic motivation believe it to be a positive and effective strategy for enhancing learning (Bandura, 1993; Cameron & Pierce, 1994). Others take a middle-ground perspective, asserting that, when combined, intrinsic and extrinsic motivation interact to produce the most successful learning outcomes (Ryan & Deci, 2000).

Although the debate surrounding the relative efficacy of intrinsic versus extrinsic motivation continues, the evidence supporting the value of intrinsic motivation is extensive (Csikszentmihalyi, 1997; Csikszentmihalyi et al., 2005; Deci et al., 2001; Isen,

2002; Kohn, 1993; Lepper, 1988; Malone, 1981; Ryan & Deci, 2000). In response to this evidence, many instructional designers intentionally apply motivation principles throughout the instructional design process (Abrami, Bernard, Bures, Borokhovski, & Tamim, 2011; Balaban-Sali, 2008; ChanLin, 2009; Cheng & Yeh, 2009; Ferguson & DeFelice, 2010; Heidig et al., 2015; Huang, 2011; Huang, Huang, & Tschopp, 2010; Hodges & Kim, 2013; Keller, 2011; Pittinger & Doering, 2010). This intentional application of motivation principles to instruction is referred to as *motivational design* and has been conceptualized in a number of different motivational design models (Abrami et al., 2011; Balaban-Sali, 2008; Cheng & Yeh, 2009; Heidig et al., 2015; Pittinger & Doering, 2010; Zhang, 2008).

John Keller (2010) created the *Attention, Relevance, Confidence, Satisfaction* (ARCS) model of motivational design for the purpose of intentionally encouraging situational intrinsic motivation among students enrolled in individual courses. He purported that learners become intrinsically motivated to learn when: (a) their curiosity is aroused, (b) they find the content to be learned personally meaningful, (c) they believe they can successfully master the learning task, and (d) they anticipate a satisfying learning outcome (Keller, 2011). He further asserted that learners maintain intrinsic motivation when the anticipated satisfying learning outcome is realized, and when they possess the volitional (or self-regulatory) strategies to persist with learning tasks until they achieve their end goal (Keller, 2011). His ARCS model has been described as the best motivational design model in the instructional design field (Ocak, & Akçayır, 2013).

Appreciative Inquiry (AI) is a theory of change that is based in positive psychology (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009;

Cooperrider, Whitney, & Stavros, 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English, Fenwick, & Parsons, 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins, Mohr, & Kelly, 2011; Whitney & Trosten-Bloom, 2003), as well as a qualitative (English et al., 2003; Reed, 2007) and a quantitative research methodology (Reed, 2007). Positive psychology is the scientific study of the human psyche that seeks to build positive human qualities and emotions by focusing on the strengths and untapped potential of individuals (Bloom et al., 2013; He, 2009). Positive psychology deviates from traditional psychology's preoccupation with deficits and dysfunction and looks instead at an individual's assets and positive experiences as the impetus for personal development (Bloom et al., 2013; He, 2009). This deviation is critical to Appreciative Inquiry, which also intentionally focuses on the positive (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003).

Just as Appreciative Inquiry taps deeply into the strengths-based focus of positive psychology, it also has roots in the theory of social constructivism (Bloom et al., 2013; Cooperrider et al., 2005; Reed, 2007; Watkins et al., 2011). Social constructivism is the theoretical perspective that knowledge is built through interaction and collaboration (Bloom et al., 2013; Watkins et al., 2011). Using the marriage of positive psychology and social constructivism as a springboard, Appreciative Inquiry seeks to bring about organizational change through a collaborative process that focuses on the positive aspects of a particular group (Bloom et al., 2013; Cooperrider et al., 2005; Reed, 2007; Watkins et al., 2011).

This collaborative, positives-focused approach to creating a desired organizational future is considered by many to be revolutionary (Cooperrider et al., 2005; Jennings, 2009; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). Appreciative Inquiry began with the doctoral work of David Cooperrider, wherein he asked doctors in a U.S. hospital "to describe and discuss the aspects [about their work] they valued . . ." (Reed, 2007, p. 22). He discovered that asking people to answer questions with a positive focus was a very productive strategy for change (Cooperrider et al., 2005; Reed, 2007; Watkins et al., 2011).

Appreciative Inquiry creates a climate for change by using language in the form of open-ended questions to draw out from participants what is right with a current situation for the purpose of designing an improved future (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Gergen & Gergen, 2006; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). In current practice, these open-ended questions are most often used in a team setting (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al, 2005.; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Gergen & Gergen, 2006; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003), but some researchers and practitioners are also using an Appreciative Inquiry approach with individuals (Carter, 2009; Conklin, 2009; Kelm, 2005; Tschannen-Moran & Tschannen-Moran, 2010).

As a change strategy, Appreciative Inquiry has been widely used in a variety of businesses and other organizations, where participants have reported finding relevance in

the AI process because it relates to their personal experiences within the organizational context (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). For example, Watkins, Mohr, and Kelly (2011) recounted the outcomes of an Appreciative Inquiry process instigated by a new managing director in the Michigan office of an unidentified world-wide consulting firm. The new director made an effort to meet every employee and client associated with the office (nearly 340 in all), and used the Appreciative Inquiry strategy of asking them to describe their "peak experiences and what [they] valued most about themselves and the firm" (Watkins et al., 2011, p. 108). The director's intention was to "uncover a positive core upon which to build, to identify and amplify what was already working well within the system, and to begin consciously to co-construct a positive future" (p. 108). The Appreciative Inquiry process was continued for three years to develop and update a strategic operating plan. At the end of the three years, the Michigan office was ranked first in the company in income, revenue, employee retention, employee engagement, and client satisfaction (Watkins et al., 2011).

Appreciative Inquiry participants have also reported feeling an increased sense of confidence in their ability to contribute to positive change within their organizations, and have described experiencing personal satisfaction during the process (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003).

Whitney and Trosten-Bloom (2003) related the story of employees of the Hunter Douglas Windows Fashion Division. Most had only a fifth-grade education and were accustomed to being treated as disposable personnel. When the company invested in an Appreciative Inquiry process and invited all employees to attend, with the hope of strengthening the infrastructure of their growing company, the employees were skeptical. However, the doubtful employees found the AI experience to be drastically different from their previous encounters with the company, and in the end felt "honored" (Whitney & Trosten-Bloom, 2003, p. 128) for being invited to participate.

These and other reported successes of AI for enhancing the relevance, confidence, and satisfaction aspects of intrinsic motivation among personnel from business and other organizations suggest an intriguing question, "Could an Appreciative Inquiry approach be used in an educational setting to enhance intrinsic motivation among *students*?"

Statement of the Problem

Student motivation is critical to the learning process (Bandura, 1993; Cameron & Pierce, 1994; Cheng & Yeh, 2009; Csikszentmihalyi, 1997; Csikszentmihalyi et al., 2005; Endler et al., 2012; Freeman, 2012; Heidig et al., 2015; Keller, 2011; King & Arnold, 2012; Kohn, 1993; Lewis, 2013; Lepper, 1988; Malone, 1981; Ocak & Akçayır, 2013; Pittenger & Doering, 2010; Pulfrey et al., 2013; Ryan & Deci, 2000; Sakui & Cowie, 2012; Sansone et al., 2011; Shernoff et al., 2014; Xie & Ke, 2011; Zhang, 2008). In fact, "motivation is essential to learning *no matter the context*" (Sansone et al., 2011, p. 200, emphasis added). Student motivation is also empirically linked to student achievement and retention (Bloom et al., 2013; Britto & Rush, 2013; Endler et al., 2012; Ferguson & DeFelice, 2010; Hartnett et al., 2011; Isen, 2002; Keller, 2008; Kim, 2012; Ocak &

Akcayir, 2013; Sansone et al., 2011; Smith et al., 2012; Vaill & Testori, 2012). Ferguson and DeFelice (2010), for example, found that students who experienced higher satisfaction with student-to-student interactions in an online course had significantly higher achievement than their counterparts who did not. Similarly, Ocak and Akçayır (2013) reported that "there [was] a significant relationship between student motivation and achievement in [their] blended learning environment" (p. 1061). In like fashion, Bloom, Hutson, He, and Konkle (2013) advocated for having students select their own goals as a strategy for improving motivation and achievement because when they do "they are likely to have greater self-involvement in achieving them" (p. 13). Their assertion is supported by the research of Park and Choi (2009), who found that student satisfaction and relevance predicted drop out or persistence rates in online courses. Learners who were satisfied with the courses and described them as relevant to their personal lives were less likely to drop out (Park & Choi, 2009). Comparable to Bloom et al. (2013), Park and Choi purported that relevance can be established by allowing learners to make choices about their learning. Furthermore, results from the study of Hartnett, St. George, and Dron (2011) indicated that instructors can increase students' intrinsic motivation by allowing learners to choose topics that are personally meaningful, rather than just offering generic topic options. These and other studies provide evidence that motivation affects student achievement and success (Bloom et al., 2013; Britto & Rush, 2013; Endler et al., 2012; Ferguson & DeFelice, 2010; Hartnett et al., 2011; Keller, 2008; Kim, 2012; Ocak & Akcayir, 2013; Sansone et al., 2011; Smith et al., 2012; Vaill & Testori, 2012).

Motivation impacts not only the academic success of students, however. By extension, their success impacts the success of their educational institutions as well (Bloom et al., 2013; Britto & Rush, 2013; Smith et al., 2012; Vaill & Testori, 2012). For these reasons, promoting student motivation has become a significant focus in instructional design in higher education (Britto & Rush, 2013; Endler et al., 2012; Hartnett et al., 2011; Keller, 2011; Kim, 2012; Ocak & Akcayir, 2013; Park & Choi, 2009; Sansone et al., 2011; Smith et al, 2012; Vaill & Testori, 2012; Xie & Ke, 2011). Yet, surprisingly, despite this focus, many professors fail to consider motivation when designing and implementing their courses, and instead focus on content and course outcomes without reflecting on the subjective student experience (King & Arnold, 2012). As a result, students dread—and even avoid—some courses, in spite of their presumably valuable content (Jennings, 2009; King & Arnold, 2012).

This problem was evident at a private western university, where a report issued by the university's instructional development department provided documentation that students enrolled in an upper division early childhood education course required by four different majors felt trepidation, resistance, or apathy toward the course—especially toward its major assignment of writing a series of lesson plans for preschool laboratory classrooms (E. Kosin, personal communication, May 30, 2014). This particular context served as an exemplar of unmotivated students and a potential case study for the application of an *Appreciative Inquiry approach*.

Purpose of the Study

The purpose of the study was to explore the effectiveness of using an Appreciative Inquiry approach to create a positive student mindset to enhance intrinsic

motivation and to improve student achievement in higher education classes—in this case, a particular upper division course in early childhood education taught at a private western university. This 14-week course was required by three different bachelor degree programs and one associate degree program as part of their core program curricula, and was considered by the students to be demanding and difficult (E. Kosin, personal communication, May 30, 2014).

Although previous research had established the need to enhance intrinsic motivation in learning contexts (Bandura, 1993; Csikszentmihalyi, 1997; Csikszentmihalyi et al., 2005; Isen, 2002; Kohn, 1993; Lepper, 1988; Malone, 1981; Nakamura & Csikszentmihalyi, 2009; Pulfrey et al., 2013; Ryan & Deci, 2000; Schweinle et al., 2008; Shernoff et al., 2014; Zhang, 2008), there was scant research in applying change strategies, specifically Appreciative Inquiry, to the problem of intrinsic motivation in instruction (Bloom et al., 2013; Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Head, 2006). There also existed a very real need at this private university to motivate students in this important upper division early childhood education course, with the hope of reducing attrition and increasing student achievement (E. Kosin, personal communication, May 30, 2014). The broader research gap and the specific charge to improve student motivation in this course combined to form the purpose of the study.

Research Questions

The research questions were informed by Keller's (2010) ARCS model of motivational design and by Appreciative Inquiry (AI) theory (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrideret al., 2005; Doveston &

Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). The four ARCS motivation model components of attention, relevance, confidence, and satisfaction, as well as the application of AI-based methodology, were of particular interest in this study.

To measure motivation in terms of the ARCS model, Keller and Subhiyah (1993) designed the *Course Interest Survey* (CIS). The CIS is a valid and reliable instrument that measures situation-specific student motivation, and yields an overall motivation score, as well as motivation scores on the four subscales of attention, relevance, confidence, and satisfaction (Hodges & Kim, 2013; Keller, 2010). The CIS was therefore determined to be a useful data collection instrument for the research.

Appreciative Inquiry theory was used as a framework for creating three online assignments as the treatment condition for this study, while online reflection-based assignments designed by the course instructors and typically used in this course were considered the control condition. The following research questions were used to guide the study and its research methodology.

1. Is there a significant difference in student motivation, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?
    a. Is there a significant difference in the attention subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper

division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

b. Is there a significant difference in the relevance subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

c. Is there a significant difference in the confidence subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

d. Is there a significant difference in the satisfaction subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

2. Is there a significant difference in student achievement, as measured by the scoring rubric of a major course assignment, between students who receive three

online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

3. Is there a significant difference in student mastery achievement, as measured by a score of 92% or higher on the scoring rubric of a major course assignment, between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?
4. Is there a relationship between overall motivation post-test scores, as measured by Keller's (2010) *Course Interest Survey* (CIS), and student achievement scores, as measured by the scoring rubric of a major course assignment, for students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university or students in the same course who receive three reflection-based assignments?

Research Design

The research was conducted with a pre-test/post-test control group experimental design (Campbell, Stanley & Gage, 1963; Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010) to determine if there was a statistically significant difference in the reported levels of motivation in terms of overall motivation, attention, relevance, confidence, and satisfaction between students who participated in an AI-inspired process and students who did not, while enrolled in a required early childhood education course at a private western university. In addition, the study used a post-test only control group experimental

design to determine if there was a statistically significant difference in achievement between the treatment group and the control group. Finally, the study examined if there was a relationship between the overall motivation scores and the achievement scores for students in the treatment group or the control group.

The study was conducted over the course of two 14-week semesters, with 32 of 36 students enrolled in the course giving informed consent during the Winter 2015 semester and 42 students enrolled in the course giving informed consent in the Spring 2015 semester, for a total *n* of 74 students. Each semester, the students who gave informed consent were independently randomly assigned to either the control or treatment group (Gravetter & Wallnau, 2007). The following procedure was used to accomplish independent random assignment. Each semester every student was assigned a number on the official class roll. The numbers assigned to all eligible participants were entered into an online random sequence generator. The random sequence generator produced a list of the participant numbers in random order. The participants whose numbers were on the first half of the list were assigned to the treatment group. The participants whose numbers were on the second half of the list were assigned to the control group.

The students in the control group received the course materials and instruction exactly as designed and delivered by the course instructors, including weekly online reflection journal assignments delivered via the course learning management system site. The students in the treatment group received the course materials and instruction exactly as designed and delivered by the course instructors, except that in the middle of the semester they received three brief Appreciative Inquiry-based online modules (which

included written assignments that corresponded with the first three phases of Appreciative Inquiry) in place of three weekly reflection journals. These modules and their associated writing assignments were also delivered via the course learning management system site, and substituted for and paralleled the weekly reflection journals that represented the control condition.

Student motivation in both groups was measured using Keller's (2010) *Course Interest Survey* twice during the semester: mid-semester prior to administering the three online AI-based modules to the treatment group and again after the administration of the online modules was complete (see Table 1).

Table 1.

Experimental Pre-Test/Post-Test Control Group Design for Motivation

	Random Assignment	Pre-Test	Treatment	Post-Test
Control Group	R	O_1		O_2
Treatment Group	R	O_1	X_1	O_2

Note. R = random assignment
O_1 = pre-treatment CIS survey
X_1 = AI modules treatment
O_2 = post-treatment CIS survey

Student achievement on lesson plans and student achievement on lesson plans at a mastery level were also measured simultaneously during the study using the assignment grading rubric previously designed by the course instructor team (see Table 2). The scores on the first lesson plans submitted by all study participants after the treatment had concluded were gathered in the eighth, ninth, and tenth weeks of each semester. Because the achievement data were collected only once in the study after the treatment had been

applied, this was a post-test only design for achievement data collection (Gravetter & Wallnau, 2007).

Table 2.

Experimental Control Group Design for Achievement

	Random Assignment	Treatment	Achievement Measure
Control Group	R		O_1
Treatment Group	R	X_1	O_1

Note. R = random assignment
X_1 = AI modules treatment
O_1 = course assignment grading rubric

Definitions

For the purposes of this study, the following terms were defined.

Achievement. Achievement is academic success as measured by completing a course or assignment. In this study, satisfactory achievement was set at a percentage score of 70% or higher (Britto & Rush, 2013; Guskey, 2007) on the major course assignment of writing a complete preschool lesson plan that incorporates nationally-recognized developmentally appropriate practice guidelines (Copple & Bredekamp, 2009), Idaho's core competencies for early childhood teachers (Early Childhood Coordinating Council [EC^3], 2014), and the established learning outcomes of each program (K. Olsen, personal communication, September 23, 2014). Achievement was measured by the faculty-designed assignment scoring rubric.

Appreciative Inquiry. Appreciative Inquiry is "a philosophy and orientation to change" (Watkins et al., 2011, p. 31) that uses the powers of language and image to influence mindsets and create new realities in a variety of contexts.

Appreciative Inquiry Approach. An Appreciative Inquiry (AI) approach is a "theoretically informed" (Carter, 2009, p. iii) practical strategy that applies selected principles and processes from Appreciative Inquiry to evoke change in a real-life setting. For this study, an AI approach referred to the use of the three online modules that (a) introduced the participants to the principles of Appreciative Inquiry as reported in the literature, and (b) engaged them in activities inspired by the first three phases of an Appreciative Inquiry process.

Course Interest Survey. The *Course Interest Survey* (CIS) is a valid and reliable instrument, developed by Keller and Subhiyah (1993), that measures overall situation-specific learning motivation on the attention, relevance, confidence, and satisfaction subscales via a Likert-type scale (Hodges & Kim, 2013; Keller, 2010). For this study, *attention* was defined as a state in which learners' curiosity about the content or procedure to be learned is aroused and sustained (Keller, 2011). *Relevance* was defined as the learners' perceptions regarding the level of connection between instructional content and teaching strategies and their "goals, learning styles, and past experiences" (Keller, 2011, p. 308). *Confidence* was defined as "feelings of personal control and expectancy for success" (Keller, 2011, p. 308). *Satisfaction* was defined as learners' reported level of pleasure, fulfillment, and contentment with their learning experience (Keller, 2011).

Intrinsic motivation. Intrinsic motivation is motivation that comes from within individuals, and is not dependent on external forces (Bandura, 1993; Cheng & Yeh, 2009; Deci et al., 2001; Freeman, 2012; Hartnett et al., 2011; Isen, 2002; Lepper, 1988; Lewis, 2013; Ryan & Deci, 2000; Zhang, 2008).

Mastery. Mastery denotes a level of learning wherein the content and skills targeted by the instructional objectives have been successfully achieved to an exemplary degree (Cooperman, 2011; Guskey, 2010; Melton, 2008; Shepard, 2000; Wambugu & Changeiywo, 2008). In this study, mastery achievement was set at a percentage score of 92% or higher on the major course assignment of writing a complete preschool lesson plan (D. Allen, M. Godfrey, & K. Olsen, personal communication, November 21, 2014). Mastery achievement was measured by the faculty-designed assignment scoring rubric.

Motivation. Motivation is a state wherein "people's desire to be interested and involved in their surroundings and to achieve their best" (Keller, 1987, p. 1) is aroused, specifically in terms of learning and learners' levels of attention, relevance, confidence, and satisfaction (Keller, 1987).

Assumptions

For the purposes of this study, it was assumed that the constructs of motivation exist as they are described in the literature. It was also assumed that the participants understood the concepts addressed in the CIS survey and that they honestly responded to the survey items. Additionally, it was assumed that the students responded to the specified course and its assignments in a manner similar to the response of students in previous semesters.

Delimitations

Delimitations are constraints imposed by a researcher that have the potential to threaten the external validity of a study (Bracht & Glass, 1968; Campbell, Stanley, & Gage, 1963). External validity is defined as "the degree to which the results of a study

can be applied to other subjects, settings, or situations; the same as generalizability" (Slavin, 2007, p. 384).

A number of threats to external validity can exist in research designs (Bracht & Glass, 1968). These threats fall into two broad categories: population validity and ecological validity (Bracht & Glass, 1968). Population validity can be compromised when "generalizing from the population of subjects that is available to the experimenter (the accessible population) to the total population of subjects about whom [a researcher] is interested" (p. 438) yields results that are valid for the accessible population, but not for the target population, or when there is an interaction effect between the treatment and the "personological variables" (p. 438) of the subjects. Ecological validity can be compromised (a) when the independent variable is not explicitly described, (b) when "two or more treatments are administered consecutively to the same persons" (pp. 438-443), (c) when subjects' awareness that they are participating in an experiment influences their behavior, (d) when the novelty or disruption of an experiment impacts the results rather than the treatment itself, (e) when the characteristics or behavior of the experimenter affects the behavior of the subjects, (f) when the subjects are sensitized to the content of the treatment via a pre-test and/or post-test, (g) when the results are due to extraneous events outside the treatment, (h) when the dependent variable is not measured accurately by the selected instrument, and (i) when there is an interaction effect between the dependent variables and the time at which they were measured (Bracht & Glass, 1968).

While not all threats to external validity can be prevented, the threat of the selected instrument not accurately measuring the motivation dependent variables was

minimized by using a validated instrument for measuring motivation, the *Course Interest Survey* (Keller, 2010). Although it was possible that the subjects would be sensitized to the content of the treatment by using the *Course Interest Survey* as both a pre-test and a post-test, because the pre- and post-tests were administered to both the treatment and control groups, the threat was distributed equally among participants. Moreover, the content of the treatment was specific to Appreciative Inquiry and not the ARCS motivational design model.

To additionally protect the ecological validity of the research, the independent variable was explicitly described, designed, developed, evaluated and field-tested before the research was conducted. Although the treatment was administered in three phases, there was only one treatment, so there was no threat from consecutive treatments. To reduce the threat of the novelty effect, the treatment condition was designed to be as parallel to the control condition as possible while still maintaining the integrity of the treatment. Both conditions were administered online for three weeks in the course's learning management system; both conditions were administered by the researcher; and both conditions required responding to question prompts following exposure to course or treatment content. To help control for the threat of subjects' awareness of being in a study and the threat from characteristics or behavior of the experimenter, all of the research participants were equally aware of the study and equally exposed to the experimenter.

To further mitigate the threats to external validity in this study, the research was delimited to the population, setting, and achievement measurement instrument, as follows. The study's participants were delimited to students enrolled in the specified required course at a private western university (and thereby also limiting the age set to

young adults in their late teens to mid-twenties, with rare exception); the setting was delimited to the specified course for the duration of two consecutive semesters; and the achievement measure was delimited to the assignment rubric already used in the course.

Limitations

Limitations are the factors beyond the control of the researcher that pose a potential threat to internal validity (Bracht & Glass, 1968; Campbell et al., 1963). Internal validity is defined as "the degree to which a study rules out any explanations for the study's findings other than the one claimed by the researcher" (Slavin, 2007, p. 385).

Campbell, Stanley, and Gage (1963) describe several potential threats to internal validity. These threats include: (a) the *history* threat, wherein outside events that occur between measures impact the results; (b) the *maturation* threat, wherein apparent treatment effects are actually due to the "passage of time" (Campbell et al., 1963, p. 5); (c) the *testing* threat, in which the process of taking a test affects the results rather than the treatment; (d) the *instrumentation* threat, whereby changes to the instrument or observers are responsible for differences instead of the treatment; (e) the *statistical regression* threat, which can occur when participants are selected on the basis of extreme scores; (f) the *selection* threat, wherein participants are significantly different from each other before the treatment (such as different in academic ability), and apparent treatment effects are really due to those differences; (g) the *experimental mortality* threat, wherein participants drop out of the study, thereby skewing the data; and (h), the *selection-maturation interaction* threat, in which the treatment and control groups were "predisposed to grow apart" (Mitchell & Jolley, 2010, p. 307).

While all of these threats could have presented limitations to the study, an experimental research design was chosen to help control for many of these factors (Campbell et al., 1963; Mitchell & Jolley, 2010). Random assignment to treatments minimized the testing, selection, statistical regression, and selection-maturation interaction threats (Campbell et al., 1963; Mitchell & Jolley, 2010). To additionally protect against the selection threat, the data from the pre-test CIS were analyzed to see if the randomly selected control and treatment groups were statistically different on the overall motivation measure. Results from an independent *t*-test verified that there was no significant difference, t (72) = .281, p = .779. To reduce the mortality threat, the study was begun after the first few weeks of the semester (when dropping a course may be most likely to occur). To decrease the instrumentation threat, the same CIS survey and scoring protocol (Keller, 2010) were used for all motivation measures. The maturation threat was lessened by the assumption that the few weeks' time that elapsed between the treatment and final measurement had little impact on the maturation of young adults. Although there was little the researcher could do to eliminate the history threat, it was mitigated by random assignment and mediated by the assumption that any occurrences of "history" would happen equally to all participants. To the knowledge of the researcher and course instructors, there were no significant occurrences of history during the study.

Significance of the Study

Surprisingly, strategies for promoting motivation—either intrinsic or extrinsic—are not intentionally used by many professors when designing and implementing their courses (Heidig et al., 2015; King & Arnold, 2012), despite the fact that motivation critically impacts learning and achievement (Bandura, 1993; Bloom et al., 2013; Britto &

Rush, 2013; Cheng & Yeh, 2009; Endler et al., 2012; Freeman, 2012; Hartnett et al., 2011; Heidig et al., 2015; Isen, 2002; Keller, 2008; Kim, 2012; King & Arnold, 2012; Lewis, 2013; Nakamura & Csikszentmihalyi, 2009; Ocak & Akcayir, 2013; Pittenger & Doering, 2010; Pulfrey et al., 2013; Ryan & Deci, 2000; Sakui & Cowie, 2012; Sansone et al., 2011; Shin, 2006; Smith et al., 2012; Vaill & Testori, 2012; Xie & Ke, 2011). It was hoped that finding and reporting simple and effective motivational design strategies might encourage professors to deliberately incorporate such strategies into their course design, and therefore potentially increase student motivation and achievement.

The study presented an opportunity to add to the body of knowledge regarding motivational design strategies by investigating the use of an Appreciative Inquiry (AI) approach to positively influence intrinsic motivation and achievement. This study was significant in that previously there had been little research on the use of AI to change student motivation and achievement in higher education (Bloom et al., 2013; Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Crone, 2013; Head, 2006). In fact, the term *appreciative education* has only recently emerged, and the application of AI theory to the classroom is just beginning to be explored (Bloom et al., 2013). Additionally, very few quantitative studies about Appreciative Inquiry in any context have been conducted (van der Haar & Hosking, 2004). Therefore, the research had the potential to contribute to the understanding of whether an AI approach, as a strategy, changes student motivation and achievement; to determine whether an AI approach, as a strategy, can be effectively, efficiently, and deliberately incorporated into instruction; and to test the efficacy of online delivery of the AI strategy.

CHAPTER II

Review of Literature

In order to determine the extent of research in Appreciative Inquiry in educational contexts, a literature review was conducted. A database search using the Primo and EBSCOHost databases revealed 1,122,622 results for key words "student achievement," 228,704 for "mastery learning," 24,899 results for the "motivational design," 245 results for "student motivation," 475 results for "learner motivation," 26,436 results for "self-regulation," and 14 results for "Appreciative Inquiry." In addition to the library database search, a Google Scholar search using the key words "motivational design" produced 286,000 results, and 51,100 results for "appreciative inquiry." Articles suggested by peer researchers were also considered. To narrow the focus to the most scholarly and relevant information, the resources chosen for examination were taken primarily from peer-reviewed journals and were closely related to either motivation in higher education or Appreciative Inquiry. The following literature review examines motivation in its various orientations—with particular focus on the mastery orientation. It then describes the literature on Appreciative Inquiry, and finally addresses the potential application of Appreciative Inquiry to motivational design.

Motivation

Motivation has various definitions. Bandura (1993) called it a "cognitively generated . . . self-regulatory mechanism" (p. 128). Ryan and Deci (2000) described it as

a state of "*be[ing] moved* to do something" (p. 54). Endler, Rey, and Butz (2012) explained it as "an internal condition that activates, energises [sic], and directs behaviour [sic]" (p. 1120). While each of these definitions provides valuable insight on the construct of motivation, none is specific to intrinsic motivation in an educational context. For the purposes of this study, motivation was defined as a state wherein "people's desire to be interested and involved in their surroundings and to achieve their best" (Keller, 1987, p. 1) is aroused, specifically in terms of learning and learners' levels of attention, relevance, confidence, and satisfaction (Keller, 1987).

A number of theories related to motivation have emerged over the last several years. Bandura (1993), for example, contended that people motivate themselves through the "exercise of forethought" (p. 128). He described three different motivation theories based on the way people think about their abilities and their power to change situations: attribution theory, goal theory, and expectancy-value theory (Bandura, 1993).

Attribution theory is based on the idea that self-efficacy beliefs, or beliefs about one's ability to achieve goals, influence the way people think of their successes and failures (Bandura, 1993). If they perceive themselves as highly efficacious, they attribute their failures to low effort. If they perceive themselves as lacking efficacy, they attribute their failures to low ability. People who see themselves as self-efficacious are more motivated than people who do not (Bandura, 1993).

In contrast to the attribution theory notion that self-efficacy beliefs drive behavior, goal theory contends that "behavior is motivated and guided by cognized goals operating in the present" (Bandura, 1993, p. 130), and that motivation originating from goals is

filtered through self-efficacy beliefs (Abrami et al., 2011; Bandura, 1993; Lepper, 1998; Siler & VanLehn, 2009).

> Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures. When faced with obstacles and failures, people who harbor self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge. Strong perseverance usually pays off in performance accomplishments. (Bandura, p. 131)

A third conceptualization of motivation, expectancy-value theory, postulates that people are motivated to act when they expect that their "behavior will produce certain outcomes" (Bandura, 1993, p. 128), especially when they value the expected outcomes. In contrast, people who do not believe their behavior will influence outcomes, or who do not value the outcomes, are less motivated (Bandura, 1993).

In other research, Ryan and Deci (2000) discussed the relationship between motivation and the basic human psychological needs of autonomy, competence, and relatedness. Their *Self-Determination Theory* (SDT) distinguishes between different types of motivation, particularly between extrinsic motivation and intrinsic motivation. While some researchers label extrinsic motivation as inferior (Deci et al., 2001; Kohn, 1993; Ryan & Deci, 2000), Ryan and Deci emphasize that extrinsic motivation can be positive when learners accept the value of a task and freely engage in it, even if they do not enjoy it. In such cases, extrinsic motivation "becomes an essential strategy for successful teaching" (p. 55).

The landmark work of psychologist Mihaly Csikszentmihalyi (1997), who spent years researching the characteristics of positive human experiences, uncovered intriguing findings about intrinsic motivation. From Csikszentmihalyi's studies emerged a theory, known as *flow theory,* which is based in positive psychology and integrates the cognitive, motivational, and affective domains to describe what many consider to be the ultimate intrinsic motivation experience—a phenomenon called *flow* (Csikszentmihalyi, 1997; Csikszentmihalyi et al., 2005; Schweinle et al., 2008; Zhang, 2008). Positive psychology is the scientific study of the human psyche that seeks to build positive human qualities and emotions by focusing on the strengths and untapped potential of individuals (Bloom et al., 2013; He, 2009). Positive psychology deviates from traditional psychology's preoccupation with deficits and dysfunction and looks instead at an individual's assets and positive experiences as the impetus for personal development (Bloom et al., 2013; He, 2009).

According to Csikszentmihalyi, Abuhamdeh, and Nakamura (2005), "the phenomenological experience of flow is a powerful motivating force" (p. 602) for students. Further research has demonstrated that flow leads to student satisfaction, student persistence, and student retention (Keller, 2011; Nakamura & Csikszentmihalyi, 2009; Shin, 2006), and even predicts end-of-semester achievement in some university courses (Nakamura & Csikszentmihalyi, 2009). Flow theory shares a positive psychology foundation in common with Appreciative Inquiry, and links positive learning experiences to motivation and achievement, which was relevant to the focus of the study.

In addition to the assortment of theories of motivation, the literature names a variety of motivational *orientations*. A description of several motivational orientations follows.

Motivational orientations. Motivational orientations concern "the underlying attitudes and goals that give rise to action" (Ryan & Deci, 2000, p. 54). Decades of research have identified at least four different motivational orientations among learners: mastery versus achievement (Cooperman, 2011; Guskey, 2010; Melton, 2008), task versus ego (Lepper, 1988), learning versus performance (Abrami et al., 2011; Bandura, 1993; Dompnier et al., 2009; Lepper, 1988; Senko, Hulleman & Harackiewicz, 2011; Siler & VanLehn, 2009), and extrinsic versus intrinsic (Bandura, 1993; Cheng & Yeh, 2009; Dompnier et al., 2009; Endler et al., 2012; Freeman, 2012; Hartnett et al., 2011; Huang, et al., 2010; Kohn,1993; Lepper, 1988; Lewis, 2013; Siler & VanLehn, 2009; Snyder & Linnenbrink-Garcia, 2013; Xie & Ke, 2011; Zhang, 2008; Zimmerman & Dibenedetto, 2008). Each motivational orientation is discussed below.

Mastery versus achievement orientation. An orientation toward mastery motivation grows out of Benjamin S. Bloom's work with mastery learning, which focuses on success for *all* students (Cooperman, 2011; Guskey, 2010; Melton, 2008). Bloom believed that almost every student can achieve at a high academic level, given enough time and learning conditions that are tailored to meet individual needs (Cooperman, 2011; Guskey, 2010; Lalley & Gentile, 2009; Melton, 2008). Students with a mastery motivation orientation are concerned with *learning* well, rather than with *performing* well to receive the approval of others. In contrast, students with an achievement motivation orientation are more geared toward performing well than learning well (Dompnier et al.,

2009; Senko et al., 2011). Research shows that a mastery orientation can positively affect students' test scores, grade point averages, attitude toward school, school attendance, and self-confidence (Guskey, 2007). Findings from some recent mastery versus achievement orientation research studies follow.

Maloney (2010) used class projects to tackle real-life problems as a mastery learning strategy. Believing that students are motivated by "autonomy, mastery, and purpose" (p. 56), she argued that high school students would achieve content mastery by having the opportunity to apply knowledge and skills to solve real problems in an autonomous and personally meaningful way. Her students, for example, produced class projects on rescuing the environment, understanding the Middle East conflict, and responding to the tribulation in Africa. One student's project focused on the experience of being hearing-impaired. She wrote, "I recently took my own 'day of silence' to try to replicate what a day is like for deaf/mute people unable to use words" (p. 57). She recalled feeling depressed and isolated and described an experience of being mocked for not speaking. To counter this trauma, she eventually became pen pals with a young woman who is hearing impaired.

In a similar vein, McKell, Hansen, and Albrecht (2008) described their process of using real world problem-based cases as a direct assessment of student learning. The authors used an activity that required college students to work in teams to solve an information systems problem, integrating their knowledge from four core program classes, as well as knowledge from other business classes. Most students reported the experience as valuable learning and good preparation for work in the real world. Little

statistical data were used to support their claim, but some qualitative data in the form of student feedback comments were presented.

In a departure from traditional mastery learning, Melton (2008) described a modified mastery learning approach to teaching statistics. Students were given three mastery learning assignments during the semester, which they were required to complete with total accuracy to receive full credit. Partial credit was not given. Students who did not successfully complete an assignment were required to attempt a second similar but different assignment for full credit. If the second assignment was not completed successfully, a third assignment attempt for full credit was required. After three attempts, no credit could be earned for the assignment. The teachers reported some benefits to this approach. Less time was needed to grade assignments, in that instead of needing a carefully constructed rubric to justify scores for each part of an assignment, the assignments could be marked either completely correct or not correct. However, written feedback regarding errors was still given. As an additional benefit, students' questions about assignments changed from concerns over scoring to inquiries about course content. Responses from a student survey at the end of the semester indicate that 75% of the students felt that they had learned well from the modified mastery learning approach and had worked harder than they would have with a traditional learning approach. Furthermore, students' grades on the final quiz of the semester were over 20 points higher following the mastery learning instruction versus the traditional instruction from the prior two semesters.

From a secondary education perspective, Zimmerman and Dibenedetto (2008) suggested using mastery learning instructional strategies and formative assessment to

overcome the limitations of standardized testing, and proposed using criterion-based mastery learning as an alternative to the psychometric model of instruction. They described the experiences of students and teachers at Dryersburg High School in Dryersburg, Tennessee, with using traditional mastery learning strategies in the Algebra I class. The grades of students improved after using these strategies and the students reported feeling confident about doing well on the high-stakes No Child Left Behind exams. (Their confidence was well-founded since Dryersburg High School was a Blue Ribbon School, meaning that its students scored very well on the yearly standardized tests). In addition, teachers reported that student grades were improving in all classes, even those not being taught with mastery learning strategies. The authors attributed this overall improvement to the mastery learning strategies being used in the Algebra I class.

In the medical education realm, a 2010 study by Butter, McGaghie, Cohen, Kaye, and Wayne explored the effectiveness of using simulated heart sounds in a mastery learning model for medical students learning cardiac auscultation. Third-year medical students received a self-paced computer-based tutorial, including listening to 12 different heart sounds. Fourth-year students participated in a traditional clinical learning experience, but did not receive the tutorial. Third- and fourth-year students subsequently completed a computer-based assessment. Third-year students had to pass the assessment with a minimum competency rating or repeat the assessment until they did, but fourth year students were not required to repeat the assessment. Following the training period, the third-year students significantly outperformed the fourth-year students in cardiac auscultation competency on computer-based exams and with real patients. The authors

concluded that clinical experience alone is not a substitute for simulation mastery learning.

Another medical education study by Bierer, Dannefer, Taylor, Hall, and Hull (2008) described how the faculty at Cleveland Clinic Lerner College of Medicine (CCLCM), embracing the idea that the purpose of assessment is to improve learning, used only formative assessment to assist medical students to master the competency-based curricula. Approximately 30 multiple-choice test questions on key concepts were administered to students weekly in a non-secure test environment. Students could take the tests as many times as they wanted and could consult resources (including each other) to find the correct answers. The correct answers were posted after the submission deadline to provide timely feedback to students. In addition, they received two to three essay questions weekly that required them to integrate and apply their knowledge to problem-based medical scenarios. Formative feedback to their essay responses from faculty (to whom the identity of the students was anonymous) was received within a week of submission. Grades were never given during the five-year program. Yet, despite the break from traditional grading practices, the CCLCM students performed significantly better on the national medical licensing exam than the average medical student from other schools.

Task versus ego orientation. Task versus ego orientation in the educational context refers to the purpose for which learning tasks are undertaken (Lepper, 1988). Engaging in learning activities "for the sake of learning itself" (p. 293) indicates task orientation, while engaging in learning activities "in order to demonstrate one's high level of ability relative to that of others" (p. 293) indicates ego orientation. Some research

demonstrates that external rewards and punishments, as well as performance evaluations, contribute to ego orientation and decrease task orientation (Bandura, 1993; Kohn, 1993; Lepper, 1988).

Learning versus performance orientation. The learning versus performance orientation reveals whether learners are intrinsically or extrinsically motivated (Lepper, 1988). People with learning goals want to gain competence for the sake of satisfying an internal desire, whereas people with performance goals want to demonstrate competence for the purpose of obtaining approval from others (Abrami et al., 2011; Bandura, 1993; Lepper, 1988; Siler & VanLehn, 2009). Learning goals and performance goals are defined as two different types of achievement goals by Dompnier, Darnon, and Butera (2009) and Senko, Hulleman and Harackiewicz (2011). "[Learning] goals correspond to the desire to learn . . . ; performance goals correspond to the desire to demonstrate competence compared to others" (Dompnier et al., 2009, p. 939). Bandura (1993) and Senko et al. point out that these different goals emerge from different beliefs about ability. People who pursue learning goals believe that ability can be changed and developed over time in response to effort, and therefore respond to adversity and challenge positively. In contrast, people who pursue performance goals see ability as an unchangeable attribute and feel doomed by adversity and challenge if they believe they lack sufficient ability. Success, also, is defined differently by the two groups. People who pursue performance goals feel successful only if they outperform others. People who pursue mastery goals feel successful if they master self-selected criteria, regardless of how others may perform (Bandura, 1993; Senko et al., 2011).

Extrinsic versus intrinsic orientation. The extrinsic versus intrinsic orientation presents the notion that motivation occurs along a continuum, from "amotivation" (Freeman, 2012, p. 23) to extrinsic motivation to intrinsic motivation (Bandura, 1993; Cheng & Yeh, 2009; Eckmekci, 2013; Endler et al., 2012; Freeman, 2012; Hartnett et al., 2011; Huang et al., 2010; Lepper, 1988; Lewis, 2013; Ryan & Deci, 2000; Siler & VanLehn, 2009; Snyder & Linnenbrink-Garcia, 2013; Xie & Ke, 2011; Zhang, 2008), with Csikszentmihalyi's flow being perhaps the ultimate state of intrinsic motivation (Cheng & Yeh, 2009; Csikszentmihalyi, 1997; Hartnett et al., 2011; Kato & Suzuki, 2011; Lewis, 2013; Meyer & Jones, 2013; Nakamura and Csikszentmihalyi, 2009; Schweinle et al., 2008; Shin, 2006). Some researchers argue, given their perspective of motivation as an *internal* process, that extrinsic motivation is mislabeled and is actually more aptly described as compulsion, dominion, coercion, manipulation, or control, rather than motivation (Kohn, 1993). Literature related to extrinsic motivation is nonetheless presented below.

Extrinsic. "Extrinsic motivation occurs when the cause of motivation exists outside of the individual and the task performed" (Cheng & Yeh, 2009, p. 597) and when the goal is to obtain a reward or avoid punishment (Lepper, 1988). The key elements of extrinsic motivation include "concerns with competition, evaluation, recognition, money or other tangible incentives, and constraint by others" (Freeman, 2012, p. 24). With extrinsic motivation, behavior is considered a means to an end (Cheng & Yeh, 2009; Lewis, 2013; Zhang, 2008). Reinforcement theories of motivation, such as Thorndike's stimulus-response learning theory, Pavlov's classical conditioning theory, and Skinner's operant conditioning theory all operate on the assumption that learning occurs only when

behavior is rewarded by an outside force (Cheng & Yeh, 2009; Freeman, 2012; Lewis, 2013). Achievement, ego, and performance orientations are classified as examples of extrinsic motivation (Abrami et al., 2011; Bandura, 1993; Dompnier et al., 2009; Kohn, 1993; Lepper, 1988; Senko et al., 2011; Siler & VanLehn, 2009).

The literature identifies four *types* of extrinsic motivation, ranging from least to most autonomous (Hartnett et al., 2011; Ryan & Deci, 2000). The first type of extrinsic motivation is *external regulation*, which is driven by threats of punishments or promises of rewards. *Introjection* is the second type of extrinsic motivation, in which people feel compelled to meet the expectations of others. The third type of extrinsic motivation is *identified regulation*, which happens when individuals engage in an activity that is perceived to have personal value as a means to an end, but is not undertaken for interest and enjoyment in the activity itself. The fourth type of extrinsic motivation is called *integration*. Integration occurs when people participate in a task because of "its significance to their sense of self" (Hartnett et al., 2011, p. 23; see also Ryan & Deci).

These four kinds of extrinsic motivation propel learners toward learning behavior (Hartnett et al., 2011; Ryan & Deci, 2000). When a learning experience is satisfying to a learner, motivation may move along the continuum toward *integrative* motivation, wherein learners are motivated to integrate classroom learning in their everyday lives (Moskovsky, Alrabai, Paolini, & Ratcheva, 2013), or *emergent* motivation, wherein learners are inclined to continue a "new or previously unengaging activity" (Csikszentmihalyi et al., 2005, p. 603)—and thus inch closer to intrinsic motivation (Csikszentmihalyi et al., 2005; Hartnett et al., 2011; Keller, 2011; Lewis, 2013; Ryan & Deci, 2000).

Extrinsic motivation in terms of external regulation is also referenced in self-determination theory (Hartnett et al., 2011; Ifenthanler, 2013; Lewis, 2013; Ryan & Deci, 2000), which points out that although extrinsic motivation can prompt learning behavior, the behavior may stop when reinforcement is removed (Cheng & Yeh, 2009; Freeman, 2012; Kohn, 1993; Lewis, 2013). Learning behavior that is intrinsically motivated, in contrast, is not dependent on external forces.

Intrinsic. By definition, intrinsic motivation comes from within individual learners (Bandura, 1993; Cheng & Yeh, 2009; Freeman, 2012; Hartnett et al., 2011; Lepper, 1988; Lewis, 2013; Ryan & Deci, 2000; Zhang, 2008). The key elements of intrinsic motivation are "self-determination, competence, task involvement, curiosity, enjoyment, and interest" (Freeman, p. 24). Students are thought to be intrinsically motivated when they report engaging in learning activities for the joy of the activity itself and use such words as "*fun, interesting,*[or] *captivating"* (Malone & Lepper, 1987, as cited in Lewis) to describe their learning experiences. Similarly, Csikszentmihalyi (1997) described people who are intrinsically motivated as experiencing a state of deep concentration, being fully absorbed in a task for the sake of the task itself; as being aware of goals, but not concerned with success or failure; and as feeling joy. He referred to this state of being involved in a task purely from intrinsic motivation as flow (Cheng & Yeh, 2009; Csikszentmihalyi, 1997; Csikszentmihalyi et al., 2005; Endler et al., 2012; Nakamura & Csikszentmihalyi, 2009; Zhang, 2008). More recently, the research of Heidig, Muller, and Reichelt (2015) underscored Csikszentmihalyi's claim that positive emotion yields intrinsically motivated students. Through experimental design, they demonstrated that intrinsic design features of multimedia learning (such as visual

aesthetics and usability) could activate positive emotions and "substantially affected the participants' intrinsic motivation during learning" (Heidig et al., 2015, p. 91). This link between positive emotion and intrinsic motivation was critical for the present research study. In terms of motivational orientations, mastery, task, and learning orientations are typically categorized as intrinsic motivation (Abrami et al., 2011; Bandura, 1993; Dompnier et al., 2009; Kohn, 1993; Lepper, 1988; Senko et al., 2011; Siler & VanLehn, 2009).

Although frequently characterized as related to extrinsic motivation, need theories (such as Maslow's theory of the hierarchy of needs) may more closely align with intrinsic motivation because needs originate *within* individuals (Bandura, 1993; Cheng & Yeh, 2009; Zhang, 2008). These internal needs are classified differently by theorists and researchers. For example, Maslow categorized needs as related to physiology, physical safety, love and belonging, esteem, or the human desire to reach full potential (Cheng & Yeh, 2009). Zhang (2008) defined needs in terms of five somewhat different categories: physiological, psychological, cognitive, emotional, and social. Zhang specified several needs that learners share in common, including the needs for autonomy, competence, social connection, social influence, and positive emotions.

Needs are a focus in self-determination theory, as well (Ryan & Deci, 2000). Self-determination theory suggests that intrinsic motivation grows out of psychological and cognitive needs, particularly the needs to feel competent, to choose, and to feel connected to others (Cheng & Yeh, 2009; Hartnett et al., 2011; Ifenthanler, 2013; Keller, 2011; Lewis, 2013; Ryan & Deci, 2000; Zhang, 2008). According to self-determination theory, when these three needs are met, motivation becomes internalized (Ifenthanler, 2013).

Within the self-determination theoretical framework, self-efficacy (or the perceived ability to meet one's goals) also drives motivation (Bandura, 1993; Ifenthanler, 2013; Ryan & Deci, 2000). Self-efficacy can be likened to Csikszentmihalyi's (1997) view that clear goals and a balance between challenge and skill are necessary conditions for flow, or the ultimate intrinsic motivation experience.

Beliefs are another internal construct, and also contribute to intrinsic motivation (Abrami et al., 2011; Bandura, 1993). Motivational beliefs include beliefs about self-efficacy as a learner, expectations about successful learning outcomes, natural interest in learning tasks, and goal orientation—either achievement, ego, or performance orientation or mastery, task, or learning orientation (Abrami et al., 2011; Bandura, 1993; Lepper, 1988; Siler & VanLehn, 2009). Maladaptive motivational beliefs (such as beliefs that personal attributes are fixed and unchangeable, beliefs that one is good only if one is better than others, and beliefs that self-worth depends on success) are all linked to extrinsic motivation and have been found to interfere with achievement and intrinsic motivation (Bandura, 1993; Kohn, 1993; Snyder & Linnenbrink-Garcia, 2013).

The motivation debate. In terms of motivational beliefs, it is characteristic of learners to attribute success to internal causes, and failure to external causes (Abrami et al., 2011). Given this human tendency, it may be argued that the best and most lasting learning results from intrinsic motivation, and, in fact, this is an argument made by a number of researchers (Bandura, 1993; Barab, Pettyjohn, Gresalfi, Volk, & Solomou, 2012; Cheng & Yeh, 2009; Deci et al., 2001; Eckmekci, 2013; Freeman, 2012; Kohn, 1993; Lewis, 2013; Malone, 1981; Nakamura & Csikszentmihalyi, 2009; Ryan & Deci, 2000; Shin, 2006; Siler & VanLehn, 2009; Zhang, 2008).

For example, Malone (1981) presented evidence to support the efficacy of intrinsic motivation, and contended that “external reinforcement destroys the intrinsic motivation a person has to engage in an activity” (p. 335). His research on the appeal of computer games revealed that interest-based choice enhances intrinsic motivation, which is in keeping with Keller’s (2011) claim regarding the importance of relevance in motivation. Cheng and Yeh (2009) also identified intrinsic motivation as superior to extrinsic motivation, stating that “intrinsic motivation has several advantages over extrinsic motivation” (p. 599). They claimed that intrinsically motivated learners tend to select more challenging learning tasks, be more creative, and comprehend more of what they read. Similarly, Siler and VanLehn (2009) associated intrinsic motivation with deeper learning. Lewis (2013) also advocated for intrinsic motivation over extrinsic motivation, claiming “once our intrinsic motivation is undermined, it doesn’t come back, and we start to look for the extrinsic rewards every time” (p. 26). His view is similar to Malone’s (1981) view that "external reinforcement destroys the intrinsic motivation a person has to engage in an activity" (p. 335). Likewise, Bandura (1993) asserted that motivation based on “negative discrepancy tells only half the story, and is by no means the more interesting half” (p. 131-132). This assertion aligns well with Appreciative Inquiry’s focus on the positive.

Appreciative Inquiry

Appreciative Inquiry (AI) is a theory of change that is based in positive psychology (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney &

Trosten-Bloom, 2003), and has been labeled as both a qualitative (English et al., 2003; Reed, 2007) and quantitative research methodology (Reed, 2007). Initially conceived by Case Western University doctoral student David Cooperrider, Appreciative Inquiry began as an "organizational diagnosis of pathologies and problems, and became instead . . . a framework for change" (Watkins et al., 2011, p. 25).

Founded in the belief that quantitative data do not adequately describe some human experiences, Appreciative Inquiry focuses on using language to describe what is right with a present situation to shape an improved future (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Gergen & Gergen, 2006; Jennings, 2009; Ludema, 2001; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). "[Appreciative Inquiry] uses the power of conversation to explore, discover, and draw attention to what is already working in an organization—a process which generates positive emotions and inspires participants to try new patterns of behavior" (Jennings, 2009, p. 263). Because positive emotions allow people to make more mental connections (Cockell & McArthur-Blair, 2012; Elleven, 2007; Watkins et al., 2011) and because "the AI process is one that typically builds enthusiasm and commitment among the participants" (Gergen & Gergen, 2006, p. 115), it is possible that use of an Appreciative Inquiry approach could set the stage for unleashing intrinsic motivation and enhancing learning in a higher education course.

In the business world, Appreciative Inquiry has been widely used as a change strategy and has consistently yielded positive results (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan,

2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). In one instance, a new managing director in the Michigan office of an unidentified world-wide consulting firm met every employee and client associated with the office (Watkins et al., 2011). As he met with each person, he employed the Appreciative Inquiry strategy of asking them to describe their "peak experiences . . . and what [they] valued most about themselves and the firm" (Watkins et al., 2011, p. 108). His intention was to "uncover a positive core upon which to build, to identify and amplify what was already working well within the system, and to begin consciously to co-construct a positive future" (Watkins et al., 2011, p. 108). This Appreciative Inquiry process was continued for three years to gather information used to develop and update a strategic operating plan. At the end of the three years, the Michigan office was ranked first in the company in income, revenue, employee retention, employee engagement, and client satisfaction (Watkins et al., 2011).

Whitney and Trosten-Bloom (2003) reported a similar story about employees of the Hunter Douglas Windows Fashion Division. Most had only a fifth-grade education and were accustomed to being treated as disposable personnel. When the company invested in an Appreciative Inquiry process and invited all employees to attend, with the hope of strengthening the infrastructure of their growing company, the employees were skeptical. However, the doubtful employees found the AI experience to be drastically different from their previous encounters with the company, and in the end felt "honored" (p. 128) for being invited to participate.

Elleven (2007) suggested that Appreciative Inquiry could also be used in university student affairs offices as an "innovative" (p. 453) approach to organizational

development and improvement. “In every society, organization or group, something works” (p. 452). He emphasized that the efficacy of Appreciative Inquiry lies in its positive focus on an organization’s “moments of wonder” (p. 451), its collaborative and inclusive nature, and its hopeful expectations for the future.

Likewise, in a qualitative study on the functioning of exemplary school community councils, Nygaard (2008) used an “appreciative inquiry approach . . . [to determine the councils’] most productive strategies and the peak experiences of participants” (p. 45). He intentionally directed the study participants to focus on what was working well, and why, and asked them to offer ideas for making top performance a common occurrence. Three highly effective school community councils were chosen, each from a different socioeconomic group (upper, middle, and lower). Interviews utilizing “a standardized open-ended protocol” (p. 65) and an appreciative approach were used to collect data regarding the participants’ perceptions of their school community council. Nygaard pointed out that “although the difference between . . . traditional [interview questions] and appreciative questions may be subtle, the appreciative questions prompt more detailed examinations of both successes and desires for improvement” (p. 67). His interview questions, along with two other data collection instruments, yielded a wealth of qualitative data on the successful strategies used by each council.

Doveston and Keenaghan (2010) shared an intriguing account of using Appreciative Inquiry in a focus group of teachers and educational psychologists to promote the development of “positive class ethos” (p. 132) by noticing the positive behaviors of students and then acknowledging those behaviors to the students using

appreciative language. In one-on-one consultation with the teachers, the psychologists asked several open-ended questions, including the Appreciative Inquiry miracle question, to elicit from each what the ideal classroom would be like. In their findings, the authors indicated that the teachers cited the miracle question as “the most powerful” (p. 134) of the questions. The teachers reported “improvements in classroom behavior” (p. 137) as a result of the consultations, and stated that working with the psychologists brought new understanding and appreciation for what psychology can bring to teaching and learning.

Appreciative Inquiry (AI) has even been used as an antidote to burnout in medical school. Jennings (2009) reported on the use of AI at Indiana University School of Medicine where faculty and students engaged in an Appreciative Inquiry process to share stories about what was working in their medical school. As a result, the student experience of exhaustion and discouragement was transformed to one of “passion for service, learning, and discovery” (p. 263).

Similar outcomes were experienced by the faculty at a Roman Catholic university in Canada who felt so immersed in the daily spirituality of their environment that they began to take it for granted and neglected to nurture their spiritual roots (English et al., 2003). They were troubled by their situation, but were determined to avoid a problem-solving approach to effect change. "A problem-solving approach creates a problem-centered educational approach" (p. 81). "If we . . . focus on what we are not, then it is hard to change . . .” (p. 80). They were drawn to Appreciative Inquiry because it "rests on the assumption that reality is socially constructed and therefore it can change" (p. 80). Believing that Appreciative Inquiry could be fostered in informal ways, the administrators invited faculty to write affirmations that would encourage them to stretch

and challenge themselves to new growth. Using these affirmations, they identified common themes among the faculty and then encouraged to become what they desired to be.

Appreciative Inquiry has not only been used to change and improve businesses, but likewise to change and improve personal lives. Kelm, in Watkins et al. (2011), detailed the experiences of a daughter mourning her mother's death and a man whose morale was depleted by a new and negative administration at work. By finding and acknowledging what was positive in each of these difficult situations, these individuals were able to begin a journey toward healing and hope. Over time, they were able to imagine how they wanted their lives to be and then take steps to "behave in ways that [were] consistent with what [they wanted] most" (p. 181). The grieving daughter was able to let go of the guilt she felt for not visiting her mother as often as requested, and to focus instead on all of the things she *had* done for her mother while she was living. The unhappy employee left the company and began his own business, thereby transforming dismal circumstances into a joyful new career.

Tschannen-Moran and Tschannen-Moran (2010) further explained how Appreciative Inquiry can be used on an individual basis for the professional development of teachers. They used "open-ended, strengths-based questions . . . to elevate the focus, self-efficacy, resourcefulness, and wherewithal of teachers . . . [to inspire them] to pursue new possibilities" (p. 23). They shared the story of Todd, a novice high school teacher who had left the business world. The students in his freshman English class were unruly, and he feared that he would not be able to teach them successfully. In fact, he was considering leaving his new profession. As a high school literacy coach used AI

principles to build his confidence and refine his skills, he became a more effective and confident teacher and chose to continue teaching.

Despite these chronicled successes, Appreciative Inquiry is not without its critics. Some scientific researchers are troubled by its qualitative methodology and find its lack of "hard" evidence disturbing (Dematteo & Reeves, 2011). While many researchers report its process as transformative (Bushe & Kassam, 2005; Dematteo & Reeves, 2011; Doveston & Keenaghan, 2010; English et al., 2003; Jennings, 2009; Watkins et al., 2011), others conclude that it is not as transformative as believed (Bushe & Kassam, 2005), and some judge it to be merely a band-aid for symptoms, whose use prevents real change (Dematteo & Reeves, 2011). Dematteo and Reeves (2011) argue that this supposed "dichotomy between critical analysis and the positiveness of AI is an artificial construct" (p. 208), and caution that Appreciative Inquiry may do more harm than good if it silences criticism and squelches alternate perspectives. Watkins et al. (2011) counter:

> . . . Choosing to focus on the positive does not mean excluding any reference to difficulties or obstacles. . . . The choice about how to resolve difficult situations lies in both the choice of the primary focus for inquiry—positive or deficit-based—and whether difficulties are seen as immovable obstacles or as sources of insight into strategies for effective forward movement. AI is at its most powerful when it is used to seek out the ray of light in what seems to be a totally dark and dismal situation! (p. 122)

This focus on the positive is so crucial to Appreciative Inquiry that it is considered fundamental to the process—so crucial, in fact, that it is considered to be a *principle* of the Appreciative Inquiry philosophy.

Principles of Appreciative Inquiry. Appreciative Inquiry is grounded in up to nine key principles as described throughout the literature (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Ludema, 2001; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003) (see Table 3). The constructionist principle, the simultaneity principle, the anticipatory principle, the poetic principle, and the positive principle are identified by many authors (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Ludema, 2001; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003); the wholeness principle is identified by several as well (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). The enactment principle and free choice principle, however, are identified by only Whitney and Trosten-Bloom (2003) and Cockell and McArthur-Blair (2012). Cockell and McArthur-Blair alone mention the awareness principle.

Constructionist principle. The constructionist principle is based on social constructionism theory (Bloom et al., 2013; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Ludema, 2001; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003), and the idea that the conversations people have with one another construct reality as they perceive it, and hence lead to behavior, change, and destiny (Bloom et al., 2013; Bushe & Kassam, 2005; Cooperrider et al., 2005; Ludema, 2001; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). These collaborative conversational constructions are foundational in traditional AI approaches. However, Kelm (2005) and Tschannen-Moran and Tschannen-Moran (2010) point out that these "conversations" can occur with oneself in personal reflections or with a significant other in life-coaching situations, respectively. Because the constructionist principle relates to

people's perceptions of reality, it may align closely with Keller's (2010) relevance principle from the ARCS model of motivational design.

Table 3.

Authors Who Identify Specified Principles of Appreciative Inquiry

	Bushe & Kassam, 2005	Cockell & McArthur-Blair, 2012	Cooperrider et al., 2005	Ludema, 2001	Watkins et al., 2011	Whitney & Trosten-Bloom, 2003
Constructionist*	X	X	X	X	X	X
Simultaneity*	X	X	X	X	X	X
Anticipatory*	X	X	X	X	X	X
Poetic*	X	X	X	X	X	X
Positive*	X	X	X	X	X	X
Wholeness	X	X			X	X
Enactment		X				X
Free Choice		X				X
Awareness		X				

Note. *Cooperrider (2005) listed only the original five AI principles.

Simultaneity principle. The simultaneity principle establishes that inquiry and change are not separate acts, but occur in the same instant (Bushe & Kassam, 2005; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). "As we inquire into human systems, we change them" (Bushe & Kassam, 2005, p. 166).

Anticipatory principle. "What we do today is guided by our image of the future" (Bushe & Kassam, 2005, p. 167). The anticipatory principle states that "what we think or

imagine will happen in the future" (Watkins et al., 2011, p. 73) determines present choices and behavior. This principle may also have reasonable connection to the relevance and confidence principles from the ARCS model because people find relevance in their inner thoughts and may feel confident if they anticipate positive future outcomes (Keller, 2010).

Poetic principle. The poetic principle is simply the idea that the past and present of an organization or situation is found in the collective stories of all people involved in the organization or situation, and that when these stories are told, meaning and change emerge (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; English et al., 2003; Ludema, 2001; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). People's personal stories are extremely relevant to their personal lives, and thus the poetic principle may also link to the relevance principle from the ARCS model (Keller, 2010).

Positive principle. The positive principle says that "a positive approach to any issue is just as valid as a basis for learning and . . . just as contagious as a negative approach" (Watkins et al., 2011, p. 74). The positive principle also poses that momentum and change are sustained through positive affect (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; English et al., 2003; Ludema, 2001; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). It may be reasonable to assume that a positive view of an experience will lead to confidence regarding the experience, which ties the positive principle of AI to the confidence principle of the ARCS model (Keller, 2010).

Wholeness principle. The wholeness principle is based on the thought that all parts are connected as one great whole and that effective change can happen only when all voices are heard (Cockell & McArthur-Blair, 2012; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). Watkins et al. (2011) write, "What we label as dichotomous is caused by our limited ability to realize that what we see as parts is always some small piece of a larger whole" (p. 75). Therefore, the more narrow the thinking, the more limited the possibilities for change (Cockell & McArthur-Blair, 2012; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003).

Enactment principle. To apply the enactment principle, participants act as if what they want in the future already exists (Cockell & McArthur-Blair, 2012; Whitney & Trosten-Bloom, 2003). By doing so, they bring about self-fulfilling change (Cockell & McArthur-Blair, 2012; Whitney & Trosten-Bloom, 2003). This principle may also align closely with the confidence component of ARCS in that acting as if a desired outcome has already taken place may reinforce the belief that it *can* occur (Keller, 2010).

Free choice principle. According to Cockell and McArthur-Blair (2012), free choice "liberates power" (p. 20). By allowing people to "choose how and when to participate based on their strengths, interests, values, hopes, and dreams" (Whitney & Trosten-Bloom, 2003, p. 75), enthusiasm, commitment and high performance are fostered (Cockell & McArthur-Blair, 2012; Whitney & Trosten-Bloom, 2003). When people tap into their interests and strengths, the relevance and confidence elements of ARCS may also be fostered (Keller, 2010).

Awareness principle. To utilize the awareness principle, participants practice self-reflection by assessing their attitudes and behaviors, and the impact of those attitudes and

behaviors on relationships (Cockell & McArthur-Blair, 2012). Any self-reflective activity could be considered to be an exercise in the relevance aspect of ARCS because it is an examination of some aspect of self.

These nine principles are interrelated and are applied throughout the five phases of Appreciative Inquiry. An explanation of the five phases of Appreciate Inquiry follows.

Phases of Appreciate Inquiry. An Appreciative Inquiry process has five phases: (a) a *define* phase, (b) a *discover* phase, (c) a *dream* phase, (d) a *design* phase, and (e) a *destiny* phase (Bushe & Kassam, 2005; Elleven, 2007; English et al., 2003; Watkins et al., 2011). Although each of these phases is important, they are not altogether distinct and can sometimes occur simultaneously—particularly the dream and design phases (Bushe & Kassam, 2005; Watkins et al., 2011).

Define phase. In the define phase, the "positive" (Watkins et al., 2011, p. 111) is chosen as the focus for inquiry. This positive focus is critical because "the questions we ask, the things that we choose to focus on, the topics that we choose determine what we find" (Cooperrider, 1995, as cited in Watkins et al., p. 41). In the define phase, inquiry begins with questions about what is working well in a situation (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). The constructionist, simultaneity, poetic, positive, and wholeness principles are frequently evident in this phase.

Discovery phase. In the discovery phase, the strengths and "life-giving properties" (Watkins et al., 2007, p. 36) of a situation are described. Stories from all stakeholders are used as the "primary format for conducting an Appreciative Inquiry

interview" (p. 147). This interview can be conducted with oneself, as well as with others (Kelm, 2005). Stories told in the classroom also provide a context for the discovery phase (Ludema, 2001). In this phase, the constructionist, poetic, positive, wholeness, and awareness principles are commonly applied.

Dream phase. In the dream phase, images of moments of optimal functioning are articulated and shared. At this point, the "miracle question" is sometimes asked (Doveston & Keenaghan, 2010; Watkins et al., 2011). The miracle question is phrased something like, "If a miracle were to happen overnight, what would suddenly be different in our organization or situation that would make it ideal?" (Doveston & Keenaghan, 2010; Watkins et al., 2011). A miracle question is the most powerful question that can be asked in Appreciative Inquiry, but in asking it, it is important to avoid implying that it would take a miracle to solve a problem or create a positive future because such an implication would suggest that a situation is hopeless (Doveston & Keenaghan, 2010). As an alternative to the miracle question, a "provocative proposition," or possibility statement identifying talents, can be written using positive language (Cockell & McArthur-Blair, 2012; Doveston & Keenaghan, 2010; English et al., 2003; Watkins et al., 2011). A provocative proposition, by nature, requires participants to stretch and challenge themselves, which potentially could lead to the ARCS element of confidence (Keller, 2010). The constructionist, anticipatory, poetic, positive, wholeness, free choice, and awareness principles are employed to create a dream for the future in this phase.

Design phase. In the design phase, guiding principles are agreed upon and needed changes are described (Watkins et al., 2011). Themes from the stories told in response to initial inquiries are identified, and topics from the themes are chosen for further

investigation (English et al., 2003; Watkins et al., 2011). The possibility statements created in the dream phase are more concretely defined, and explicit behaviors to make the dream a living reality are documented (Doveston & Keenaghan, 2010; Watkins et al., 2011). The constructionist, anticipatory, poetic, positive, wholeness, free choice, and awareness principles are often employed in this phase as the hypothetical moves toward the concrete.

Destiny phase. In the destiny phase, action is taken to create reality from "the preferred future image" (Watkins et al., 2011; p. 37). Change is effected and situations are transformed. For example, Jennings (2009) reported that Appreciative Inquiry was used to change the student experience of burnout at medical school to an experience of high engagement. Doveston and Keenaghan (2010), Elleven (2007), and English, Fenwick, and Parsons (2003) also recounted how participants in their studies experienced positive changes through the Appreciative Inquiry process. This phase is typically guided by the constructionist, anticipatory, positive, wholeness, enactment, free choice, and awareness principles.

Appreciative Advising. In addition to being used to promote organizational change in government, non-profit, and business entities (Cooperrider et al., 2005; Watkins et al., 2011), AI has also been used as a framework for advising college students (Bloom et al., 2008; Crone, 2013). An *Appreciative Advising* (AA) process is based on the theory and principles of Appreciative Inquiry, but differs from AI in that there are six—rather than five—phases in Appreciative Advising (Bloom et al., 2008; Crone, 2013).

The first phase of Appreciative Advising is *Disarm*, which involves creating a warm, welcoming, safe, and comfortable advising environment (Bloom et al., 2008; Crone, 2013). The second phase, *Discover*, utilizes open-ended questions to fashion a "strength-based story reconstruction" (Crone, 2013, p. 25). *Dream*, the third AA phase, happens by "creating powerful images, [designing a] prospective framework for dreaming, and making purposeful connections between the dream and discover phases" (Crone, 2013, p. 26). These powerful images are created as a student describes his or her dreams and "positive vision of his or her future" (Crone, 2013, p. 26). A prospective framework is designed by framing the future dream within the "constraints of what is necessary to achieve that goal" (Crone, 2013, p. 26). The Discover phase is bridged to the Dream phase as questions, such as requests to describe the ideal work environment or list some desirable jobs, are used to connect students' strengths to their dreams (Bloom et al., 2008; Crone, 2013). In the fourth phase, *Design*, effective decision-making is taught by having students brainstorm options, explain pros and cons of each option, research each option, and then write a plan to carry out the decision (Bloom et al, 2008; Crone, 2013). The advisors then provide positive feedback, while avoiding the use of jargon students don't understand (Bloom et al., 2008; Crone, 2013). This phase is concluded with effective referrals to people who can really help them, and followed up with these students to see if the referrals were actually useful (Bloom et al., 2008; Crone, 2013). In the fifth phase, *Deliver*, students are energized to "be their best" (Crone, 2013, p. 28) by reminding them of past successes, helping them visualize their dreams, providing hope, and reminding students to ask for help, if needed. The conversation is "end[ed] . . . well" (Crone, 2013, p. 28) by reviewing their accomplishments, outlining their responsibilities,

encouraging them to contact the advisor again if they need help, and expressing confidence in the students. In the sixth phase of *Don't Settle* students are challenged to raise the bar and continuously grow and improve (Bloom et al., 2008; Crone, 2013).

Appreciative Education. Although there is substantial research on the use of Appreciative Inquiry in a variety of organizational entities (Cooperrider et al., 2005; Watkins et al., 2011), as an application to personal living (Kelm, 2005; Whitney & Trosten-Bloom, 2003), as a tool for life coaching (Tschannen-Moran & Tschannen-Moran, 2010), as an evaluation tool (Nygaard, 2008), and in Appreciative Advising (Bloom et al., 2008; Crone, 2013), to date, there has been little research regarding the use of AI to change student attitudes and motivation in post-secondary education courses (Bloom et al., 2013; Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Head, 2006). In fact, the term *appreciative education* has emerged only recently and the application of AI theory to classroom practice is just beginning to be explored (Bloom et al., 2013; Cockell & McArthur-Blair, 2012). The relative lack of empirical research on the application of AI theory and principles to education lent focus to the study; specifically, could an AI approach be used as a strategy to transform student attitudes, motivation, and achievement in higher education classes?

Applying Appreciative Inquiry to the ARCS Model of Motivational Design

Keller's (2011) ARCS model of motivation is well-established in the field of instructional design and is frequently referenced in the literature (Abrami et al., 2011; Balaban-Sali, 2008; ChanLin, 2009; Cheng & Yeh, 2009; Ferguson & DeFelice, 2010; Huang et al., 2010; Hodges & Kim, 2013; Ocak & Akcayir, 2013; Pittenger & Doering,

2010). In fact, some researchers consider ARCS to be the best motivational design model to date (Ocak & Akcayir, 2013).

In his ARCS model, Keller (2011) described four principles of motivational design that contribute to intrinsic motivation. He purported that learners become intrinsically motivated to learn when: (a) their curiosity is aroused, (b) they find the content to be learned personally meaningful, (c) they believe they can successfully master the learning task, and (d) they anticipate a satisfying learning outcome. He further asserted that learners maintain intrinsic motivation when a learning outcome is realized, and when they possess the volitional (or self-regulatory) strategies to persist with learning tasks until they achieve their end goal (Keller, 2011).

To measure intrinsic motivation in terms of attention, relevance, confidence, and satisfaction, Keller and Subhiyah (1993) developed the *Course Interest Survey* (CIS). The CIS is a valid and reliable measurement tool designed to be used in conjunction with the ARCS model for the purpose of "measur[ing] how motivated students are with respect to a particular course" (Keller, 2010, p. 277). It is appropriate for use with undergraduate college students and "can be adapted to fit specific situations" (Keller, 2010, p. 277). The CIS is, therefore, a useful tool for measuring intrinsic motivation in terms of attention, relevance, confidence, and satisfaction in the context of a single course (Keller, 2010).

The ARCS model puts a positive and forward-thinking focus on learning (Keller, 2010), and therefore bears some similarities to the principles of Appreciative Inquiry. This positive focus is important because courses that "are not explicitly designed with positive motivating effects . . . may inadvertently have negative motivational consequences" (Hardré & Siddique, 2013, p. 9).

The ARCS model may also share some alignment to the five pillars of "well-being theory" (Bloom et al., 2013, p. 6), which is currently advocated as the ideal focus of positive psychology. The five pillars of well-being theory are "*positive emotion, engagement, positive relationships, meaning and purpose*, and *accomplishment*" (Bloom et al., 2013, p. 6). It is possible that the attention component of the ARCS model could be aligned with the engagement aspect of the five pillars; the relevance component could be aligned with meaning and purpose; the confidence component could be aligned with accomplishment; and the satisfaction component could be aligned with positive emotion. Therefore, the five well-being theory pillars offer additional theoretical connections between the positive psychology framework of Appreciative Inquiry and Keller's (2010) ARCS model of motivational design. This connection provides even more justification for using the ARCS model to evaluate the efficacy of Appreciative Inquiry as a motivation strategy in an educational context.

Summary

The literature provides rich insight into the construct of motivation via its multiple definitions, related theories, and variably-conceived orientations, including plentiful research on the mastery versus achievement and extrinsic versus intrinsic orientations. Motivation is wedded to instructional design through the practice of motivational design, with Keller's (2010) ARCS model serving as a well-respected exemplar (Abrami et al., 2011; Balaban-Sali, 2008; ChanLin, 2009; Cheng & Yeh, 2009; Ferguson & DeFelice, 2010; Huang et al., 2010; Hodges & Kim, 2013; Ocak & Akcayir, 2013; Pittenger & Doering, 2010). The literature on Appreciative Inquiry is likewise extensive, with most research focused on changing government, non-profit, and business organizations

(Cooperrider et al., 2005; Watkins et al., 2011). While research on the application of Appreciative Inquiry theory to personal living (Kelm, 2005; Whitney & Trosten-Bloom, 2003), life coaching (Tschannen-Moran & Tschannen-Moran, 2010), evaluation of school community councils (Nygaard, 2008), and college student advising (Bloom et al., 2008; Crone, 2013) is expanding, there has been little research regarding the use of AI to improve intrinsic motivation and student achievement in post-secondary education courses (Bloom et al., 2013; Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Head, 2006). Throughout the literature review process, there seemed to be a paucity of research on using an Appreciative Inquiry approach to apply Keller's (2010) ARCS model of motivational design in college courses. This research study appears to be the first of its kind. Therefore, the purpose of the research study was to discover if an Appreciative Inquiry approach could effectively be used to enhance intrinsic motivation in terms of attention, relevance, confidence, and satisfaction, as well as to improve overall achievement and mastery-level achievement for college students. The methodology used in the study follows in Chapter III.

CHAPTER III

Methodology

The purpose of the study was to explore whether an Appreciative Inquiry (AI) approach could be used as a strategy to positively influence student motivation and achievement. The methodology described below reviews the participants and sampling, instrumentation, procedures, design, and analysis used in the study.

Design of the Study

The research to explore the influence of an Appreciative Inquiry approach on student motivation was conducted with a pre-test/post-test control group experimental design (Campbell et al., 1963; Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010). The pre-test/post-test control group design made it possible to determine if there was a statistically significant difference in the reported levels of motivation—in terms of attention, relevance, confidence, and satisfaction—between students in the treatment group and students in the control group. Students in the treatment group participated in an Appreciative Inquiry (AI)-inspired process, and students in the control group did not. All students in the study were enrolled in a course required by three different bachelor degree programs and one associate degree program at a private western university. The students in the control group received the course materials and instruction exactly as designed and delivered by the course instructors. Students in the treatment group received the course

materials and instruction exactly as designed and delivered by the course instructors, and additionally received instruction in three online modules that utilized an Appreciative Inquiry approach. The three modules were based on the first three phases of Appreciative Inquiry: Define, Discover, and Dream. These three phases were selected for module development in response to feedback from subject matter experts during the analysis stage of the instructional design process (M. Neill, personal communication, July 1, 2014). The purpose of the modules was to encourage and enhance intrinsic motivation by exposing students to Appreciative Inquiry theory as a framework for changing their mindsets toward a major course assignment. The research to explore the influence of an Appreciative Inquiry approach on student achievement was conducted simultaneously with a post-test only control group experimental design (Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010).

Context

After receiving approval from the Institutional Review Boards at both Idaho State University and the private western university, the research was conducted in an early childhood education course required by three bachelor degree programs and an associate degree program at the private western university. This course is typically taken during the sophomore, junior, or senior year of study (depending upon the students' majors) and focuses on designing, developing, implementing, and evaluating preschool curriculum in an on-campus laboratory preschool classroom. The students in this course must apply their understanding of child development theories and pedagogical philosophies; developmentally appropriate preschool curriculum; lesson planning; appropriate guidance and discipline strategies; issues in health, safety, and nutrition for preschoolers; and

building partnerships with families and special education professionals. The major assignment in this course is a series of fully-developed preschool lesson plans that incorporate nationally-recognized developmentally appropriate practice guidelines (Copple & Bredekamp, 2009) and Idaho's core competencies for early childhood teachers (EC^3, 2014), as well as the established learning outcomes of each program (K. Olsen, personal communication, September 23, 2014).

Population

The population of this study was the group of undergraduate college students who enrolled in a specific early childhood education course taught every semester at the private western university. These students were tasked with the demanding assignment of writing preschool lesson plans according to national, state, and program standards, which requires a comprehensive application of discipline-related concepts and unwavering intrinsic motivation.

Enrollment data from the official class lists of three recent semesters showed that the typical enrollment in this course was about 40 students per semester (S. Ellsworth, personal communication, November 3, 2014) (see Table 4). On average, 40% of these students were juniors or seniors majoring in early childhood special education, 30% were juniors or seniors majoring in child development, seven percent were seniors majoring in family and consumer science education, and 18% were freshmen, sophomores or juniors majoring in a preschool education associate degree program. On average, five percent were seniors in other majors, with a minor in child development. Almost all of the students were female (although three male students were enrolled in the reported semesters). The students in the three bachelor degree majors had typically completed at

least 50% of their coursework—and many of the child development students were in their last semester prior to graduation. The associate degree students, on the other hand, were typically sophomores (although there was an occasional freshman, junior, or senior enrolled) and were in the second semester of their four-semester preschool education studies. All students enrolled in this course were simultaneously enrolled in a co-requisite preschool laboratory practicum experience, where the assigned preschool lesson plans were implemented.

Table 4.

Enrollment in a Specified Early Childhood Education Course for Three Recent Semesters

	Total Enrollment	M	F	FR	SO	JR	SR	CD	ECSE	FCS	PPE	Other
Winter 2014	37	1	36	1	2	5	28	14	11	3	9	0
Spring 2014	41	2	39	1	4	5	31	14	17	3	6	1
Fall 2014	44	0	44	0	3	12	29	9	20	3	7	5

Note. M = Male; F = Female; FR = Freshman; SO = Sophomore; JR = Junior; SR = Senior; CD = Child Development Major; ECSE = Early Childhood Special Education Major; FCS = Family Consumer Science Education Major; PPE = Professional Preschool Education Major; Other = Other Major with Child Development Minor

Sampling

The experimental population for this study included all students registered for the 14-week undergraduate early childhood education methods class over the course of two semesters, Winter 2015 and Spring 2015. Only students enrolled in this specified course were included in the study. Any student who was under the age of 18, who declined to give informed consent, who withdrew from the course, or who failed to complete the surveys or the lesson plan assignment was excluded from the study. Any student who did

not did not participate in the study completed the course as outlined by the instructor. Because students in the study were self-enrolled in the specified course, the study's sample population was a sample of convenience (Mitchell & Jolley, 2010). After obtaining informed consent from all willing students, each study participant was independently randomly assigned to either the treatment group or the control group each semester (Gravetter & Wallnau, 2007). With independent random assignment, each study participant had an equal chance of being assigned to either treatment condition (Gravetter & Wallnau, 2007). Independent random assignment of a convenient sample into groups is a strong research design and promotes internal validity (Campbell et al., 1963; Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010).

Instrumentation

Two instruments were used to collect data on the proposed research: one for motivation and one for achievement. Each is briefly defined below.

The *Course Interest Survey* (CIS) is a valid and reliable instrument, developed by Keller and Subhiyah (1993), which measures situation-specific motivation (Keller, 2010). To establish situational validity, Keller (2010) correlated the CIS scores of 200 graduate and undergraduate university students with their course grades. The correlations ranged from 0.19 for attention to 0.51 for confidence, with an overall correlation of 0.49, so all were significant above the 0.05 level (Keller, 2010). Reliability, or internal consistency, was tested and found satisfactory with three different groups of students during the survey development process (Keller, 2010). To determine internal consistency, Cronbach's alpha was calculated with the group of 200 graduate and undergraduate university students on each scale item, as well as the overall scale, with a range of 0.81

for confidence to 0.88 for satisfaction and an overall reliability coefficient of 0.95 for the total scale (Keller, 2010). Since alpha was above 0.70 on each item, reliability was considered acceptable (Leech, Barrett, & Morgan, 2011).

The CIS uses a Likert-type scale to "measure how motivated students are with respect to a particular course" (Keller, 2010, p. 277) and has been cited in numerous studies (Bohlin, Milheim, & Viechnicki, 2009; Cheng & Ku, 2009; Keller, Deimann, & Liu, 2005; Kim & Keller, 2011). The researcher obtained permission from Dr. John Keller to use the CIS in the research (see Appendix A). The instructions for administering the CIS grant the researcher permission to change the tense of the questions from present to future or past tense to make it specific to the context in which it is administered, such as for a pre-test (Keller, 2010). However, since both the pre-test and post-test instruments were administered in the middle third of the semester, the present tense was used on both the pre-test and post-test. In addition, two demographic questions were included at the end of each survey (see Appendix B). These CIS instruments were used to gather data on the attention, relevance, confidence, and satisfaction subscales of motivation, as well as overall motivation as it pertains to the specified course (Keller, 2010). The two demographic questions were used to collect demographic data for the purpose of comparing the sample population to previous populations in the specified course.

To measure student achievement, the instructor-designed lesson plan assignment scoring rubric was used (see Appendix C). The rubric had been developed collaboratively over three years by multiple instructors, and the rubric criteria were correlated with the instructions given on the lesson plan template used in the course. The rubric was considered by the instructors to have good content and face validity (D. Allen,

M. Godfrey, & K. Olsen, October 20, 2014). They reported that a recent measurement of inter-rater reliability revealed a coefficient of .915 (M. Godfrey, personal communication, November 19, 2014), which is considered to be an acceptable level of inter-rater reliability (Leech et al., 2011). This 51-item rubric was worth 137 points and had a point range of zero to 137. The rubric was divided into five sections: overall plan, with 13 items worth a total of 40 points; self-selected activities, with 12 items worth a total of 33 points; gathering time, with 11 items worth 27 points; small focus group, with 10 items worth 27 points; and closing circle with 5 items worth 10 points. Partial points were allowed at the instructors' discretion.

Data from the gradebook of the Fall 2014 semester reported a mean score of 88% on the first lesson plan assignment written after the seventh week of the semester (D. Allen, November 21, 2014). These percentage scores provided baseline data for typical achievement on this assignment, and allowed some comparison to the achievement scores of the study participants.

Procedures

During the fourth week of each of the 14-week semesters, all students enrolled in the designated course were informed of the study and invited to participate. Written informed consent was obtained from all study participants (see Appendix D). Eligible participants were assigned to the treatment group or control group using simple random assignment (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2009; Mitchell & Jolley, 2010). Each semester, every student was assigned a number on the official class roll. The numbers assigned to all eligible participants were entered into an online random sequence generator. The random sequence generator produced a list of the participant

numbers in random order. The participants whose numbers were on the first half of the list were assigned to the treatment group. The participants whose numbers were on the second half of the list were assigned to the control group. Any student who opted out of the study or who declined to give informed consent was eliminated from this coding process. Students excluded from the study who remained in the course completed the course as it was originally designed.

The pre-test CIS was administered in hard copy during class time to all study participants at the beginning of the fourth week of the semester. Any students who were not participating in the study were allowed to use the survey time for course-related work. Following the pre-test CIS administration, the treatment group was introduced to the first phase of the AI-inspired process via the first online module during the fifth week of the semester. This module replaced the weekly online reflection journal assignment completed by the control group. The treatment group subsequently participated in the second and third phases of the AI process via the second and third online modules during the sixth and seventh weeks of the semester, respectively. As with the first module, the second and third modules replaced the weekly online reflection journals completed by the control group.

The treatment consisted of three online modules that corresponded with the first three phases of AI, as well as the associated assignments that replaced the weekly reflection journals (see Appendix E). Each module was developed using the *Analysis, Design, Development, Implementation, Evaluation* (ADDIE) instructional design model (Molenda, 2003; Lohr, 2008; Morrison, Ross, Kalman, & Kemp, 2011) for the purpose of ensuring quality instruction at each stage of instructional design (see Appendix F). In

addition to the instructional design work that was done in each of these stages, formative assessment—whose purpose is to provide information to improve one or more aspects of the instructional design process (Morrison et al., 2011)—was performed in each of the five ADDIE stages through focus group reviews with key stakeholders, and Delphi processes with subject matter experts and instructional designers.

During the *analysis* stage, analyses were conducted to discover existing instructional problems (Lohr, 2008; Morrison et al., 2011). Needs assessments, reviews of learner characteristics, and evaluations of learning tasks and content relative to Appreciative Inquiry were completed (Lohr, 2008; Morrison et al., 2011). After the analyses were conducted, key stakeholders, subject matter experts and instructional designers were consulted prior to the design of the modules to determine that the analyses were complete and accurate (Morrison et al., 2011).

In the *design* stage, the findings from the analyses were used to determine how the content and tasks should be presented (Lohr, 2008; Morrison et al., 2011). The "type of learner and content, learning philosophy, instructional or performance goals and objectives, and instructional or performance context" (Lohr, 2008, p. 91) were considered at this stage with the end goal of designing effective instruction. At this point, instructional objectives were written, content sequencing and instructional strategies were determined, storyboards for the online modules were crafted, and assessments were created.

Throughout the design stage, formative assessment involving stakeholders, subject matter experts and instructional designers were iteratively performed to ensure that the goals and objectives not only targeted the identified instructional problem of low

intrinsic motivation, but were also true to Appreciative Inquiry philosophy (Morrison et al., 2011). The objectives that were developed for the modules, based on the preliminary analyses, are below.

Objective 1. Given an instructional module on defining personal hopes and goals through an Appreciative Inquiry approach, the student will report his/her personal goals, as they relate to his/her college major and the specified early childhood education course, by responding to the reflective prompts associated with the module in an online course assignment.

Objective 2. Given an instructional module on discovering personal strengths through an Appreciative Inquiry approach, the student will record stories about his/her personal strengths, as they relate to his/her college major and the specified early childhood education course, by responding to the reflective prompts associated with the module in an online course assignment.

Objective 3. Given an instructional module on envisioning a preferred future through an Appreciative Inquiry approach, the student will creatively represent his/her personal dreams for the future, as they relate to his/her college major and the specified early childhood education course, by responding to the reflective prompts associated with the module in an online course assignment.

The abstract vision for these modules became tangible reality in the *development* stage (Lohr, 2008). Module prototypes, text, graphics, and other instructional materials were developed in an iterative manner during this stage, in response to the evaluations received from key stakeholders, subject matter experts, and instructional designers (Lohr, 2008; Morrison et al., 2011). The recurring cycle of development and evaluation

continued in this stage until the instructional modules were determined by the stakeholders to be of acceptable quality, at which point the final version of each module was developed using Adobe Captivate®.

In the *implementation* stage, the instructional products were presented to the target audience (Lohr, 2008; Morrison et al., 2011). In this stage, the Appreciative Inquiry-inspired motivational modules were delivered online as the research treatment via the course's learning management system website. The treatment was available only to students in the treatment group. The treatment consisted of viewing the online modules and answering the corresponding reflective prompts as an online assignment during the fifth, sixth, and seventh weeks of the semester, in lieu of the online weekly reflection journals done by the control group. The answers to the reflective prompts posted in the learning management system were visible to the researcher. The researcher provided feedback and completion scores to the students in the treatment group after their responses had been posted. The researcher also provided feedback and completion scores—based on criteria and coaching from the course instructors—to students in the control group, who completed the regular online weekly reflection journals via the learning management system. In addition, the learning management system tracked the frequency and duration of both groups' access attempts.

During the *evaluation* stage, a summative evaluation of the instructional design process and product occurred (Lohr, 2008; Morrison et al., 2011). In this stage, in addition to evaluating the overall instructional design process with key stakeholders, the data collected during the research study were analyzed and interpreted.

Data Collection

Data on motivation for the participants in both the control and treatment groups were collected using a pre-test/post-test method (Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010) via hard copy CIS survey instruments twice each semester during the study. The pre-treatment survey was distributed during the fourth week of each semester during class time, prior to presenting the Appreciative Inquiry approach modules to the treatment group. At this point in the semester, students were in the thick of writing lesson plans and in the past had reported feeling stressed and worried about the lesson plan assignment (E. Kosin, personal communication, May 30, 2014). This was determined to be a good time to collect pre-treatment data about their intrinsic motivation toward the course and its lesson plan assignments. The post-treatment survey was distributed in class during the eighth week of the semester, after the last Appreciative Inquiry module had concluded (see Figure 1). The relatively short four-week gap between the pre-test and post-test could have posed a possible testing threat, wherein results are due to the test, rather than the treatment (Campbell et al., 1963). However, there are no right or wrong answers on the CIS, so the survey itself was unlikely to "teach" the participants how to respond. It was important to capture the data on participants' intrinsic motivation as soon as possible after completing the treatment, and, therefore, the eighth week of the semester was an appropriate time to collect this data. It was also important to conduct the motivation post-test before the grades on the lesson plan assignment rubric were returned to the students to avoid any negative affective responses. Each survey instrument took the participants approximately five to 10 minutes to complete.

Achievement data for both groups were collected via the course lesson plan assignment rubric scored for the first lesson plan written *after* the treatment period each semester. Most of these lesson plans were submitted in the eighth and ninth weeks of the 14-week semesters; a few lesson plans were submitted in the tenth week. The lesson plan assignment was completed on an instructor-designed lesson plan template that corresponds to the lesson plan assignment rubric. The completed lesson plans were typically six to 10 pages in length and were graded by the preschool lab instructors using the lesson plan assignment rubric. Because the achievement data were collected only once in the study after the treatment had been applied, this was a post-test only control group experimental design for achievement data collection (Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010).

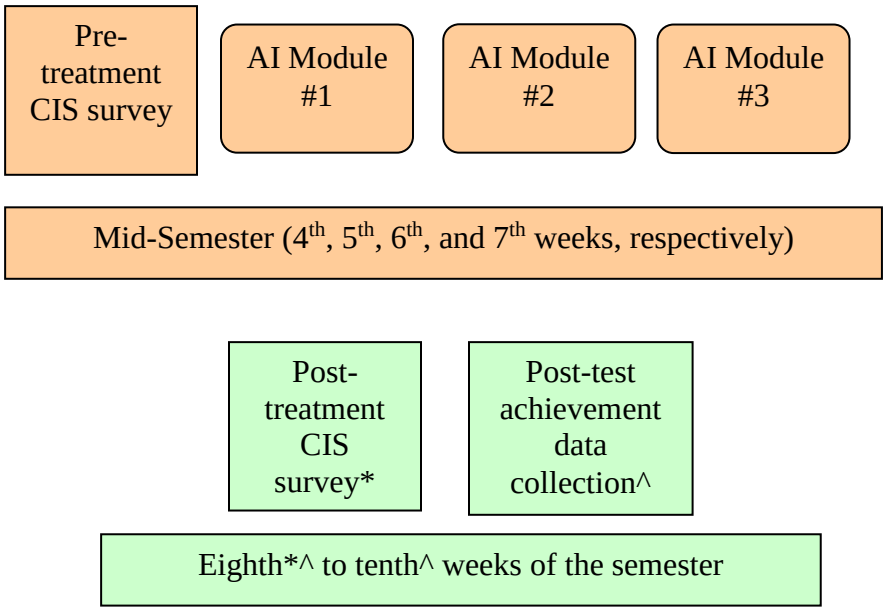

Figure 1. Data collection timeline.

Data Analysis

In an experimental research design, "one variable is manipulated while another variable is observed and measured. . . . The independent variable is the variable that is manipulated by the researcher. . . . The dependent variable is the one that is observed in order to assess the effect of the treatment" (Gravetter & Wallnau, 2007, p. 15). The independent variable in this research study was the Appreciative Inquiry approach modules and their associated reflective prompts, which were presented to students in the treatment group and withheld from students in the control group. The dependent variables in the study included the overall motivation score as measured by the *Course Interest Survey* (CIS), as well as the four motivation subscales of attention, relevance, confidence, and satisfaction, as also measured by the CIS. Other dependent variables included the achievement scores on the lesson plan assignment as measured by the instructor-designed lesson plan assignment rubric and the relationship between achievement and motivation.

The *Course Interest Survey* is a Likert-type scale (Keller, 2010). "Likert-type scales are assumed to yield interval data" (Mitchell & Jolley, 2010, p. 274) and thus the data from the Likert-type items on the CIS surveys were treated as interval data. The scores from each hard copy survey were recorded in Excel spreadsheets on the researcher's password protected office computer. After reversing the scores for items 4, 6, 7, 8, 11, 17, 26, 26, and 31, as required by the CIS instructions (Keller, 2010), summated scores (Mitchell & Jolley, 2010) were produced for each dependent variable, as also recommended by Keller (2010). The data from the Excel spreadsheets were then entered into Statistical Package for the Social Sciences (SPSS) software for data analyses.

The pre-test overall motivation scores were analyzed by performing an independent *t*-test in SPSS to compare the mean scores between the treatment group and control group. This analysis was done to determine if there was a significant difference in overall motivation between the randomly assigned groups before the treatment was begun. The results of the *t*-test in the Winter 2015 semester revealed that there was no significant difference between the groups, t (30) = -1.090, p = .284, so the study was conducted as designed. The results of the *t*-test in the Spring 2015 semester likewise revealed that there was no significant difference between the groups, t (40) = 1.551, p = .129, so the study was conducted as designed in this semester, as well.

The post-test *overall* motivation scores were analyzed by performing an independent *t*-test in SPSS to compare the mean scores between the treatment group and control group. In addition, the post-test motivation *subscale* scores for attention, relevance, confidence, and satisfaction were analyzed by performing a MANOVA in SPSS to compare the mean scores between the treatment group and the control group for each of the four dependent variables (Leech et al., 2011; Mitchell & Jolley, 2010). In this case, MANOVA was an appropriate test to conduct because there were "two or more normal (scale) [meaning interval or ratio] variables treated simultaneously" (Leech et al., 2011, p. 86)—that is, the CIS subscale dependent variables.

The achievement data collected on the instructor-designed lesson plan assignment rubric were ratio data because the rubric contains an "absolute zero point . . . [that represents] a complete absence of the variable being measured" (Gravetter & Wallnau, 2007, p. 22). An independent-measures *t*-test was used to analyze differences between the treatment and control groups on the measure of student achievement on the first lesson

plan written after the treatment period, and was an appropriate test to conduct for these ratio data (Gravetter & Wallnau, 2007). In addition, to determine if there was a statistically significant difference in student achievement at a 92% *mastery* level between the control and treatment groups, a two-by-two Chi-Square analysis was conducted in SPSS. A two-by-two Chi-Square analysis was appropriate in this instance because the dependent variable of *mastery level achievement* was a nominal dependent variable with two independent groups (Leech et al., 2011). Finally, to discover if a relationship existed between overall motivation scores and overall achievement scores, a Pearson correlation analysis was calculated in SPSS. The Pearson correlation was an appropriate inferential statistic to use to analyze the association between two scores for the same subjects, where the scores are normal or scale and the assumptions were not "markedly violated" (Leech et al., 2011, p. 85). The results of the data collection are reported in Chapter IV.

CHAPTER IV

Results

Research to investigate the influence of an Appreciative Inquiry approach on intrinsic student motivation was conducted with a pre-test/post-test control group experimental design (Campbell et al., 1963; Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010). The pre-test/post-test control group design was chosen to determine if a statistically significant difference existed in the reported levels of overall motivation—as well as in terms of attention, relevance, confidence, and satisfaction—between students in the treatment group and students in the control group, after the treatment had been applied. The research also investigated the influence of an Appreciative Inquiry approach on student achievement using a post-test only control group experimental design (Gravetter & Wallnau, 2007; Mitchell & Jolley, 2010). The results of the research are reported below.

Of the 36 students enrolled in the Winter 2015 semester, 32 students gave informed consent to participate in the study. Four students declined to give informed consent or were absent the day that informed consent was collected and were not included in the study. Of the 42 students enrolled in the Spring 2015 semester, all 42 students gave informed consent to participate in the study and were therefore included initially. One student who gave informed consent and was randomly assigned to the

treatment group failed to complete the associated assignments and was therefore excluded from the study in the data analysis phase.

Characteristics of the Sample Population

The enrollment data from the official class lists for the two research semesters and the demographic data gleaned from the two additional demographic questions included at the end of the *Course Instrument Survey* (CIS) revealed that of the 73 study participants, 72 were female and one was male. This disproportionate gender distribution is quite typical for the targeted course (see Table 4). As displayed in Table 5, one participant had a freshman class standing, six were sophomores, 19 were juniors, and 47 were seniors. Twenty-nine participants were Child Development majors, 32 were Early Childhood Special Education majors, seven were Family and Consumer Science Education majors, three were Professional Preschool Education majors, and two were students from other majors with a minor in Child Development. Considering combinations of the characteristics from Table 5, 44% (n = 32) of the students were juniors or seniors majoring in early childhood special education, 40% (n = 29) were juniors or seniors majoring in child development, 10% (n = 7) were seniors majoring in family and consumer science education, and four percent (n = 3) were freshmen or juniors majoring in a preschool education associate degree program. Additionally, two percent (n = 2) were seniors in other majors, with a minor in child development. The students in the three bachelor degree majors were typically juniors and seniors, although six of the students in these majors were sophomores. The associate degree students were typically juniors (although there was one freshman).

Table 5.

Participant Numbers by Gender, Class Standing, and Major

	M	F	FR	SO	JR	SR	CD	ECSE	FCS	PPE	Other
Winter 2015	1	30	0	0	11	20	14	13	2	2	1
Spring 2015	0	42	1	6	8	27	15	19	5	1	1
Total	1	72	1	6	19	47	29	32	7	3	2

Note. M = Male; F = Female; FR = Freshman; SO = Sophomore; JR = Junior; SR = Senior; CD = Child Development Major; ECSE = Early Childhood Special Education Major; FCS = Family Consumer Science Education Major; PPE = Professional Preschool Education Major; Other = Other Major with Child Development Minor

Descriptive Statistics from the CIS Data Collection Instrument

The descriptive statistics for the study were calculated in SPSS. The study sample consisted of $n = 74$ students, with 37 students randomly assigned to the control group and 37 students randomly assigned to the treatment group. As seen in Table 5, there was a sizeable gender disparity in the sample. Through random assignment, the one male participant was placed in the treatment group. One female student in the treatment group failed to complete the Appreciative Inquiry-inspired modules and was therefore eliminated from the study during the data analysis phase, reducing the treatment group to 36 students and n to 73 (see Tables 6 -11).

Table 6 presents the descriptive statistics for the *Course Interest Survey* (CIS) pre- and post-test results. The CIS measured the overall intrinsic motivation of each student relative to the selected course, as well as their intrinsic motivation on the individual subscales of *attention, relevance, confidence,* and *satisfaction* using a Likert-type scale. There are 34 items on the CIS: eight designed to measure attention, nine designed to measure relevance, eight designed to measure confidence, and nine designed to measure

satisfaction (Keller, 2010). Scores on the individual CIS items could range from a low score of one to a high score of five. The minimum total score on the CIS is 34 and the maximum total score is 170 (Keller, 2010), with a minimum mean score of one and a maximum mean score of five for overall motivation, as well as for each of the subscales.

The mean score for the overall motivation scale from the CIS *pre*-test for the control group was $M = 3.97$, $SD = .48$, which was similar to the mean score for the treatment group, $M = 3.99$, $SD = .47$ (see Table 6). An independent *t*-test was conducted in SPSS each semester to ensure that the two groups were statistically similar prior to administering the treatment. A *t*-test calculated for the combined groups at the conclusion of the study revealed that there was no statistically significant difference between the mean overall motivation pre-test scores for the two groups, $t\ (72) = .281$, $p = .779$. However, the mean score for the overall motivation scale *post*-test for the control group decreased to $M = 3.92$, $SD = .68$, while the mean score for the treatment group increased to $M = 4.17$, $SD = .38$. The interpretation of these scores will be discussed in Chapter V.

Table 6.

Descriptive Statistics for CIS Pre- and Post-Test Overall Results

	Control Pre	Control Post	Treatment Pre	Treatment Post
Sample Size (*n*)	37	37	37	36
Group Mean Score	3.97	3.92	3.99	4.17
Standard Deviation	.48	.68	.47	.38
Range of Individual Mean Scores	2.88-4.74	1.97-4.97	2.85-4.76	3.35-4.71

Table 7 presents the descriptive statistics for the *attention* subscale of the CIS pre- and post-test results. The mean score for the pre-test CIS subscale of attention for the control group was $M = 3.56$, $SD = .67$. The mean score for the pre-test CIS subscale of attention for the treatment group was $M = 3.68$, $SD = .64$. An independent samples *t*-test conducted in SPSS revealed that there was no significant difference between the two groups on the subscale of attention prior to the treatment, $t\ (72) = .773$, $p = .442$. The mean scores for the post-test subscale of attention increased to $M = 3.81$, $SD = .83$ for the control group and remained virtually unchanged for the treatment group, $M = 3.68$, $SD = .55$.

Table 7.

Descriptive Statistics for CIS, Attention Subscale (8 items), Pre- and Post-Test

	Control Pre	Control Post	Treatment Pre	Treatment Post
Sample Size (*n*)	37	37	37	36
Group Mean Score	3.56	3.81	3.68	3.68
Standard Deviation	.67	.83	.64	.55
Range of Individual Mean Scores	2.83-4.63	1.13-4.88	2.13-5.00	2.63-4.63

Table 8 presents the descriptive statistics for the *relevance* subscale of the CIS pre- and post-test results. The mean score for the pre-test subscale of relevance for the control group was $M = 4.17$, $SD = .53$. The mean score for the pre-test subscale of relevance for the treatment group was $M = 4.32$, $SD = .59$. An independent samples *t*-test conducted in SPSS revealed that there was no significant difference between the two

groups on the subscale of relevance prior to the treatment, t (72) = 1.102, p = .274. Following the treatment, the mean score for the post-test subscale of relevance for the control group decreased to M = 4.10, SD = .72 and the mean score for the post-test subscale of relevance from the CIS for the treatment group increased to M = 4.37, SD = .48.

Table 8.

Descriptive Statistics for CIS, Relevance Subscale (9 items), Pre- and Post-Test

	Control Pre	Control Post	Treatment Pre	Treatment Post
Sample Size (*n*)	37	37	37	36
Group Mean Score	4.17	4.10	4.32	4.37
Standard Deviation	.53	.72	.59	.48
Range of Individual Mean Scores	3.22-4.89	2.33-5.00	2.56-5.00	3.33-5.00

Table 9 presents the descriptive statistics for the *confidence* subscale of the CIS pre- and post-test results. The mean score for the pre-test subscale of confidence for the control group was M = 4.25, SD = .46. The mean score for the pre-test subscale of confidence for the treatment group was M = 4.18, SD = .47. An independent samples *t*-test conducted in SPSS revealed that there was no significant difference between the two groups on the subscale of confidence prior to the treatment, t (72) = -.622, p = .536. The mean score for the post-test subscale of confidence for the control group decreased to M = 4.14, SD = .61. The mean score for the post-test subscale of confidence for the treatment group increased to M = 4.44, SD = .38.

Table 9.

Descriptive Statistics for CIS, Confidence Subscale (8 Items), Pre- and Post-Test

	Control Pre	Control Post	Treatment Pre	Treatment Post
Sample Size (*n*)	37	37	37	36
Group Mean Score	4.25	4.14	4.18	4.44
Standard Deviation	.46	.61	.47	.38
Range of Individual Mean Scores	2.75-4.88	2.25-5.00	2.63-5.00	3.63-5.00

Table 10 presents the descriptive statistics for the *satisfaction* subscale of the CIS pre- and post-test results. The mean score for the pre-test subscale of satisfaction for the control group was $M = 3.88$, $SD = .59$. The mean score for the pre-test subscale of satisfaction for the treatment group was $M = 3.80$, $SD = .60$. An independent samples *t*-test conducted in SPSS revealed that there was no significant difference between the two groups on the subscale of satisfaction prior to the treatment, $t\ (72) = -.520$, $p = .605$. The mean score for the post-test subscale of satisfaction for the control group decreased to $M = 3.81$, $SD = .79$. The mean score for the post-test subscale of satisfaction for the treatment group increased to $M = 4.17$, $SD = .48$.

Table 10.

Descriptive Statistics for CIS, Satisfaction Subscale (9 Items), Pre- and Post-Test

	Control Pre	Control Post	Treatment Pre	Treatment Post
Sample Size (*n*)	37	37	37	36
Group Mean Score	3.88	3.81	3.80	4.17
Standard Deviation	.59	.79	.60	.48
Range of Individual Mean Scores	2.44-4.89	1.67-5.00	2.11-4.78	3.00-5.00

Experimental Research Results

The study and its research methodology were guided by four research questions. The research questions and the results for each are described below.

Results for Research Question One.

The first research question and its four sub-questions were written to compare the overall intrinsic motivation, as well as the intrinsic motivation measured by the four individual ARCS components, of the students in the control and treatment groups after the experimental treatment.

1. Is there a significant difference in student motivation, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early

childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

a. Is there a significant difference in the attention subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?
b. Is there a significant difference in the relevance subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?
c. Is there a significant difference in the confidence subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?
d. Is there a significant difference in the satisfaction subscale, as measured by Keller's (2010) *Course Interest Survey* (CIS), between students who receive three online Appreciative Inquiry-based assignments in an upper

division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

To determine if differences existed in the overall motivation measure and the measures of the individual motivation components after the treatment, two different post-treatment statistical analyses were done. An independent *t*-test was conducted in SPSS to analyze the data from the post-test CIS to learn if the randomly selected control and treatment groups were statistically different on the overall intrinsic motivation measure.

While no significant difference in overall intrinsic motivation between the groups was found *prior* to the treatment, results from the independent *t*-test, as seen in Table 11, revealed that there was a statistically significant difference between the treatment and control group in the overall post-test intrinsic motivation scores *following* the experimental treatment, t (56.606) = 2.02, p = .049. These results failed to support the null hypothesis that the Appreciative Inquiry-based treatment would have no effect on the overall motivation for the treatment group. Instead, it appears that the treatment may in fact have affected the treatment group's overall motivation scores.

Table 11.

Independent t-Test Results for Research Question One

	Pre-Treatment	Post-Treatment
Independent *t*-test	t (72) = .281, p = .779	t (56.606) = 2.02, p = .049*

Note. Statistically significant differences are indicated by *.

Although the independent *t*-test showed that a statistically significant difference existed in the overall intrinsic motivation measure, it could not identify in which subscale measure(s) the difference occurred. Therefore, the CIS post-test motivation *subscale* scores for attention, relevance, confidence, and satisfaction were analyzed by performing a MANOVA in SPSS to compare the mean scores for *each* dependent variable between the treatment group and the control group (Leech et al., 2011; Mitchell & Jolley, 2010). The assumptions of independence of observations and homogeneity of covariance were checked and met. The assumption of variance was checked and met for the subscale of confidence, but violated for the other three subscales. Therefore the results for the subscales of attention, relevance, and satisfaction should be viewed with caution (Leech et al., 2011). Nonetheless, results from the MANOVA confirmed the results from the *t*-test and showed that a statistically significant multivariate effect between the two groups existed somewhere on the subscales of attention, relevance, confidence, or satisfaction $F(4, 68) = 3.342$, $p = .015$, with a large effect size, $\eta = .40$ (see Figure 2).

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[c]
Intercept	Pillai's Trace	.989	1579.472[b]	4.000	68.000	.000	.989	6317.889	1.000
	Wilks' Lambda	.011	1579.472[b]	4.000	68.000	.000	.989	6317.889	1.000
	Hotelling's Trace	92.910	1579.472[b]	4.000	68.000	.000	.989	6317.889	1.000
	Roy's Largest Root	92.910	1579.472[b]	4.000	68.000	.000	.989	6317.889	1.000
Group	Pillai's Trace	.164	3.342[b]	4.000	68.000	.015	.164	13.367	.819
	Wilks' Lambda	.836	3.342[b]	4.000	68.000	.015	.164	13.367	.819
	Hotelling's Trace	.197	3.342[b]	4.000	68.000	.015	.164	13.367	.819
	Roy's Largest Root	.197	3.342[b]	4.000	68.000	.015	.164	13.367	.819

a. Design: Intercept + Group
b. Exact statistic
c. Computed using alpha = .05

Figure 2. SPSS output for MANOVA analysis on *CIS* post-test subscale scores.

As shown in Table 12, the post hoc analysis calculated in SPSS revealed that a statistically significant difference between the two groups existed on the subscales of *confidence, F* (1, 71) = 6.788, *p* = .011 with a medium effect size, η = .29, and *satisfaction, F* (1, 71) = 5.740, *p* = .019, also with a medium effect size, η = .27 (Leech et al., 2011).

Table 12.

MANOVA Post Hoc Results for Research Question One

	Type III *SS*	*MS*	*F*	Sig.
Post Hoc Attention	.086	.086	*F* (1, 71) = .157	*p* = .693
Post Hoc Relevance	1.298	1.298	*F* (1, 71) = 3.467	*p* = .067
Post Hoc Confidence	1.751	1.751	*F* (1, 71) = 6.788	*p* = .011*
Post Hoc Satisfaction	2.451	2.451	*F* (1, 71) = 5.740	*p* = .019*

Note. Statistically significant differences are indicated by *.

Results for Research Question Two.

Research Question Two was written to ascertain the impact of the Appreciative Inquiry-based treatment on overall student achievement as measured by the rubric scores for the first lesson plan written after the experimental treatment period.

2. Is there a significant difference in student achievement, as measured by the scoring rubric of a major course assignment, between students who receive three online Appreciative Inquiry-based assignments in an upper division course in

early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

The course instructors reported that the mean score for the first lesson plan assignment written after the seventh week of the semester, which corresponds with the study's post-treatment period, was 88% for the previous two semesters (D. Allen, November 21, 2014). These semesters served as control semesters for achievement in this study. In the study semesters, the mean score for post-treatment achievement for the control group was $M = 87.65$, $SD = 7.20$, with a range from 70 to 99, a median score of 88, and a mode score of 92. The mean score for post-treatment achievement for the treatment group was $M = 88.03$, $SD = 7.46$, with a range from 70 to 100, a median score of 89, and a mode score of 90 (see Table 13).

Table 13.

Descriptive Statistics for Post-Treatment Achievement by Group

	Control	Treatment
Sample Size (*n*)	37	36
Mean Score	87.65	88.03
Standard Deviation	7.20	7.46
Median	88	89
Mode	92	90
Range	70-99	70-100

After collecting the achievement data from the lesson plan scoring rubrics for all study participants, an independent *t*-test was calculated in SPSS to determine if a

statistically significant difference existed between the student achievement scores of the control and treatment groups. The results from the independent *t*-test revealed that no significant difference existed in the achievement scores between the two groups, t (71) = .221, p = .826. The Appreciative Inquiry-inspired treatment made no significant difference in student achievement in this research study.

Results for Research Question Three.

Research Question Three explored the impact of the Appreciative Inquiry-based treatment on student achievement at a *mastery* level, defined as a level of learning wherein the content and skills targeted by the instructional objectives have been successfully achieved to an exemplary degree (Cooperman, 2011; Guskey, 2010; Melton, 2008; Shepard, 2000; Wambugu & Changeiywo, 2008). In this study, mastery achievement was set at a percentage score of 92% or higher on the major course assignment of writing a complete preschool lesson plan (D. Allen, M. Godfrey, & K. Olsen, personal communication, November 21, 2014) and mastery achievement was measured by the faculty-designed assignment scoring rubric.

3. Is there a significant difference in student mastery achievement, as measured by a score of 92% or higher on the scoring rubric of a major course assignment, between students who receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university and students in the same course who receive three online reflection-based assignments?

The study sample consisted of 73 students—25 who attained mastery level achievement and 48 who did not. Fourteen of the 37 students (38%) in the control group

scored at mastery achievement level of 92% or higher, while 11 of 36 students (31%) in the treatment group scored at a mastery achievement level. A two-by-two Chi-Square analysis was conducted in SPSS to determine if there was a statistically significant difference in student achievement at a 92% or higher mastery level between the control and treatment groups. Results from the Chi Square showed that there was no significant difference in mastery level achievement between the two groups, $\chi^2(1, N = 73) = .43$, $p = .512$ (see Table 14). In this study, mastery level achievement was independent of treatment group.

Table 14.

*Group * Mastery 2 x 2 Chi Square Crosstabulation*

	Mastery Achievement		Total	Percentage Achieving Mastery
	Yes	No		
Control	14	23	37	38%
Treatment	11	25	36	31%
Total	25	48	73	34%

Results for Research Question Four.

The purpose of the fourth research question was to determine if there was a relationship between the overall motivation post-test scores on the CIS and the student achievement scores on the assignment rubric in either the treatment group or control group.

4. Is there a relationship between overall motivation post-test scores, as measured by Keller's (2010) *Course Interest Survey* (CIS), and student achievement scores, as measured by the scoring rubric of a major course assignment, for students who

receive three online Appreciative Inquiry-based assignments in an upper division course in early childhood education at a private western university or students in the same course who receive three reflection-based assignments?

Pearson Correlation analyses were calculated in SPSS to learn if such relationships existed (see Table 15). For the control group, a small positive correlation (Leech et al., 2011) existed between the overall motivation score and the lesson plan score, $r(35) = .173$, $p = .305$. For the treatment group, a very small negative correlation (Leech et al., 2011) existed between the overall motivation score and the lesson plan score, $r(34) = -.078$, $p = .651$. However, neither correlation was statistically significant.

Table 15.

Relationship between Overall Motivation Post-Test Scores and Achievement Scores

	Control	Treatment
Pearson Correlation	$r(35) = .173$, $p = .305$	$r(34) = -.078$, $p = .651$

Summary

This study found that there was a statistically significant difference in the overall post-test intrinsic motivation scores between the treatment and control group following the experimental treatment. Moreover, it was determined that a statistically significant difference existed between the two groups in the post-test scores for the CIS subscales of *confidence* and *satisfaction* (Keller, 2010). However, no statistically significant differences between the two groups were found on the measures of overall student achievement or mastery level achievement nor were there statistically significant relationships between overall motivation post-test scores and overall achievement scores

for either group. A discussion of these results and their implications for instructional practice and future research follows in Chapter V.

CHAPTER V

Conclusions

The purpose of this research study was to explore whether an Appreciative Inquiry (AI) approach (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003) could be used effectively as a strategy to positively influence student motivation and achievement in an upper-division early childhood education course at a private western university. Online modules were designed using the ADDIE instructional design process (Molenda, 2003; Lohr, 2008; Morrison et al., 2011) and Appreciative Inquiry as a model for relating course content to students' personal and professional goals, strengths, and dreams for the future. The purpose of the modules was to encourage and enhance intrinsic motivation by exposing students to Appreciative Inquiry theory as a framework for changing their mindsets toward a major course assignment. Research to explore the influence of an Appreciative Inquiry approach on student achievement was conducted simultaneously and measured using an instructor-designed scoring rubric for a major course assignment. The relationship between overall intrinsic motivation and student achievement was also investigated.

This chapter will discuss the research findings and their implications for instructional practice. Questions for further inquiry and suggestions for future research will also be proposed.

Discussion of Research Findings

The results of this experimental research study answered four questions about using an online Appreciative Inquiry approach to enhance intrinsic student motivation and student achievement in a university course. The first question centered around the potential impact of an Appreciative Inquiry approach on intrinsic student motivation. Based on the findings reported in Chapter IV, it is apparent that an Appreciative Inquiry approach may, in fact, be an effective strategy for improving intrinsic student motivation in the areas of confidence and satisfaction, as measured by the *Course Interest Survey* (Keller, 2010). The evidence from this study is consistent with the research of Cojocaru and Bargaru (2012), which reported that the members of a non-governmental child protection organization described a decreased need for security (which could be linked to an increase in confidence) and an increase in their work satisfaction following an Appreciative Inquiry analysis of their experience within the organization. The findings of this study are also similar to the findings of Conklin (2009), who recounted that his research participants achieved the objective of experiencing "greater self-reliance, independence, self-direction, and autonomy" (p. 785) through an Appreciative Inquiry exercise in the classroom. Statements from the participants such as, "It's possible to take on impossible tasks" and "I can control my future and my path" (p. 785-786), underscore their increased confidence following the AI exercise.

It is also interesting to examine the differences between the control and treatment groups on the range of individual mean scores (see Tables 6-10). For the overall motivation scale, the lowest scores in the control group dropped even further, from 2.88 to 1.97, while the lowest scores in the treatment group were raised from 2.85 to 3.35. This pattern, a drop in the lowest scores for the control group and a raise in the lowest scores for the treatment group, was also found for each of the motivation subscales (see Tables 7-10). These differences resulted in a sizeable gap between the control and treatment groups on the lower end post-test range scores. These data may additionally indicate of the potential power of using an Appreciative Inquiry approach in an instructional setting to enhance intrinsic student motivation in all areas.

The findings also demonstrated that in this study an Appreciative Inquiry approach had no statistically significant effect on student achievement (including at a mastery level) (see Research Questions 2 and 3), nor was there a significant relationship between overall motivation scores and achievement (see Research Question 4). It was noted with curiosity, however, that there was a difference between the control and treatment groups in the amount of *growth* from the CIS pre-test to the CIS post-test. Although the research questions for this study did not include a question about the change in the mean score for intrinsic motivation for each group from pre-test to post-test, it seems that the answer to this question may tell an interesting story. To be more specific, the mean overall intrinsic motivation score for the control group *decreased* from pre-test to post-test, while the mean overall intrinsic motivation score for the treatment group *increased* (see Table 6). This same pattern was repeated for the mean scores for the subscales of relevance, confidence, and satisfaction from pre-test to post-test: the scores

for the control group decreased and the scores for the treatment group increased in each case (see Tables 8-10). Only with the subscale of attention did the control group have an increased mean score from pre-test to post-test, while the mean score for the treatment group remained unchanged (see Table 7). While not a part of the data analysis for this study, a repeated measures ANOVA calculated in SPSS revealed statistically significant results for the *changes* in overall motivation, confidence, and satisfaction for the treatment group from pre-test to post-test, but *no* statistically significant changes in overall motivation or on any subscale from pre-test to post-test for the control group (see Table 16). The fact that significant growth in the treatment group, in addition to significant differences between the groups, was achieved in only three weeks is also worthy of notice.

Table 16.

Changes in Motivation over Time per Group

	Type III *SS*	*MS*	*F*	Sig.
Control Overall	.053	.053	$F(1,36) = .083$	$p = .376$
Treatment Overall	.674	.674	$F(1,35) = 8.767$	$p = .005$*
Control Attention	.048	.048	$F(1,36) = .228$	$p = .636$
Treatment Attention	.049	.049	$F(1,35) = .391$	$p = .536$
Control Relevance	.092	.092	$F(1,36) = .819$	$p = .372$
Treatment Relevance	.099	.099	$F(1,35) = .915$	$p = .345$
Control Confidence	.246	.246	$F(1,36) = 3.090$	$p = .087$
Treatment Confidence	1.354	1.354	$F(1,35) = 9.888$	$p = .003$*
Control Satisfaction	.096	.096	$F(1,36) = 1.037$	$p = .315$
Treatment Satisfaction	2.367	2.367	$F(1,35) = 14.163$	$p = .001$*

These findings again suggest that the Appreciative Inquiry-inspired modules had a significant effect on the intrinsic motivation of the treatment group in the brief three-week treatment period. While the gender disparity in the sample introduces a question regarding the effectiveness of the treatment for males versus females, it was noted that the male subject's mean score for post-test overall motivation was $M = 4.65$, which is higher than the treatment group post-test overall motivation mean score of $M = 4.17$ (see Table 6). It is possible that the results from this research study could apply only to females, but at least in the instance of this one male, this conclusion does not appear to be warranted.

The brevity of the treatment period raises an additional question. If, indeed—as so many claim—intrinsic motivation produces superior student achievement (Bloom et al., 2013; Britto & Rush, 2013; Endler et al., 2012; Hartnett, St. George, & Dron, 2011; Keller, 2008; Kim, 2012; Ocak & Akcayir, 2013; Smith et al., 2012; Vaill & Testori, 2012; see also, Bandura, 1993; Csikszentmihalyi, 1997; Csikszentmihalyi et al., 2005; Deci et al., 2001; Isen, 2002; Kohn, 1993; Lepper, 1988; Malone, 1981; Nakamura & Csikszentmihalyi, 2009; Pulfrey et al., 2013; Ryan & Deci, 2000; Schweinle et al., 2008; Shernoff et al., 2014; Zhang, 2008), then would the potential for a significant change in achievement augment if a longer and more persistent AI approach were used? Although not significantly different according to statistical analysis, both the mean and median score for achievement were slightly higher for the treatment group compared to the control group (see Table 13). Would a more extended embedded experience with the Appreciative Inquiry process in the context of instruction result in greater changes to student achievement?

Similarly, in this study no significant relationship between overall intrinsic motivation and student achievement was found. However, if a longer treatment period were to yield higher student achievement, it is hypothesized that a significant relationship might be found. Further research could provide evidence to dispute or confirm this supposition.

Implications for Instructional Practice

The research study had the potential to contribute to the understanding of whether an AI approach, as a strategy, changes student motivation and achievement; to determine whether an AI approach, as a strategy, can be effectively, efficiently, and deliberately incorporated into instruction; and to test the efficacy of online delivery of the AI strategy. The research findings indicated that an AI approach *can* affect intrinsic student motivation, particularly in the areas of confidence and satisfaction. While the AI approach used in the research study did not increase student achievement, neither did it reduce achievement compared to control semesters. The question regarding the impact of a more extended AI-approach experience on student achievement remains unanswered. Nonetheless, this study suggests that using an Appreciative Inquiry approach in instruction can enhance intrinsic student motivation and, at the very least, will not harm student achievement.

The quantitative data collected in the CIS motivation measurement instruments, as well as the qualitative data collected in the responses to the Appreciative Inquiry-inspired reflective prompts, demonstrated that an Appreciative Inquiry approach *can* indeed be effectively incorporated into instruction. The AI modules appear to have generated an increase in intrinsic student motivation in the treatment group (see Tables 6,

9, & 10) and were positively received by the students. One student wrote, “I really liked the video [about Appreciative Inquiry] and would like to read more about it.” Another student responded:

> I really enjoyed how today's lesson focused on my major and the personal pros and cons to my major. It made me think a lot about the reasoning behind my major and how influential some people actually were in helping me select my future career path.

A different student stated:

> These questions? I was intrigued by the personal nature of them. I wasn't expecting that when I opened my homework! Ha. They were certainly engaging, though, and made me re-visit my purposes and battle-cries. I enjoyed rekindling my flame, so to speak! This process was valuable to me because it reminded me of the why behind this semesters' efforts.

An additional student recorded:

> The part of this activity that was most engaging was that the questions were presented in a variety of ways, in the video and also written. I don't know why, but I felt like it helped me to be more involved in the questions that I was answering rather than simply reading the questions and then answers. I felt that I touched multiple learning styles and just having the question read to me, helped me to understand better. I also enjoyed the reflection questions and that they made me look inward to think about why I am doing what I am doing and what I like about it, which is also what I would like to build on for the next time.

Further student comments can be found in Appendix H.

In addition, the quantitative and qualitative data showed that an Appreciative Inquiry approach holds promise as a strategy for increasing intrinsic student motivation in an *online* environment (see Tables 6, 8, & 9 and Appendix H). Responses to the reflective prompts in the Appreciative Inquiry-inspired modules were illuminating. As one student specified, "I really liked hearing the voice of my instructor [in the online video] explaining things and asking questions. For me, it made it more personal, and I was able to go deeper for answers." Another student made this comment, "I liked the type of questions we were asked to reflect on. It gave me a chance to reflect on why I chose this major and go deeper on how it has benefited my life." Remarked a third student, "I really liked how I was able to see the connection between what I was most proud of in the first question, to how it related to my major in the last few questions." A fourth student wrote:

> I thought it was interesting that in the videos the content was repeated. I thought that was helpful and helped me engage more. I also really appreciated the questions because it helped me to reflect on why I am in this major and what my purpose is. I want to remember that purpose as I move forward in this class.

The data indicate that embedding an Appreciative Inquiry approach into the curriculum of online courses may serve to enhance intrinsic motivation among online students.

Other implications for practice include extending an Appreciative Inquiry approach to other early childhood education classes, to other majors in the social services field, and to other disciplines. In the real world of business and other professional arenas, Appreciative Inquiry has been used with great success and perhaps could be equally successfully incorporated into the preparatory educational experiences for these domains.

Appreciative Inquiry-like activities might also be applied to classes that are receiving low student evaluations or are not meeting performance standards, in an effort to improve the student experience and student outcomes. As performance in education is often evaluated in terms of the lowest student scores, the change in the range of individual mean scores as seen in Tables 6-10 may have important implications.

Additionally, it would be interesting to see what would happen to student intrinsic motivation and achievement when course *instructors* engage in an Appreciative Inquiry-like process. If the instructors are feeling more confident and satisfied with their teaching experiences, would the students likewise have better outcomes?

Finally, it may be valuable to explore the practicality of using all five AI phases in instruction and their impact on student motivation and achievement. The *design* phase of Appreciative Inquiry could potentially be incorporated into a major course project and might result in adding relevance to such a project because in the design phase the hypothetical becomes more real and concrete. While engaging in the final *destiny* phase of Appreciative Inquiry may be impossible in many courses, it could perhaps be realistically applied in a course at the end of a program of study, such as in an internship setting.

Questions for Further Inquiry and Suggestions for Future Research

The research findings from this study raised some intriguing questions. Why did the online instructional modules designed using an Appreciative Inquiry approach enhance intrinsic student motivation in the areas of confidence and satisfaction, but not in the areas of attention or relevance? The AI questions were designed to relate current course experiences to personal strengths, hopes, and dreams, so why did they not

significantly impact the students' perceptions of the relevance of those experiences to their personal goals? Were the questions not effective for enhancing relevance? Or did the students find the course activities and content even less relevant after examining their personal goals? Would more time with an Appreciative Inquiry-like process improve the perception of relevance or does this finding indicate a need to modify course content and activities?

Why did the AI modules enhance intrinsic student motivation, yet not improve student achievement, as would be expected based on the literature (Bloom et al., 2013; Britto & Rush, 2013; Endler et al., 2012; Ferguson & DeFelice, 2010; Hartnett et al., 2011; Keller, 2008; Kim, 2012; Ocak & Akcayir, 2013; Sansone et al., 2011; Smith et al., 2012; Vaill & Testori, 2012)? Would a more *extended* embedded experience with the Appreciative Inquiry process in the context of instruction result in greater changes to intrinsic student motivation and/or achievement? Would using an Appreciative Inquiry approach in face-to-face classroom instruction yield the same results in student motivation and achievement as the online experience?

In future research endeavors, it may be advisable to extend the treatment period over a full semester, rather than over a few weeks. Integral to this extension would be using the instructional design process to design, develop, and implement curriculum modules on the *design* and *deliver* phases of Appreciative Inquiry. This more prolonged and fully-developed exposure to an Appreciative Inquiry approach in instruction may effect a more profound treatment result. It is also recommended that future researchers design a study that measures the change in motivation from pre-test to post-test for treatment group and control group, rather than merely measuring the differences between

the groups following the treatment. The findings of the current study indicate that repeated measures data may reveal more useful insights and information.

This study only touched on the idea of improving student achievement by promoting a mastery orientation to learning through the use of an Appreciative Inquiry approach. A future study might focus on how an Appreciative Inquiry approach could be embedded intentionally and persistently into an authentic mastery learning setting to promote true mastery learning.

Other suggestions for future research include incorporating results from student course evaluations into the analysis to see if differences in motivation are also reflected in the student evaluations of the course. Additionally, a qualitative analysis of the responses to the AI reflection prompts compared to the control-reflection prompts might indicate real differences in student motivation and/or attitudes toward the course and its content.

Summary

This research study explored the effectiveness of using an Appreciative Inquiry approach in the context of online instruction to enhance intrinsic motivation and improve student achievement in higher education classes. In addition, the relationship between intrinsic student motivation and student achievement was examined.

The theoretical framework for this study was constructed based on Keller's (2010) ARCS model of motivational design and Appreciative Inquiry theory (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrideret al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Nygaard, 2008; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). The Appreciative Inquiry-inspired online modules were expected to improve intrinsic student

motivation in the areas of attention, relevance, confidence, and satisfaction, and to increase student achievement. It was also expected that student achievement would correlate with student motivation.

The data analyses answered four research questions. The first research question investigated whether using an Appreciative Inquiry approach would enhance intrinsic student motivation. The question was answered by collecting data on a *Course Interest Survey* instrument and using an independent *t*-test to compare the mean scores between the treatment group and control group. In addition, the post-test motivation *subscale* scores for attention, relevance, confidence, and satisfaction were analyzed using a MANOVA to compare the mean scores between the treatment group and the control group for each of the four dependent variables (Leech et al., 2011; Mitchell & Jolley, 2010). The results of the first question showed that there was a significant increase in overall intrinsic motivation and in the areas of confidence and satisfaction for the treatment group, but no significant change for the control group.

The second and third research questions considered the impact of an Appreciative Inquiry approach on student achievement and student achievement at a mastery level, respectively. To answer these questions, data were collected on an instructor-designed assignment rubric and analyzed using an independent-measures *t*-test for student achievement and a two-by-two Chi Square analysis for mastery-level achievement. Results for both questions revealed no significant differences on either measure.

The fourth research question inspected the relationship between overall intrinsic student motivation and student achievement. The data collected for the previous questions were analyzed by calculating a Pearson correlation analysis. The results in this

study contradicted many of the findings in the literature in that there was no significant relationship between student motivation and student achievement.

The research findings suggest that an Appreciative Inquiry approach can be effectively used in online instruction to enhance intrinsic student motivation in the areas of confidence and satisfaction. A student described the experience as follows:

> I have changed in that I found a motivation to continue my education that I haven't had before. This experience has given me a new resolve to do the best I can in my remaining time here on campus and do the best that I can and apply the knowledge I am gaining in all areas of my life. It has also reminded me of why I started on this journey in my major. I was studying in a different concentration and was not happy with all of the material I was asked to absorb and when I switched I found joy in doing my school work for the first time in a long time. With the course work load I sometimes lose sight of that joy. In regards to the principles of appreciative inquiry, I realize that all of the parts put together do create one great whole. All aspects of my life effect [sic] each other and if one aspect is out of equilibrium then everything seems to be. I also realized how questions can truly bring about change and how self-reflection impacts or attitudes, behaviors, and relationships. When we question why we love someone and reflect on those reasons, then we tend to have a greater appreciation for that person and how we treat them tends to change. This experience has made me aware of the importance of regular self-evaluation and how it can truly positively effect [sic] our lives, relationships, goals, and overall outlook on life.

The use of an Appreciative Inquiry approach as a motivational design strategy yielded positive intrinsic motivation outcomes for the students in the treatment group in this study. It is hoped that using the science of instructional design to facilitate further application of an Appreciative Inquiry approach in challenging college courses—especially over the span of a full semester—would result in even greater gains in student intrinsic motivation and equally significant growth in student achievement.

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Appendix A

Permission to Use the *Course Interest Survey*

Permission to Use the *Course Interest Survey*

From: John Keller [mailto:jkellersan@gmail.com]
Sent: Wednesday, July 02, 2014 10:42 AM
To: McQuain, Betty
Subject: Re: Permission to use CIS or IMMS for research

Dear Ms. McQuain,

You are most welcome to use either or both of the instruments. The only requirement is to provide proper attribution of them. There is no charge. Attached is a segment from my book containing both instruments and some psychometric information in case it is not conveniently available to you.

Sincerely,
John

John M. Keller, Ph.D.
Professor Emeritus
Educational Psychology and Learning Systems
Florida State University

9705 Waters Meet Drive
Tallahassee, FL 32312-3746
Phone: 850-294-3908

Official ARCS Model Website: http://arcsmodel.com. UPDATED 18 SEP 2013
Professional Website: http://mailer.fsu.edu/~jkeller/JohnsHome/
Keller, J.M. (2010), ***Motivational Design for Learning and Performance: The ARCS Model Approach***. New York: Springer. Now available in English, Japanese, and Korean.

"When facing a difficult task, act as though it is impossible to fail.

If you are going after Moby Dick, take along the tartar sauce."

--Walter Smith

Appendix B

Pre-test and Post-test *Course Interest Surveys*

Pre-test and Post-test *Course Interest Survey*

There are 34 statements in this questionnaire. Please think about this statement in relation to ECD 360 and indicate how true it is. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.

Think about each statement by itself and how true it is. Do not be influenced by your answers to other statements.

Circle your responses on the scale to the right of each statement.

	Not true	Slightly true	Moderately true	Mostly true	Very true
1. The instructors know how to make me feel enthusiastic about the subject matter of this course.	1	2	3	4	5
2. The things I am learning in this course are useful to me.	1	2	3	4	5
3. I feel confident that I am doing well in this course.	1	2	3	4	5
4. This class has very little in it that captures my attention.	1	2	3	4	5
5. The instructors make the subject matter of this course seem important.	1	2	3	4	5
6. I'm going to have to be lucky to get good grades in this course.	1	2	3	4	5
7. I have to work too hard to succeed in this course.	1	2	3	4	5
8. I do NOT see how the content of this course relates to anything I already know.	1	2	3	4	5
9. Whether or not I succeed in this course is up to me.	1	2	3	4	5
10. The instructors create suspense when building up to a point.	1	2	3	4	5
11. The subject matter of this course is just too difficult for me.	1	2	3	4	5
12. I feel that this course gives me a lot of satisfaction.	1	2	3	4	5
13. In this class, I try to set and achieve high standards of excellence.	1	2	3	4	5
14. I feel that the grades or other recognition I receive are fair compared to other students.	1	2	3	4	5
15. The students in this class seem curious about the subject matter.	1	2	3	4	5
16. I enjoy working for this course.	1	2	3	4	5
17. It is difficult to predict what grade the instructors will give me for my assignments.	1	2	3	4	5

	Not true	Slightly true	Moderately true	Mostly true	Very true
18. I am pleased with the instructors' evaluations of my work compared to how well I think I have done.	1	2	3	4	5
19. I feel satisfied with what I am getting from this course.	1	2	3	4	5
20. The content of this course relates to my expectations and goals.	1	2	3	4	5
21. The instructors do unusual or surprising things that are interesting.	1	2	3	4	5
22. The students actively participate in this class.	1	2	3	4	5
23. To accomplish my goals, it is important that I do well in this course.	1	2	3	4	5
24. The instructors use an interesting variety of teaching techniques.	1	2	3	4	5
25. I do NOT think I am benefiting much from this course.	1	2	3	4	5
26. I often daydream while in this class.	1	2	3	4	5
27. I believe I can succeed if I try hard enough in this class.	1	2	3	4	5
28. The personal benefits of this course are clear to me.	1	2	3	4	5
29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this class.	1	2	3	4	5
30. I find the challenge level in this course to be about right: neither too easy nor too hard.	1	2	3	4	5
31. I feel rather disappointed with this course.	1	2	3	4	5
32. I feel that I am getting enough recognition of my work in this course by means of grades, comments, or other feedback.	1	2	3	4	5
33. The amount of work I have to do is appropriate for this type of course.	1	2	3	4	5
34. I am getting enough feedback to know how well I am doing.	1	2	3	4	5

Adapted with permission from Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach.* New York, NY: Springer.

Please circle the response in each row that is true for you.

My class standing is:	Freshman	Sophomore	Junior	Senior
My major is:	CD or 2+2	ECSE	FCS	PPE only

Thank you!

Appendix C

Instructor-Designed Lesson Plan Assignment Scoring Rubric

Instructor-Designed Lesson Plan Assignment Scoring Rubric

Lesson Plan Evaluation Form

Name _____ Lab _____ Lesson Date _____ Theme _____

Graded By: ___

Overall Plan

		4	3	2	1	Criteria	Comments
0	0				Yes	Given to instructor on time (-10% PER DAY if late--the number is how late)	
	3		Most	Some	Few	Followed Level III's suggestions	
	3		Yes	Few Errors	Many Errors	Plan is **mechanically** correct	
	4	Mostly New	Some New	Few New	Little New	Plan is **original** (ideas, activities, implementation, etc.)	
	4	Yes	Mostly	Few	Unlikely	Activities are **challenging** and **achievable**	
	4	Yes	Mostly	Some Missing	Lots Missing	Material **locations** (mostly from the preschool) are identified	
	4	Yes	3	2	1	Has clearly described plans to **differentiate/individualize** instruction for at least six children across self-selected, gathering times, and small groups. (see page one of lesson plan template)	
	3		Very Clear	Some Vague	Many Unclear	Written description is logical, with enough **detail** to make the plans clear to anyone reading the plan.	
	3		All	Most	Some	Includes **procedures** for activities	
	3		Yes	Mostly	Few	Activities address **skills** all children should develop and practice including preschool concepts	
	3		3+ both	1 of each	1 or the other	Provides first-hand/ hands-on experiences	
	3		5+	4	3	IELG referenced in 5 activities across the whole plan.	
	3		Yes	Probably	Maybe	Has an activity to promote **phonemic awareness**	
0	40						
0	%						
Self-Selected Activities							
		4	3	2	1		
	4	Lots	Some	Little	Many Similar	A ***variety*** of activities are planned that will engage children's interest.	
	3		Yes	Possibly	Unlikely	There are ***enough*** activities to keep the children actively engaged and learning.	
	4	4 indoor plus 1 outdoor	4	3	2	At least 4 relevant and important activities teach ITBE and/or preschool concepts activities indoors; at least 1 outdoor activity teaches ITBE/preschool concepts	

	3		New & Engaging	Engaging	Standard	Dramatic play setting is engaging, something new is added, and the script is obvious
	2			Yes	Partly	Art activity is process focused.
	2			Yes	Some Balance	A ***balance*** of **adult/ child** directed activities are planned
	2			Yes	Some Balance	A **balance** of **active/ quiet** activities are planned
	2			Yes	Some Balance	A **balance** of **group/ individual** activities are planned
	2			Indoor AND outdoor	Indoor OR outdoor	Relevant Idaho Early Learning Guidelines are included on at least 1 indoor and 1 outdoor activity (reference 5 IELG throughout your whole lesson)
	3		Yes	Likely	Possibly	Includes **realistic, well thought out, and engaging** plan for outdoor play (enough activities, material available)
	3		Yes	<7	<5	Includes **observable objectives** and **purpose for teaching** on all activities (indoor and outdoor)
	3		Yes	<7	<5	**Specific intentional teaching strategies** about how **teachers** teach the child-objective and/or ITBE is included in all self-selected activities.
0	33					
0	%					
Gathering Time						
		4	**3**	**2**	**1**	
	2			Yes	Maybe	Theme-related and interesting **transition** to gathering time. Describes what teachers and children are doing
	2			Yes	Maybe	Has a good introduction that will immediately get children's **attention**
	4	Yes	Mostly	Some	Few	Uses **actual objects** when practical, instead of pictures when possible
	4	5+	4	3	2	Contains a variety of **teaching** techniques/strategies/training
	3		Yes	Somewhat	Maybe	Includes meaningful ways for children to be involved in **learning** about **each** emphasis idea
	3		No Waiting	Some Waiting	Lots	Activities do not require children to **wait** (passing things around, taking turns).
	2			Yes	Maybe	Includes an activity where **children** can participate together (song, fingerplay, pretend to be, act like)
	2			2+	1	Some specifically stated **open-ended** questions are included
	2			Yes	1	Avoids inappropriate **close-ended** questions

	1				Yes	Enough **detail** is provided to make the **procedure** clear to anyone reading the plan
	2			Yes	Maybe	Has a theme-related and interesting **transition** to small focus groups
0	27					
0	%					
Small Focus Groups						
		4	**3**	**2**	**1**	
	3		Yes	Probably	Somewhat	Activities are **related** to the ideas to be emphasized (ITBE) and/or have preschool concepts embedded.
	3		Yes	Maybe	Unengaging	1-2 **engaging** activities are planned (or purposeful alternative)
	4	Yes	Unclear connection	Maybe	Unlikely	Uses **first-hand** experiences/objects for each objective/experience
	3		Yes	Maybe	Unlikely	Books enhance the learning objectives
	3		Yes	Maybe	Unclear	The written description is **logical** with enough **detail** to make the procedure clear to anyone reading the plan
	3		Yes	Maybe	Product	Activities are **process** focused
	2			Yes	Maybe	**Space** is considered and used well; not all groups are placed on the carpet or tile, each has own space for activity
	2			All	1	Includes **observable objectives** and **purpose for teaching** on all activities
	2			All	1	Relevant Idaho Early Learning Guidelines are included on each small focus activity (reference 5 IELG throughout your whole lesson)
	2			All	1	**Specific intentional teaching strategies** about how **teachers** teach the child-objective and/or ITBE is included in all focus activities.
0	27					
0	%					
Closing Circle						
		4	**3**	**2**	**1**	
	2			Yes	Maybe	Has an interesting **transition** to closing circle

	2			Yes	Maybe	Activities are interesting, fun, and demonstrate effort to try something **new** (not the same old boring filler stuff)
	2			Yes	Maybe	Has enough activities planned to keep children engaged for 15-20 minutes
	2			2/3	1/3	❑ Teaches preschool concepts ❑ One meaningful activities to review/assess ideas to be emphasized ❑ Children can actively participate
	2			4/6	2/6	❑ At least one story is presented in a way besides reading a book ❑ Includes at least one movement activity (more as needed for your class) ❑ A new song is taught (not necessary every day-consult your team on songs planned for the semester) ❑ Reviews a song previously taught and includes when it was 1st taught ❑ Includes a game ❑ An activity to review a **previous** lesson is planned, and includes title of lesson to be reviewed and a description of the activity
0	10					
0	%					
0	0					Late
0	137	**Total Points**				
0	%	**Percentage**				

Appendix D

Informed Consent Form

Informed Consent Form

Consent Form

Using an Appreciative Inquiry Approach to Enhance Student Motivation and Achievement in Higher Education Courses

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Your Name (please print)

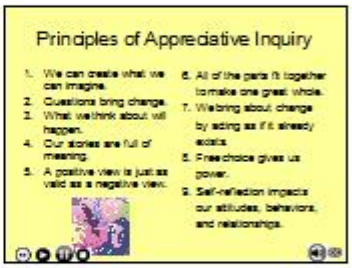
_____ _____

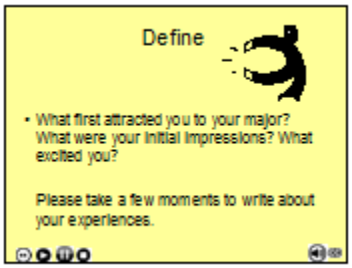
Your Signature Date

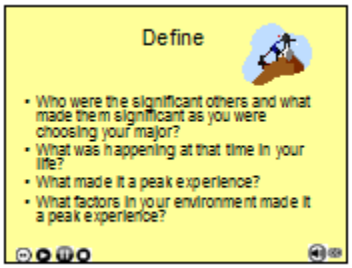
Appendix E

Slides Used to Develop *Appreciative Inquiry*-Inspired Motivation Modules 1, 2, and 3 in Adobe Captivate®

Slides Used to Develop *Appreciative Inquiry*-Inspired Motivation Module 1 in Adobe Captivate®







Define

- Without being humble, tell what you value deeply about yourself.
- When do you feel best about yourself?
- When do you feel best about your chosen major?

Please take a moment to write your responses.

Define

- What is the single most important thing your major has contributed to your life?

Please write about it.

Define

- What is the core factor that gives life and vitality to your chosen major—the one thing without which it would just not be the same?

Please write about it.

Define

- If you had three wishes to spend on creating changes to your experiences with your major so far, what would you wish for?

Please write about your three wishes.

Define

- What part of today's process most intrigued or engaged you?
- What part would you like to build on next time?

Please take another minute to write your responses to these questions.

Define

- What reasons do you have to celebrate today?

References

- Watkins, J., Mohr, B., & Kelly, R. (2011). *Appreciative Inquiry: Change at the speed of imagination* (2nd ed.). San Francisco, CA: John Wiley and Sons.
- Whitney, D., & Trosten-Bloom, A. (2003). *The power of appreciative inquiry: A practical guide to positive change*. San Francisco, CA: Berrett-Koehler Publishers.

Slides Used to Develop *Appreciative Inquiry*-Inspired Motivation Module 2 in Adobe Captivate®

Discover . . .
your guiding value

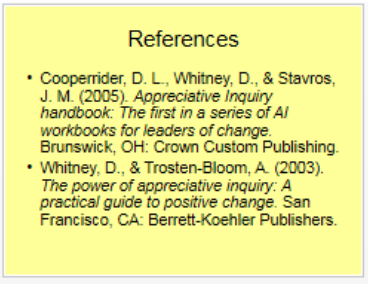
Discover . . .

Only one.

References

- Bloom, J. L., Hutson, B. L., He, Y., & Konkle, E. (2012). Appreciative Education. *New Directions for Student Services, 137*, 5-16.
- Ludema, J. (2001). From deficit discourse to shared images: The power of appreciation. In S. Gregersen, P. F. J. Sorensen, T. F. Yaeger, & D. Whitney (Eds.), *Appreciative inquiry: An emerging direction for organizational development* (pp. 265-287). Champaign, IL: Stipes Publishing.
- Watkins, J., Mohr, B., & Kelly, R. (2011). *Appreciative inquiry: Change at the speed of imagination* (2nd ed.). San Francisco, CA: John Wiley and Sons.
- Whitney, D., & Trosten-Bloom, A. (2003). *The power of appreciative inquiry: A practical guide to positive change*. San Francisco, CA: Berrett-Koehler Publishers.

Slides Used to Develop *Appreciative Inquiry*-Inspired Motivation Module 3 in Adobe Captivate®



Appendix F

The ADDIE Model Process for Designing Motivation Modules with an Appreciative Inquiry Approach

The ADDIE Model Process for Designing Motivation Modules with an Appreciative Inquiry Approach

"The goal of instructional design is to make learning more efficient and effective and less difficult" (Morrison et al., 2011, p. 2), regardless of the context of the learning. Instructional design is a learning theories-based "systematic design process" (p. 6) that aims to solve learning or performance problems. The applications of learning theory and design processes vary from instructional designer to instructional designer, but a commonly used instructional design model is the *Analysis, Design, Development, Implementation, Evaluation* (ADDIE) model (Molenda, 2003; Lohr, 2008; Morrison et al., 2011).

ADDIE Model of Instructional Design

The ADDIE model of instructional design has been called "a colloquial label for a systematic approach to instructional development . . . . It is an acronym that refers to the major stages in the generic [instructional systems development] process: Analysis, Design, Development, Implementation, and Evaluation" (Molenda, 2003, p. 35). It originated in the mid 1970's with the United States armed forces training system (Molenda, 2003; Morrison et al., 2011) and has been widely-used in the field of instructional design since (Molenda, 2003; Lohr, 2008; Morrison et al., 2011). In addition to the instructional design work that is done in each of these stages, formative evaluation—whose purpose is to provide information to improve one or more aspects of the instructional design process (Morrison et al., 2011)—can take place in any stage of the ADDIE model and, accordingly, took place in each of the five ADDIE stages throughout the creation of the Appreciative Inquiry-inspired online modules.

During the *analysis* stage, analyses are conducted to discover existing instructional problems (Lohr, 2008; Morrison et al., 2011). Needs assessments, reviews of learner characteristics, and evaluations of learning tasks and content are typically done (Lohr, 2008; Morrison et al., 2011). Strickland, Strickland, Wang, Zimmerly, and Moulton (2013) outlined 14 tasks in the analyze phase, and argued that each task should undergo a Delphi review to establish face and content validity for the purpose of providing high quality instruction in the Development, Implementation, and Evaluation phases (see Appendix H). Accordingly, each of the 14 analyze tasks was completed and submitted to subject matter experts (SMEs) and instructional design experts (IDEs) during the instructional design of the Appreciative Inquiry modules (see Appendices I – O). After the analyses were conducted, key stakeholders were consulted to determine if the analyses were complete and accurate (Morrison et al., 2011). Analyses of needs, learner characteristics, learning tasks, and learning content, as well as formative evaluations, were performed prior to the design of the modules.

In the *design* stage, the findings from the analyses are used to determine how content and tasks should be presented (Lohr, 2008; Morrison et al., 2011). The "type of learner and content, learning philosophy, instructional or performance goals and objectives, and instructional or performance context" (Lohr, 2008, p. 91) are all considered at this stage with the end goal of designing effective instruction. Similar to the analysis stage, Strickland et al. (2013) identified seven tasks in the design stage appropriate for a Delphi review, which were conducted to establish face and content validity (see Appendices P – T). Throughout the design stage, formative evaluations with

stakeholders were again performed to ensure that the goals and objectives accurately and effectively targeted the identified instructional problems (Morrison et al., 2011).

The abstract becomes tangible in the *development* stage (Lohr, 2008). Storyboards, prototypes, text, and graphics are developed in an iterative manner during this stage, in response to the evaluations of the products developed received from key stakeholders (Lohr, 2008; Morrison et al., 2011). The recurring cycle of development and evaluation continued in this stage. Several versions of the modules were developed using Adobe Captivate®, then field tested and revised in response to feedback from the test subjects until the instructional modules were determined to be of acceptable quality.

In the *implementation* stage, the instructional products are presented to the target audience (Lohr, 2008; Morrison et al., 2011). In this stage, the Appreciative Inquiry-inspired motivational modules were delivered online as the research treatment to the study treatment group via the course learning management system site. The effectiveness of the implementation was evaluated by participants and other select stakeholders throughout the implementation process (Morrison et al., 2011).

During the *evaluation* stage, a summative evaluation of the instructional design process and product occurs (Lohr, 2008; Morrison et al., 2011). In this stage, in addition to evaluating the overall instructional design process with key stakeholders, the data collected during the research study were analyzed and interpreted.

For this research study, the ADDIE instructional design model provided critical structure for the analysis, design, development, implementation, and evaluation of the experimental treatment. Analyses of needs, learner characteristics, learning tasks, and learning content were conducted to guide the design of the modules. When the design

was identified as consistent with Appreciative Inquiry philosophy and intent, as reflective of instructional design principles, and as meeting the target objectives of the stakeholders, the modules were developed and implemented with the study's treatment group. Finally, the effectiveness of the modules was evaluated to determine if they accomplished the objectives.

Additional Instructional Design Considerations

In addition to following the ADDIE process to analyze, design, develop, implement, and evaluate the instructional modules, it was essential to incorporate other important aspects of instructional design and to apply well-researched instructional design principles in the design and development stages (Allen, 2003), as illustrated in the storyboard example found in Appendix S. A discussion of the design considerations of navigation, interactivity, and motivation, and several instructional design principles follows.

Navigation. Students can learn from an online instructional module only if they can use the module, and they can use the module only if they can navigate it (Allen, 2003). "Navigation gets learners to the [all-important] interactions," and thus it is a critical component of online instructional design (Allen, 2003, p. 230). To make navigation in the Appreciative Inquiry-inspired instructional module user-friendly for students, the navigation buttons were organized so that the pertinent choices were visible on each screen, beginning with the title screen (Allen, 2003; Clark & Mayer, 2011). This clear organization also allowed the students to see the "boundaries of their universe" (Allen, p. 232), or, in other words, gave them a sense of choice and control in the module,

which was intended to contribute to motivation (Clark & Mayer, 2011; Ryan & Deci, 2000).

To incorporate Allen's (2003) navigation imperative of "let[ting] the learners go forward" (p. 235), the modules were designed so that there were no time constraints—students could utilize the pause button at any point to spend as much time as they wanted to think and write about the open-ended reflective prompts and could alternately use the stop button to end the module or the play button to move forward in the module at any time. The navigation was also planned to let students "back up," (Allen, 2003, p. 236), or return to a previous screen, by clicking on the rewind icon at the bottom of each page. This ability to back up also provided "pacing control" (Clark & Mayer, 2011, p. 329) and was designed to contribute to feelings of competence (Alessi & Trollip, 2001; Allen, 2003), which is important for intrinsic motivation (Ryan & Deci, 2000).

Interactivity. Navigation leads learners to interactivity, which is a crucial component of effective instructional module design (Allen, 2003). The goal of interactivity is engagement in learning—both psychological and behavioral (Clark & Mayer, 2011). Psychological engagement occurs when content is cognitively processed "in ways that lead to acquisition of new knowledge and skills" (Clark & Mayer, 2011, p. 17). Behavioral engagement occurs when learners take "any overt action . . . during an instructional episode" (Clark & Mayer, 2011, pp. 16-17). The Appreciative Inquiry-inspired modules were designed to engage learners both psychologically and behaviorally so that they would actively construct knowledge (Clark & Mayer, 2011). The modules required learners to apply the knowledge they learned in the module curriculum to answer questions related to their past, present, and future (Clark & Mayer, 2011). As they

applied their knowledge in these new contexts, it was hoped they would make new learning connections (Allen, 2003; Clark & Mayer, 2011; Gee, 2007).

Motivation. Well-designed navigation and interactivity are useless if learners aren't motivated to engage the content (Allen, 2003), so several steps were taken to bolster learners' motivation to engage the modules. To begin with, the Appreciative Inquiry-inspired modules were designed as an appealing learning context (Allen, 2003) by using clear and relevant graphics, and images that reflected the age and gender of the majority of the learners. The learners were also put to work right away (Allen, 2003) by requesting them to use reflection to address personally relevant prompts (Clark & Mayer, 2011).

To further enhance the personal relevance of the modules for the learners, the audio narration was written to incorporate the *Personalization Principle* (Clark & Mayer, 2011) by "using a conversational style of writing" (p. 179), including second-person language ("you"). According to Clark and Mayer (2011), "people work harder to understand material when they feel they are in a conversation with a partner, rather than simply receiving information" (p. 184), so the use of second-person language serves to motivate learners to participate in the modules. The Personalization Principle was also incorporated into the module design through the use of polite speech and voice quality (Clark & Mayer, 2011). Research shows that polite speech is especially important for less-experienced learners, like the students new to Appreciative Inquiry, and results in better performance (Clark & Mayer, 2011). To incorporate polite speech, language like "please," "thank you for joining us," and "your participation is appreciated and valued," was used throughout the modules. To address the "voice principle" (Clark & Mayer,

2011, p. 188), which is that people learn better from narration that uses a human voice, all audio was recorded by a human being who was the same age and gender of the target audience.

The modules were designed to allow learner control by providing opportunities for learners to make some choices. Having a sense of control contributes greatly to motivation (Bandura, 1993; Clark & Mayer, 2011; Deci & Ryan, 2000), so the modules allowed learners to choose to access or stop information by clicking on the video play, pause, stop, back, and exit buttons (Alessi & Trollip, 2001). They were able to choose to increase or decrease the audio volume by clicking on the audio button (Alessi & Trollip, 2001). They could also choose their pacing throughout each module by deciding how long to engage each module and when to exit (Alessi & Trollip, 2001).

Design principles. In addition to the design aspects of navigation, interactivity, and motivation discussed above, other design principles that were considered for this project included the following.

Multimedia principle. The multimedia principle states that people learn better when words and graphics are presented together than they do from words alone (Clark & Mayer, 2011). This principle was incorporated throughout the project where the use of both words (either written or spoken) and graphics was present on every screen.

Contiguity principle. The contiguity principle says that text should be placed next to corresponding graphics on a multimedia presentation (Clark & Mayer, 2011). This principle was used in several screens where text was placed next to related images. Another version of the contiguity principle says that spoken words should be synchronized with their corresponding graphics (Clark & Mayer, 2011). In every screen

where audio narration existed, the words were spoken synchronously with the appearance of the associated graphics.

Modality principle. According to the modality principle, words should be presented "as audio narration rather than on-screen text" (Clark & Mayer, 2011, p. 115). These modules honored the modality principle in that audio narration was presented on many screens. However, the modality principle was also violated in that key words appeared on the screens simultaneously with audio narration to emphasize important information and to make the Appreciative Inquiry questions clear. In response to feedback from the test students during the field test, the questions were narrated as they appeared on the screen, which also violated the modality principle.

Redundancy principle. Closely related to the modality principle, the redundancy principle states that visuals should be explained with words either in audio or text, but not both (Clark & Mayer, 2011). As explained above, any time there was talking, there also was an option for closed captioning through Adobe Captivate® for any persons who might wish or require the closed captioning. Visuals were explained with words in "audio."

Coherence principle. To apply the coherence principle, the use of extraneous audio or visual material was avoided (Clark & Mayer, 2011). In these modules, simple visuals were included and extraneous sounds were not used.

Segmenting and pretraining principles. The segmenting and pretraining principles pertain to presenting material in manageable segments that are controlled by the learner, rather than in one continuous stream, for the purpose of reducing cognitive load (Clark & Mayer, 2011). These principles were incorporated into this project by dividing the information into three modules (categorized by Appreciative Inquiry

phases), and by giving learners control over the length of time they spent engaging each screen in every module. In addition, the modules were designed to pause at the end of each slide and move to the next slide when the learner clicked the play button, thereby creating naturally occurring segments for the learner.

Practice principle. The Appreciative Inquiry-inspired modules provided learners with multiple opportunities to practice the skills and learn the content targeted by the learning objectives in a context "where the practice is not boring" (Gee, 2007, p. 223). The practice principle was integrated into the module design via the learners' interactions with the modules and their responses to the reflective prompts, which allowed them to be "both behaviorally and psychologically active" (Clark & Mayer, 2011, p. 254). As recommended by Clark and Mayer (2011), practice required "effortful exertion" (p. 256) from the learners, was provided through "continued repetition" (p. 256), and was accompanied by explanation to facilitate and reinforce their learning.

Multimodal principle. The modules used the multimodal principle, which is that "meaning and knowledge are built up through various modalities (images, texts, symbols, interactions, abstract design, sound, etc.), not just words" (Gee, 2007, p. 224). The multimodal principle was applied continuously by using images, text, symbols, interactions, sound, video, and animation.

Explicit information on-demand and just-in-time principle. The explicit information on-demand and just-in-time principle states that "the learner is given explicit information both on demand and just in time, when the learner needs it or just at the point where the information can best be understood and used in practice" (Gee, 2007, p. 226). This module integrated this principle by providing information "local[ly]" (Alessi &

Trollip, 2001)—that is, where it was first needed and could be used, as the learners work through the modules. In response to the feedback from the field test groups, the video segment and reflective prompts were repeated with each associated module question to provide the learners an opportunity to review the material, if desired, which honored the principle of providing explicit information on demand.

Achievement principle. The achievement principle says that instructional modules should be designed to provide intrinsic rewards that signal ongoing achievement to learners (Gee, 2007). This principle was applied in the Appreciative Inquiry-inspired modules through the use of a progress bar on each screen and through scripting verbal acknowledgement of the learner progress into the audio as they moved from module to module.

Ongoing learning principle. To apply the ongoing learning principle, a design must provide learners with a cycle of "new learning, automatization, undoing automatization, and new reorganized automatization" (Gee, 2007, p. 223). The Appreciative Inquiry-inspired modules provided learners with opportunities to master their new mindset through repeated practice with the Appreciative Inquiry principles and process as they worked sequentially through the modules.

"Regime of competence" principle. The "regime of competence" principle (Gee, 2007) states that learners should find the learning activities challenging, but achievable. The modules were intended to provide challenge for learners, but still feel doable. Responses to the reflective prompts in the modules indicated that this principle was successfully applied (see Appendix G).

Transfer principle. With the transfer principle, learners have opportunities to practice using their new knowledge in the learning context before transferring their new knowledge to different situations (Gee, 2007). The students had many opportunities to practice thinking through a new lens as they engaged in the modules, which was intended to prepare them to use their new mindsets in different contexts in their real lives.

Conclusion

The ADDIE model of instructional design process and the intentional application of instructional design principles contributed to the quality of the instructional treatment for the research study. It is believed that the use of the ADDIE process and the purposeful application of design principles in the Appreciative Inquiry-inspired modules did indeed "make learning more efficient and effective and less difficult" (Morrison et al., 2011, p. 2), and led to increased intrinsic motivation for the study participants.

Appendix G

Qualitative Reflective Responses about the Treatment from the Treatment Group

Qualitative Reflective Responses about the Treatment from the Treatment Group

Part. #	Module 1 **What part of today's process most intrigued or engaged you? What part would you like to build on next time?**	Module 2 **How did today's activity impact you?**	Module 3 **How have you changed as a result of your experiences with defining, discovering, and dreaming about your life, your work, and your future? How have you used the principles of Appreciative Inquiry along your journey?**
2	The part that most intrigued me was realizing how much I really love my major. I had gotten caught up in homework, and forgotten how much I have loved my experience at school.	Today's activity has made me realize what a big part of my life my family is. I am family centered person. It made me realize that I take them for granted and need to be better and thanking them for all they do for me.	I think I have changed by realizing how much my major really means to me. I think I have gotten caught up in getting good grades, and getting homework done that I have forgot why I really wanted to be in this major. It has also helped me to start focusing more on the difference I want to make with the children I work with. I really like number four on the list above. The stories I shared and talked about really do give meaning to why I am in this major and what things I am drawn to about my jaor.
3	It really made me think and think again. I had to do a lot of reflecting on way distant experiences as well as more recent ones. It was a little difficult in the amount of time invested, but easy in the fact that the experience was doable and enjoyable. With some deeper thought, it really helped reinforce my own perceptions and beliefs on these things. For next time? I do not really know. Surprise me as you already have :)	It was interesting to really focus on myself and my interests. I realize that this course is trying to help me fulfill my goals and I must be patient.	I have discovered myself more fully and helped see my dreams more clearly. I have also been able to find validation in my abilities from others so that I can be more confident in myself. I found that using self-reflection I have come to recognize myself better and see what I have become throughout my life and better picture what I can become.
5	I enjoyed learning more about myself. I had to do some deep searching in myself. I would like to build more on the part of why different things are so important	This activity motivated me to be happier. Life's not always easy. I've had some hard struggles that have come into my life recently, but this helped me	This set of assignments was perfect for me at this time in my life. I've had to make some very tough decisions recently, all within these

	to me in my life.	remember that it's OK. It reminded me that I need to look at the bright side of everything, even these struggles I'm currently having.	three weeks of this study. Thinking more about myself in this deeper manner helped me to have a clearer light on what I need to do. It helped me have a calm mind, even though this decision is a major life decision, and it's one I don't want to mess up. I believe that these 9 points are very helpful, and I definitely used them all.
6	Today's Process? These questions? I was intrigued by the personal nature of them, i wasn't expecting that when i opened my homework! ha. They were certainly engaging, though, and made me re-visit my purposes and battle-cries. I enjoyed rekindling my flame, so to speak! this process was valuable to me because it reminded me of the why behind this semesters' efforts. Next time, i would love to build on my purpose as a teacher of young children, and my role as a disciple of Jesus Christ in secular teaching.	Today's questions gave me a pat on the back a boost of confidence for this next week of preschool. They assured me that i'm doing the right thing. i'm doing something good. I'm doing something that will help others. I'm doing something that flagrantly displays my love of God, my respect for families, and my personal standards. I'm grateful for these questions! They provoke me to a deeper mindset about my major and experiences with young children. They make me want to better.	Having a concrete dream, especially one that i think about so often, gives my every day work a glorious purpose. I don't just write lesson plans, i'm practicing my ability to teach individual children so that i can help my future children grow uniquely. I don't just scribble in a journal to chronicle my day, i practice expressing my feelings and thoughts and imagination in a way that has never been done before. Having a long-term and determined mindset has given me the opportunity to be specific in my goals and be enthusiastic about my progress. I firmly believe that these principles of inquiry are true. I have seen them work in my life over the past year. I create what i imagine because when i imagine something, my heart longs for it so much that every thing i do is in preparation to accomplish that imaginary thing in reality. Asking questions prods me to improve. People asking me about my dreams inspires me to make them more specific, and makes me accountable to my goals. I know that my story is full of meaning, because i feel my story

			propelling me to help others create their own. and i view perpetuity as being meaningful. I know that these principles have influenced my view of dreaming, and my specific dream. This period of self-reflection has incomparably increased my motivation to be better, and to work harder to get what i truly want. To follow my calling.
8	I liked the reflections i had to make about myself. I feel that this allowed me to realize what I why i have made these decisions. I would like to focus on the importance on my major and how it has changed me.	I was able to ponder my future. I feel that by going to church and working on homework I feel I had tie to think about my life and where I want to go from here.	I feel that I now have a something to focus on in my life. I have a clear path to my future and a greater understanding of who I am and what i can become. I feel that if i follow these principles and use them in my life a can find greater direction for my future as well as an understanding of my past.
9	The part of this activity that was most engaging was that the questions were presented in a variety of ways, in the video and also written. I don't know why, but I felt like it helped me to be more involved in the questions that I was answering rather than simply reading the questions and then answers. I felt that I touched multiple learning styles and just having the question read to me, helped me to understand better. I also enjoyed the reflection questions and that they made me look inward to think about why I am doing what I am doing and what I like about it, which is also what I would like to build on for the next time.	I feel that this activity had a positive impact on me and has helped me to more clearly recognize some things about myself the things that I value and the way I function. Also, it was a positive experience to hear it from someone else that the things that I value and strive to work on are reflected in the things that I do and that those can be defined as some of my positive qualities/strengths.	I think that I'm just more aware of who I am, who I want to be and become and what I want to do with my life. As that awareness has increased it has also become important to me that I build off of those things and that I make positive decisions today that will impact my future in a positive way as well. I think that I have also recognized, in a more specific way, that *I* determine who I am and what I do, not my circumstances. And if I want to do something, then I can but I can't expect to do a thing if my heart and will aren't in it.
11	The first question. It would be great to learn more about how setting goals affects motivation and innovation? Is it possible to learn without setting goals?	um.....I have pondered my life and the miracles I have witnessed. The Lord has put much trust in me; thinking about where I have been and where I'm at today...I'm filled with gratitude.	The Lord says, "I will wrench your heartstrings, and if you cannot stand it you are not fit for the Kingdom of God." The wrenching is no cake walk, it hurts and can be debilitating at times. The

			angel who visited Nephi asked, "What desirest thou?" I have wondered what I would have said? I have asked myself that same question. What would I say to the angel? That question brought change to my life. What were (are) my thoughts? What were (are) my desires? The Lord shows us what could be ours and I am willing to give up what it takes to attain it. But Oh.....it hurts! How I have chosen to grow in the mud, has been in direct correlation to the the question, "What desirest thou?" I do not want to be selfish or critical of others, I want to serve and love those around me, constantly striving to overcome the flesh, the natural man. The trick is to *"not shrink"* but pass through by the grace of the atonement. I believe the principles found in appreciative inquiry are inspired. Self-reflection happens when I read the scriptures and attend the temple; the Lord says to sacrifice our sins and come unto Him. I found that I am blind to the sins I have and do not recognize them unless I draw near to the Lord, then He shows them to me. As I ponder (self-reflect), I can see how my sins hurt other people and I pray daily for help from the Lord to help me overcome the flesh. When I kneel in prayer at the end of the day, I self-reflect again and report to the Lord how I did. It can be a very painful prayer (reporting to the Lord) if I hurt another person, and try harder the next day to do better. Why go through all this? It hurts and is uncomfortable. I do

			it because it relates to what I "desire" most...to the vision in my mind that I am aiming for.
12	I am very intrigued as to how these questions can help promote a better learning experience for those who are perusing a higher education. I would like to build upon what the underlying factors of motivation are for students and methods to help develop those skills	todays activities helped me to realize my good qualities and how I can use them to improve myself and become a stronger and better person.	I have changed in that I am more willing to recognize my own strengths and have a better understanding of how to utilize them in my life. I have also become more aware of my capacity to help others. I have used these principles in the fact that I decide to have a more positive outlook on the things I do throughout my day, I take notice of the challenged I am having and I ask myself what I can do to improve, and I have realized that even though things in my life may not all make sense to me at the moment there is a bigger picture and if I stick to it all will be well in the end.
13	It was interesting just reflecting on my experiences and all that I have been through. There have been so many wonderful experiences that I gained through my time here at BYU-Idaho and many more to come. I am so grateful for all that my major has taught me. I feel so prepared for my future endeavors and adventures.	This has motivated me to continue to try to do what is right and to be a passionate person. I want Eric and others to see that I am passionate and willing to work hard. I want to live every day with a purpose and a love for what I do.	It has been eye-opening realizing that my dreams are happening right in front of me. I never realized that I do not actually have future dreams in terms of my career except continue with it. My dreams are already happening and all I want is to follow through with it. I feel so appreciative of the opportunities I have been given here and for all the experiences I have had. I will continue to reflect on my journey as I continue with my dreams.
15	I like reflecting and remembering why i choses my major, i think it is important to remember the core reasons why you are doing what you're doing	Its good to take a step back from school and remind myself why i chose this major and why it will be beneficial in my life. It is interesting to see how the major suites me and how it will benefit me in the future.	I think by breaking down what i have achieved, want to achieve and what is important to me has made me more hopeful for the future. Seeing exactly what i want and seeing that it is achievable makes me excited to work towards these dreams and goals in order to make it a reality.
17	I feel like having the opportunity	Today I realized how much I	I have changed in that I

	to recall all of these wonderful things about my life and my chosen path has revitalized my passion for the cause. I would like to dive deeper into the concept as to why certain things inspired me to switch to Child development and how teachers played a role in that process.	love the people in my life and how much hope and drive that they contribute to my life. I also began to wonder where I would be without these relationships and the more I think about it, I realize how dim my life would be without these driving relationships.	found a motivation to continue my education that I haven't had before. This experience has given me a new resolve to do the best I can in my remaining time here on campus and do the best that I can and apply the knowledge I am gaining in all areas of my life. It has also reminded me of why I started on this journey in my major. I was studying in a different concentration and was not happy with all of the material I was asked to absorb and when I switched I found joy in doing my school work for the first time in a long time. With the course work load I sometimes lose sight of that joy. In regards to the principles of appreciative inquiry, I realize that all of the parts put together do create one great whole. All aspects of my life effect each other and if one aspect is out of equilibrium then everything seems to be. I also realized how questions can truly bring about change and how self-reflection impacts or attitudes, behaviors, and relationships. When we question why we love someone and reflect on those reasons, then we tend to have a greater appreciation for that person and how we treat them tends to change. This experience has made me aware of the importance of regular self-evaluation and how it can truly positively effect our lives, relationships, goals, and overall outlook on life.
18	I realized a lot of things about the love I have for my major that I didn't realize before these responses. My love for this major has grown rapidly. I feel so	I'm grateful that I am able to reflect on my life in this deep way. I enjoy thinking deeply and this helps me to see my potential and the things that I admire most	I am much more aware of the opportunities that I have, and will be given because of my major. I know that if I do what I am

	blessed that I chose it and the whole things being able to reflect really opened my eyes to how much I truly love families and the things I am learning about strengthening them and our communities	and the things that I am most good at in life.	asked in my classes and also of myself for future teaching then I will be able to succeed in my major and find joy in the journey of life. As I strive to become the best person I can be and as teach my children through my experiences and show them examples of the blessings that have come from having a dream and a plan then I know they will see the successes of being focused and continuing forward to push through the things that might change the course or that will come up. It's amazing to see that I have so much guidance and freedom to choose my path that I want to take and I know that as I choose things that will help me and my family for the future in all aspects I will be able to show them how important it is to have a dream and to chase after that dream and go above and beyond in order to succeed.
20	I really liked the video and would like to read more about it.	I completed this activity over a period of days. It has provided much food for thought, as well as stirring up some powerful emotions. I have talked with some family members about appreciative inquiry and we have had some interesting experiences.	I have shared what I have been learning with a friend, and my husband. This topic and the questions have given me much food for thought. These assignments have been uplifting and caused me to have a bit of a 'refocus' I guess on what I want out of life. The trick now, I suppose, is to not let it go out of focus again.
21	I liked talking about my excitement about my major because it reminded me why I chose to be a photography major. I also liked talking about what I valued about myself. I don't have the best confidence in myself sometimes, so that was a nice exercise. Since my minor is Child Development I wasn't able to talk about it for this assignment because I was only	Today's activity made me realize that I am in control of my future and I can determine my happiness. I need to decide who I want to be in the future and make changes in my life in order to be that person. I have a lot of potential and I am better than I think I am. And after what my husband said about me, I am well on my way to becoming the person that I want to be and it	I see myself as someone that can make a difference, even if it is just one person at a time or even just with my future children. I know that the decisions that I make now need to contribute to my dream in order for it to become a reality. I believe that our stories have meaning. They are what teach us and make

	asked about my major. I would be more specific to pertain to those who are also Child Development minors because I'm not sure if my answers were as helpful for this study.	made me want to continue to keep those good qualities.	us grow. I love looking back at stories in my life to see how they have impacted me today. And with self reflecting it definitely has impacted my relationship with my husband and my friends around me. I remember that I need to continue to live up to those qualities that my husband pointed out to me so that I can continue to grow spiritually and achieve my dreams.
26	The part of the video that intrigued me that most was the idea that positive ideas and attitudes are just as valid and negative ones. I often have a difficult time being optimistic and positive. It is much easier and automatic for me to be negative, and I often feel that being so makes me more realistic and that that is somehow better than being positive. I need and want to recognize that positivity is valid and vital. I also enjoyed reflecting on my major and why I chose it.	Today's activity made me really reflect on the people who influence me and help me the most. It made me realize that my family is the most important thing to me and that the route I am taking with my education will result in blessing my family.	As a result of defining, discovering, and dreaming about my future I have come to realize how everything connects. My major and course of study right now is filling me with knowledge that will be essential in my future life and in achieving my dream of becoming a mother. I have used some of the principles of Appreciative Inquiry through this, particularly the principle of self-reflection because these questions have caused me to reflect more on my present life and my future life than I normally would.
30	I really enjoyed how today's lesson focused on my major and the personal pros and cons to my major. It made me think a lot about the reasoning behind my major and how influential some people actually were in helping my select my future career path. Next time I would like to build on how to use child development more in my life and how my major effects my own personal life more.	Today's activity helped me seen the influence my family and husband have over me. All of my hard work and love is for them. I am in the right major for my personality and traits. I also learned that my husband knows me better than I know myself sometimes and he truly is my eternal companion.	I have changed because I can see my future and how I can change the lives of others. I also have come to realize how much faith and love my family and husband have for me, which gives me more motivation and will make me work harder than ever. I have used almost all of these principles in these lessons and they have helped me tremendously. I really like the one that says that we bring about change because I think it is very true. We need to be the change that we want to see in this world, which is why I need to bring change to

			the child so that they get better in this world and not worse.
41	The part of today's progress most intrigued me was the question of what I valued about myself. It took a lot of thinking to find something I truly value. I would love to spend more time on self-reflecting questions, if possible.	this activity made me reflect on the great blessings that i have had in my life. it was nice to hear from my husband some of my attributes that he thinks are positive.	I have changed as a result of my experiences. For example going on walk with my husband and son. We talk and reflect of what we have done and manifest what we want. I have learned that I need to be positive and speak facts in present tense. If we say what we want to happen, it will more likely to happen. Self-reflections have a deeper meaning. I can reflect during breaks, as I go through out my day
62	I feel that all of the questions were very intriguing and engaging. Some of these questions I have never been asked before, and it is quite nice to reflect and see how far I have come into becoming a special education teacher. It has made me realize what I have valued so far in my college career and made me rethink about my goals that I have set and accomplished over the years. A part that I would like to build on next time, would to be on why I value the things that are super important to me and how it will affect me as a teacher.	This activity made me realize that I am not forgotten. It made me realize that I am absolutely loved by my God, my family and my friends. It made me realize on how everyday I should be thankful for the small and simple things, which in reality turn into amazing, big and wonderful things, for instance my family. I have been blessed. I am still blessed and have no reason to complain at all. Life is good.	I feel more motivated than ever now to accomplish the tasks that I have at hand to achieve those dreams that I have for myself. I feel like I have been using the principles along my journey, especially numbers 5 and 8. I changed my negative view into positive to help me be less stressed and I choose how I want to act, what I want to do and when I need to do it. Instead of slacking, I feel like I am busy trying to get everything done! It is wonderful to get a move on with all of my dreams!
51	I liked that today's process focused on the positive aspects of my chosen major and my personality traits to help enrich my involvement with children. I really enjoyed that the questions for this process were personal. People normally just ask what I plan to do with my major after graduation. This process asked me why I chose my major, when I decided to pursue this major, the skills I have that will help me with my major, and how my major has contributed to my everyday life.	I really enjoyed today's activity. The activity was happy and cheerful and I was able to remember more very great memories that I had forgotten from years back. I feel very good about myself and I want to help other people feel the same way I feel about myself right now. It is a very nice feeling to be truly happy with the people I love.	I believe that number 3 "What we think about will happen" is true if what we think about is meaningful and motivates us to change to get to that goal. I have surrounded myself with the potential to be a mother and nurture my children in a good environment. I am married to my husband, my husband and I love God and live our best to follow His commandments, and we are both in school to gain knowledge that will better ourselves as we raise our children.

45	I really liked how I was able to see the connection between what I was most proud of in the first question, to how it related to my major in the last few questions.	I came to realize that the things that I admire about others and strive to become are some of the same things other people notice in me. I will also admit that I broke down crying, happy tears, when I asked my friend what she thought my positive qualities and strengths were because I was touched by what she noticed and thought about me.	I have come to realize what I specifically want from my life now, in the future, and how I can use past experiences to my advantage to help me grow and become more as I strive to reach my goals as I future teacher and role model to my students. I have been able to use the principles of appreciative inquiry along my journey as I have been able to answer these questions and realize what I want, realize the goals I want to work toward, I can look positively or negatively at the experiences I have had, everything in my life can fit together to help my become a better teacher in the future, and I can impact my own attitude, behavior and relationships by looking inward at myself.
43	I was most intrigued by the core factor of my major and would like to build more on that next time.	I was reminded of my goal for happiness I feel lately I have only focused on getting through school and not becoming happy. I want to be happy and need to look for that happiness.	I feel hope and peace the my life is in a good place and going the right direction that I want it to be going. My stories are full of meaning and life lessons if I search for them. I can create what I dream and imagine. Free choice is my power to choose who I want to become.
79	I really love the question about why I choose this major. It helped me to think deeper about the reason why I want to be a preschool teacher and what I can do better. Now, I am more sure the reason why I am here and what I am learning in my collage life. I think we can all talk about what changing that we do and improve in the future. We always can do better. By sharing everyone's ideas, we can all grow together	I really enjoy answering all these questions. It helps me to think about what I truly want to do and become. I have a lot of goals that I gave to myself. All these questions helps me to think how can I achieve all my goals in the positive ways and to serve other people. Thank you for letting me to be in this group and reflect my own stories and think what I can do better in the future.	I really love the last principle. Self-reflection impacts our attitudes, behaviors, and relationships. I believe that having good attitude, humble behaviors, and trusty relationship can help me to become better person and even better early childhood educator. I have seen so many blessings came from following all these principles. I want to share one of my experiences that I had this semester so far in the preschool lab. I love

			how we can work in the team. Just like principle number six, "All of the parts fit together to make tone great whole." We all work together and share the experiences with each others. and also all the areas that we have in the classroom makes the learning environment even better. I love the environment that we have at BYU-Idaho. We are different, but we all have the same purpose to work together and serve each other.
74	I liked that these questions actually made me think about what I'm doing here, what I want to get out of my time here, and I could pretty much set goals for the future based on what I learned from myself during this reflection. I'm not sure what I would like to build on (I thought the questions were answered well and new ones could be posed next time, unless it's just maybe a follow up).	It made me think deeper about what and who really influence me and how I allow that to happen. I'm very grateful for the chance it gave me to appreciate the little things that do make me happy each day.	I have created what I imagine now for my future from my family and I want to build on that with what I have learned here going to college. Having questions asked about this I have been able to fix and take some of the kinks out of what I had previously planned for my future. That is #1 and #2 I think I have applied more of these principles because when you are revising a dream so many steps go into that process, I know I will still be revising my dream for many years to come.
78	I thought it was interesting that in the videos the content was repeated. I thought that was helpful and helped me engage more. I also really appreciated the questions because it helped me to reflect on why I am in this major and what my purpose is. I want to remember that purpose as I move forward in this class.	Today's activity helped me realize that God is really involved in every aspect of our lives, especially the secular aspects. Those values that I have are apart of everything I do, even if I do not always realize it.	I feel like this has really helped me to recognize the eternal perspective in my school work and in my future career. It has helped me to self-reflect on the moments of greatest impact in my life and also has helped me to have a more positive view about my present life and future.
49	Well I never really thouht about these qusetions for my majore before so it was nice to see and feel how i really feel about my major, and think abut how I want to improve or need to imporve and get over thse things I don't like.	I guess to always look at the good is happening in my life, and how i can always have a desire to do good in life.	I would have to say this helped me remember why i am going to school, and help me remember my focus esspecially with how busy I get.I sometimes forget why i'm going to school and I get

			overwelmed and frustrated and just want to stop. But with Priciples of Appreciative inquiry, the ones I know that represent my experience are, Our stories are full of meaning, we bring about change by acting as if it already exists, what we think about will happen, and self-reflection impacts our sttitudes, behaviors, and reltionships. I know that these things are ways to helps remember who we are and what is in store for us and help us really discover our dreams.
82	I liked having to write about ,my qualities and how it helps me in my major.	It made me cry! But it also helped me to realize what I have and I need to be thankful for.	Going through this process I have been able to recognize what I have and what I need to do.
71	The part of today's process that most intrigued and engaged me was being able to express myself about why I am doing what I am doing. As a college student I get so caught up in my grades and assignments and I forget the real reason why I am in this major. This reflection really helped me to realize my purpose here at BYU-Idaho and my strong passion for working with children. Next time I would like to build on my strengths and weaknesses as a future educator to continue getting know myself.	Today's activity impacted me by helping me to continue to realize that teaching is my calling. I have had a passion for working with children with special needs since I was a child myself. I have a lot more strengths than I give myself credit for and I need to use these strengths each day in my teaching to help them to grow stronger. This activity helped me to realize more why I am doing what I am doing. I am in this career field for a reason and I need to make sure that I am magnifying my calling to be a teacher by seeing the world through a child's eyes and striving to be a better person each day. I really enjoyed this journal because it helped me get to know myself a little more.	I changed from doing these things because they have given me a completely different mindset and perspective on how I do things for now on. Too often I am guilty of completing assignments to simply check them off of my list, instead of always thinking of the children first. I need to make sure that I am putting forth an 100 percent effort and keeping the children's wants and needs in mind in everything that I do and plan. Doing these things have reminded me of my great passion for children and how I will do everything in my power to be that light in their lives as they are in mine and live life like a child does by being innocent, loving, kind, adventurous, forgiving, and so much more. On days where I am having a bad day, these reflections help me to remember why I am here and what my calling is. These self-reflections have

			helped me to have a more positive view on different aspects of my life. I can make my dream come true by working hard my last few semesters and finishing strong so that I can be that teacher that can help children learn and grow and be the best person they can be.
81	I enjoy reflecting on my journey in total, what experiences and influences have brought me to where I am now. I also would like to really build on what I would change about my experiences, it's always good to look at the past and analyze what could be better to build a better future.	It was really uplifting and enjoyable to hear my husband tell me the things he notices about me, my strengths and positive attributes. It's also reminded me how much I love yoga and I'm going to start practicing again.	In reading these principles I was actually a bit proud of myself, I apply quite a few of these regularly and have applied all of these at least once. When I first started school I often viewed the process as a check list or hoops I had to jump through. It made school very frustrating and ominous. When I finally understood how important the power of thought was and looking at the big picture to build a whole I understood how important it is to take time to 'do it right.' Understanding how my decisions now will affect my future and future generations and using positive thinking and variables within my power to continue in a manner of building rather than jumping through hoops has made all the difference in my life.
76	I liked the type of questions we were asked to reflect on. It gave me a chance to reflect on why I chose this major and go deeper on how it has benefited my life.	This activity has given me a chance to think about what I value most and what shapes me. It has had evaluate how I make decisions in my life and which direction I wish to go.	This has helped me reflect on why I chose this major and what I wish to accomplish. By using the principles of appreciative inquiry will help me stay positive. Then as I move along with my life, I can use these principles to reflect on if I am continuing on the right path and heading towards my dream.
77	I really liked hearing the voice of my instructor explaining things and asking questions. For me, it	Even though it is really hard for me to ask someone to list my strengths and qualities, it is good	I think that as Principle #9 says, my attitude towards teaching and also my

	made it more personal, and I was able to go deeper for answers. I think I would like to build on what I can do now to make my experience better in the future.	to know how others view you every once in a while. I appreciate hearing those things too because it help me know that I am doing something right, that people care about me, and see the good I am trying to do.	relationships in every aspect of my life have changed by self-reflection because I can now see what an impact I can have. I have learned a little more about who I am, and what my driving motivations are, and this has helped to give me a new perspective on how I act, and what decisions I make. I also think that as Principle #2 says, asking myself some of these questions and truly thinking about them has helped me change, and notice things that I might want to change in different aspects of life.
61	I suppose the part that I liked the most was going into a little about why and how I can to be in this major because yes it is a lot of work and its not easy, there will be times when people are going to think that it's just about playing with the children when there is so much that we do for the children. We are abel to help them to learn more in a way that is interesting and we help them learn that is most suited to their developmental stage and that each child learns differently.	I am able to think about what has been an influence in my life and that I can take into perspective of what has been impact in my life. I have always been aware of who has been a big part of my life and that the members of the church have been there for my family. That they have given me an example of what I want to strive for in my life and that it has been there along with the positive example of my mother. I know that it won't be easy to get to that point in my life but it'll be worth it and that when I rely on the Father that he will help me to be happy with what I have in my life. I hope that I can be a good influence in someone's life and that I can be there for them whenever I can.	I would like to think that I have changed for the better through those difficult experiences but also those wrong decisions that did take me away from the gospel but it was through the love and examples of the church and the members of the church that have been there for me. I hope that with every experience whether good or bad will help me to grow and that I will continue to look for th good in people and show kindness for everyone. Reflecting on the words and decisions that I have made have given me the chance to see what I am doing wrong and how I can fix it so that I can be a better person/friend.
72	The part that most engaged me was writing about a time I felt most alive in my major. It helped remind me why I am working so hard. I know it is good to focus on those times to remind ourselves of why we made certain decisions. Next time, I would like to build more on that.	I really enjoyed today's activity. It gave me a chance to talk to my Mom about the gospel and the impact of the gospel in our lives and how my parents have impacted my life. It also gave a chance to reflect on what matters most to me. I enjoyed the chance to think back on my life experiences and see what I learned from them.	I have changed by being able to recognize what is really important in my life. I love the gospel and my family and I want to become the best person I can for them. I have found some changes that I need to make now so that I can continue to progress towards that person and towards my dream, for

			example, I need to study the scriptures more regularly and to pray on my own more often. I have used the principle of Appreciative Inquiry on my journey by reading it to give my ideas on how to change my life and to see what my dream actually is.
66	Today's process has really made me think about myself, what makes me happy, and what a difference this major has made in my life. This has been really great for me to take the time to reflect on this journey and to remember what is most meaningful/important to me. I love building on what is going right in my life, seeing how I am growing and what I can change to be even better.	I really enjoyed this experience because it made me think of wonderful experiences that I have had that have made me who I am today. It helps me to realize that I have so much good in my life and that I am truly blessed. It also makes me realize that though I don't feel like I'm all of those things that Chris and Heather told me I was that I am, and yet I continue to push myself more to grow and be a better person. It also has impacted me in knowing that without realizing it I can make a different, I can impact the lives of others but doing the small and simple things. I should not be afraid of change or new experiences because they help to go grow and develop in ways I never imagined that I could.	
59	I really enjoyed getting to look back at the decision of why I chose my major and really got to look at the reason for my major and what I love the most about it.	This has really given me the chance to dig deep and think about what drives me to do things. When I normally ask this question the gospel usually pops into my mind first because it influences many of the decisions I make but when I take it back further it really comes down to love and then to answer the reason I follow the commandments and live by the gospel is because of my love for my Heavenly Father. Love really is what drives my life whether it is for Heavenly Father or for the people around me and I am grateful that I had the opportunity to realize that today.	My attitude and curiosity as changed throughout my life through many different experiences. As I go through my experiences I learn more about myself and the world because the curiosity teaches me new things. I use that curiosity to challenge myself and learn more so that I can grow into a better person and change my life for the better. I hope that the things I learn continue to change my attitudes, behaviors, and relationships for the better.
65	I liked thinking about what this major has done for me. It helped me to appreciate my major more than before.	What I like most about this activity is how positive I feel and how hopeful I feel. Sometimes I think we can get caught up in the	I think that I have learned to appreciate myself and the things that I have overcome. My life hasn't

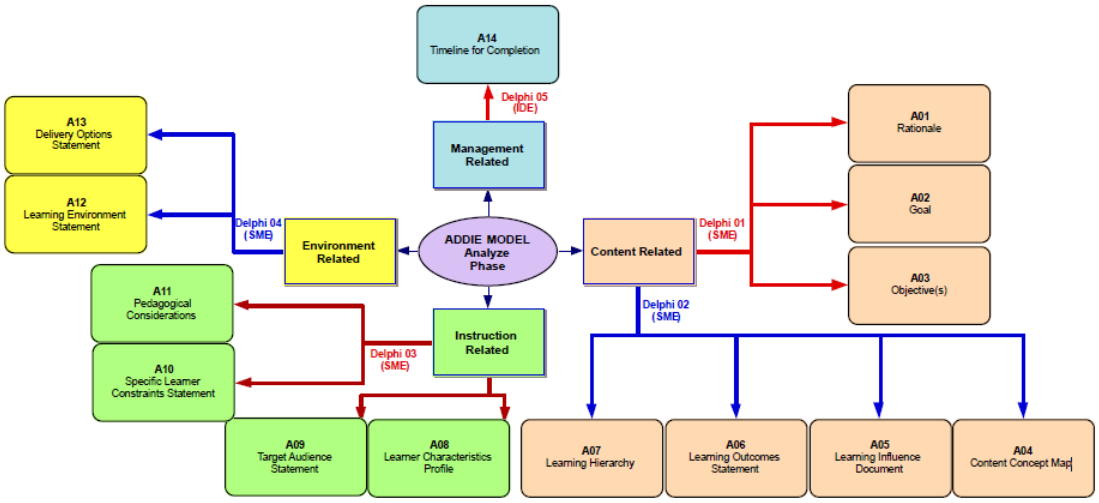
		negative aspects of life and we forget to take the time to recognize the positives. I love being a part of this activity.	been easy, but it has been a learning and meaningful journey so far. I think that self-reflection at this time in my life was a perfect solution to some things I was struggling with.
60	I've realized why I do some of the things that I do. Now that some of the reasons to why I've chosen my major are written out, and at different times, I can see that I love PPE, but I really want to go further into study and child development. Sometimes, I think that I'm not doing good, or that I need to work harder or do better because of some crazy standard that I've set for myself, but taking the time to think about a passion that I have or what I'm doing right has really helped to make me feel more positive about what I'm doing. I really would like to think more about how this impacts and contributes to my life. I feel like there's power in knowing that. I know that I can share knowledge that I have with others, so that they know ways to teach children and help children in developmentally appropriate ways.	I really liked this activity. It gave me clarity about some of the driving forces in my life, some positive characteristics about myself, and that I truly trust my husband's opinion. By writing some of these things down, it almost solidifies some of these characteristics and traits, some of these events have truly shaped who I am.	I realize that I actually apply some of these principles without knowing. I really loved them, and I believe in them. By defining and thinking about my life, I realize that I am actually progressing towards the goals that I want to achieve. I've come to realize how much of a great fit my major is in my life, and how excited I am to be in it. I'm excited for my future, I'm so blessed now, and I don't think I can even be aware of a fraction of my blessings. I'm very proud to be here. I could sit and define each of these principles and how I think about them, because I very much agree with them, but I know that I could take more time and effort into really understanding how my thoughts and actions are impacting my life. Mostly, I need to spend more time self-reflecting, and acting on those changes. This was a great experience to think about where I'm headed and who I am. I have a clearer vision of those things.
53	I think the part of today's process that most intrigued me was that I was able to actually think about why it was that I became the major that I am today. I hadn't really put much thought to it before and it really brought back those same feelings of assurance that I'm where I am supposed to be right now in it	Today's activity helped me see that I have so much potential and a lot more to offer others than I am currently giving. It also helped me see that there is always room for improvement and reminded me of some of the people I want to be like and emulate.	XXXXXX

	and that I would not have it any other way. The parts I would like to build on are both how the major could be improved (especially for the benefit of future students who will go through the program after me, so they don't get caught up in as many "roadblocks" as we current students often experience).		

Appendix H

14 Steps of ADDIE Analysis

14 Steps of ADDIE Analysis



Strickland et al. (2013)

Appendix I

ADDIE Analysis Phase Tasks A01, A02, and A03

Module Rationale, Goals, and Objectives

ADDIE Analysis Phase Tasks A01, A02, and A03
Module Rationale, Goals, and Objectives

As part of the Analysis phase of the ADDIE model of instructional design, and in response to preliminary analyses conducted with faculty of an early childhood education course taught at a private western university, the following rationale, goal, and objectives have been created for the proposed Appreciative Inquiry Approach Modules. These 10-minute modules will be delivered in the course learning management system site at a rate of one module per week over three weeks.

Rationale for the modules:

A report issued by the instructional development department at a private western university documents that undergraduate students enrolled in a required early childhood education course feel trepidation, resistance, or apathy toward the course, and particularly toward its major assignment of writing a series of lesson plans for preschool lab classrooms (E. Kosin, personal communication, May 30, 2014). Although they complete the course and assignments to receive requisite grades and college credit, they dislike them and indicate they do not complete them for the sake of learning (E. Kosin, personal communication, May 30, 2014). Strategies to make the coursework and assignments more meaningful, enjoyable, and valued are needed.

Participants in Appreciative Inquiry processes in businesses and other organizations report discovering enhanced relevance in their work, finding an increased sense of confidence in their ability to contribute to positive change within their organizations, and experiencing personal satisfaction during the process (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Conklin, 2009; Cooperrider et al., 2005; Doveston & Keenaghan, 2010; Elleven, 2007; English et al., 2003; Jennings, 2009; Reed, 2007; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003). These documented successes of Appreciative Inquiry for improving the relevance, confidence, and satisfaction aspects of intrinsic motivation among personnel from business and other kinds organizations leads to an intriguing question, "Could an Appreciative Inquiry approach be used in a classroom setting to enhance intrinsic motivation among students?"

To explore this question, three online modules will be designed, developed, and implemented. The modules will use an Appreciative Inquiry approach to engage students in activities inspired by the first three phases of an Appreciative Inquiry process: Define, Discover, and Dream. Through these modules, students will: (a) use positively-focused inquiry to define their personal hopes and professional goals; (b) use self-reflection and the perspective of trusted others to discover their personal strengths; and (c) engage in a creative process to express their dreams for the future.

Goal:

The goal of these modules will be to improve the students' perception of the early childhood education course and its assignments, most particularly to lead them to find meaning and purpose in their educational experiences. Ultimately, the goal is to

positively influence students' intrinsic motivation in terms of attention, relevance, confidence, and satisfaction relative to the required early childhood education course and assignments. An additional goal is to improve student achievement in this course.

Objectives:

The objectives for each module are listed sequentially below:

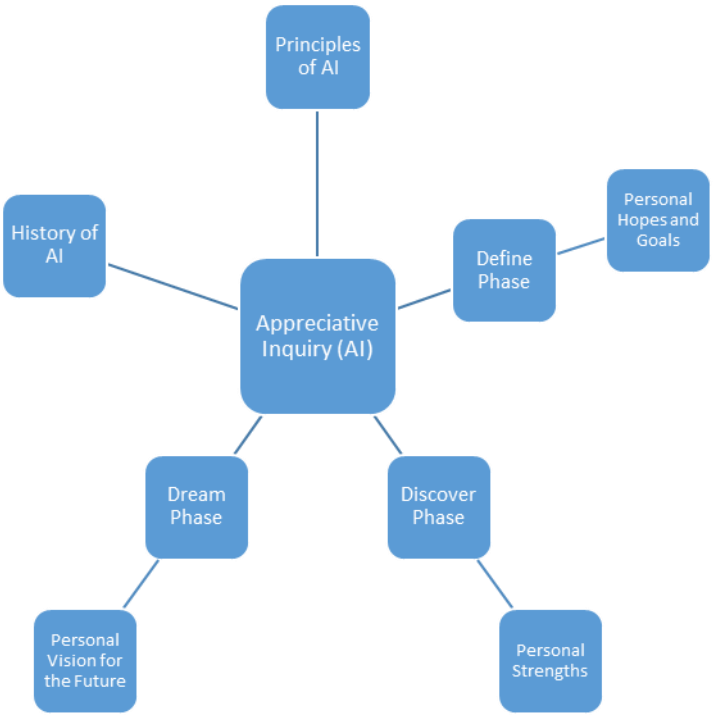
1. Given an instructional module on defining personal hopes and goals through an Appreciative Inquiry approach, the undergraduate level student will report his/her personal goals, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an online course assignment.
2. Given an instructional module on discovering personal strengths through an Appreciative Inquiry approach, the undergraduate level student will record stories about his/her personal strengths, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an online course assignment.
3. Given an instructional module on envisioning a preferred future through an Appreciative Inquiry approach, the undergraduate level student will creatively represent his/her personal dreams for the future, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an online course assignment.

Appendix J

ADDIE Analyze Phase Task A04

Content Concept Map

ADDIE Analyze Phase Task A04
Content Concept Map



Appendix K

ADDIE Analyze Phase Task A05

Learning Influence Document

ADDIE Analyze Phase
Task A05: Learning Influence Document

1. What events will the instructional designer utilize to gain the learner's attention?	To gain the learner's attention the instructional designer will title the first module using personal language ("What I Want from Life") and use photo images that are representative of the target learner's gender and age.
2. What techniques will the instructional designer use to maintain the learner's attention?	To maintain the learner's attention the instructional designer will ask the learner to respond to personally relevant reflective prompts. Responding to these prompts will encourage active, ongoing participation. Relevant graphics, narration, and an interactive design that requires the learner to click on buttons to continue accessing the content or to return to previous content will also be used.
3. What events will the instructional designer provide to stimulate recall of prerequisite knowledge?	To stimulate recall of prerequisite knowledge, the instructional designer will utilize directed reflective prompts regarding the learners' past experiences with their majors.
4. How will the instructional designer communicate the learner's responsibility?	The instructional designer will communicate the learner's responsibility by giving clear directions to the learner via narration and graphics within the modules, as well as providing clear written directions in the learning management system assignment instructions. In addition, closed captions will be available if learners need or prefer written text over narration and graphics.
5. What techniques will the instructional designer use to inform the learner of expected instructional outcomes?	To inform the learner of expected instructional outcomes, the instructional designer will present the outcomes in abbreviated and personalized form as titles for each module.
6. What techniques will the instructional designer employ to produce inquiry?	To produce inquiry, the instructional designer will use relevant, reflective prompts based on the Appreciative Inquiry process throughout the modules.
7. How will the instructional designer enhance the learner's recall of the	The instructional designer will have the learner respond to reflective prompts

material (i.e., short-term memory)?	throughout the modules to enhance the recall of material.
8. How will the instructional designer elicit learner participation?	The instructional designer will elicit learner participation through the use of an appealing context, interactive design, and assignments to complete the reflective prompts.
9. How will the instructional designer utilize feedback gathered from the instructional and the practice materials?	The instructional designer will acknowledge and provide feedback on the learner's responses and refer to responses from early modules in feedback on later modules.
10. What learner capabilities will the instructional designer develop as an outcome?	As an outcome, the instructional designer will develop learner capabilities to define personal hopes and goals, discover personal strengths, and represent personal dreams for the future, and then use those hopes, goals, strengths, and dreams to create a preferred future.
11. How has the instructional designer responded to any particular learning trait?	The instructional designer has responded to the learners' diverse learning traits by designing visual, auditory, and tactile-kinesthetic elements into the modules.
12. How will the instructional designer assess learner satisfaction with the instruction?	The instructional designer will assess learner satisfaction with questions within each module, as well as with the *Course Interest Survey* results.
13. How will the instructional designer accommodate any learner disability (psychomotor, cognitive, emotional)?	The instructional designer will accommodate any learner disability by using clear narration and providing text-to-speech options for learners with vision impairment, dyslexia or other reading challenges; by providing closed captioning for learners with hearing impairments; and by providing navigation options that allow learners to return to the previous slide for unlimited review for learners with a cognitive impairment or for any learner who would like to access the information again.

Appendix L

ADDIE Analysis Phase Task A06

Learning Outcomes Statement

ADDIE Analysis Phase Task A06
Learning Outcomes Statement

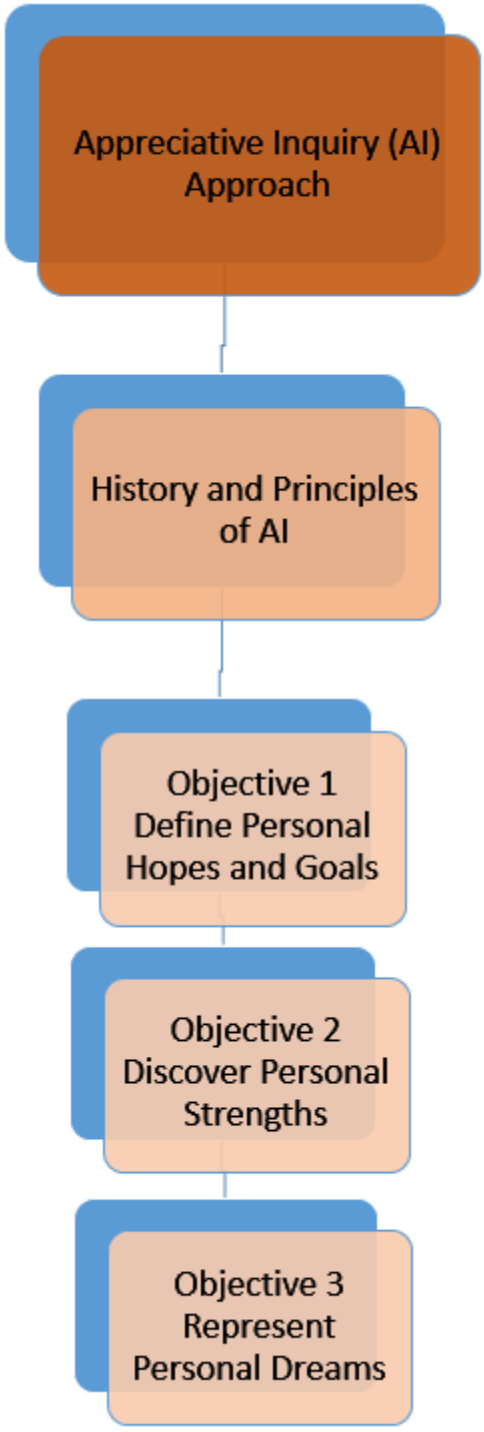
As a result of the three online modules that use an Appreciative Inquiry approach to engage students in activities inspired by the first three phases of an Appreciative Inquiry process, students will: (a) define their personal hopes and professional goals, (b) discover their personal strengths, and (c) creatively express their dreams for the future as they relate to their chosen majors and the specific early childhood education course.

Appendix M

ADDIE Analyze Phase Task A07

Learning Hierarchy Map with Content

ADDIE Analyze Phase Task A07
Learning Hierarchy Map with Content



Appendix N

ADDIE Analyze Phase Task A08

Learner Characteristics Profile

ADDIE Analyze Phase Task A08
Learner Characteristics Profile

Consideration	Response	Revisions to Response
Physical Age Range:	Late teens to early twenties.	An occasional non-traditional student is enrolled.
Educational Range:	Ranges from freshman to seniors in three different bachelor degree programs, one associate degree program, and several minor programs.	
Cognitive Range:	Range of abilities, but most have average academic abilities. Those with identified disabilities/special needs are in the minority. Able to think about and apply content. Can conceptualize. Application is harder. Need feedback to know how to apply, but willing to try. Most—but not all—write well.	
Prerequisite Knowledge/Skills:	Good understanding of child development, DAP, curriculum. Need to be able to read well and follow directions. Understand how to acquire and use resources. Prerequisite courses per major.	
Group Dynamics:	Students are at various points in their undergrad education, from second-semester freshmen to last semester seniors. They are in three different bachelor degree programs, one associate degree program, and several minor programs. They meet face-to-face for 1-1/2 hours twice weekly. In addition, they meet together in nine different preschool classroom lab groups for four hours 2-3 times weekly, where they serve as teams of preschool teachers.	
Learning Style Preferences:	Many of the students have vast experience and well-developed expertise with computers, the Internet, electronic social networking tools, online instruction, and various software programs. Some students have less experience and expertise, but have basic computer skills. Most are comfortable with learner-centered activities and some are more familiar	

	with a traditional teacher-centered lecture format. It is assumed that the group consists of visual, auditory, and tactile-kinesthetic learners, so efforts will be made to provide learning opportunities that honor each learning style.	
Motivational Factors:	Motivation is reported to vary, but in general is low. The targeted course is "scaring off" students. Most students feel overwhelmed. They are expected to do too much too soon. They are being pushed too fast. "If we could ease them into it, it would be fun."	
Attitudinal Factors:	Many students have life distractions: fatigue, social relationships, health issues, personal difficulties. Most cope. Some don't. Some find the course difficult and think they can't succeed.	
Environmental Factors:	The instructors intentionally work to create a friendly, safe interpersonal environment in the classroom. Teaching styles tend to be interactive, with some lecture- type presentations, as well.	

Appendix O

ADDIE Analyze Phase Tasks A09 – A14

ADDIE Analyze Phase Task A09

Target Audience Statement

The target audience for the experimental instructional content will be the students in the ECD 360B course.

ADDIE Analyze Phase Task A10

Specific Learner Constraints Statement

In any instructional design endeavor there are constraints. This project is no exception. To access the online instructional modules, learners will need a computer with high speed Internet connectivity. Because some learners may not have computers with high speed Internet connectivity at home, this project may be accessed on campus in the computer labs, as well as on personal computers. Learner disabilities present another potential constraint. The modules will be Section 508 compliant to accommodate students with disabilities. Time is an additional consideration. Learners will need sufficient time to complete the modules; the assignment deadline schedule will allow learners ample time to complete the learning activities. Furthermore, designing the module navigation such that it may be paused at any time will allow the learner to return to the module at his or her convenience, thus using time flexibly.

ADDIE Analyze Phase Task A11

Pedagogical Considerations

The learners in the target audience are undergraduate college students with prior computer and I-Learn experience. They are able to read and write English sufficiently well to navigate the instructional content and assignments. The experimental instructional modules will be similar in appearance to other assignments they have completed in I-Learn.

ADDIE Analyze Phase Tasks A12 & A13

Learning Environment and Delivery Options

Prompt		Response
1.0	What is the delivery plan for the targeted content's assignments?	The assignments for the learning modules will be delivered within the RLO on the university's learning management system (LMS) website
2.0	What is the delivery plan for the targeted content's activities?	The RLO activities will be delivered to individual learners via campus computer lab computers or the personal computers of the individual students.
3.0	What is the delivery plan for the targeted content's assessments?	All assessment will be within the modules. The assessments are comprised of a number of reflective prompts within each module.
4.0	What is the plan for the availability of auxiliary formats for assignments, activities, and assessments (e.g., printed, p-cast/v-cast, Wiki, blog, twitter, etc.)?	All materials and assessments will be available in electronic format. All materials and assessments can be printed from the LMS website, as well. In addition, the narration transcript is available via closed captioning.
5.0	What is the plan for access to learner self-directed materials (e.g. homework, out-of-class assignments)?	Students will have access to self-directed materials on campus computers during campus hours, as well as 24-hour access from home for students who have internet connectivity.
7.0	What is the plan for student-to-instructor communication and interactions (e.g., face-to-face, synchronous, asynchronous, etc.)?	Students will communicate with the researcher via the LMS communication tool. They may also communicate via email or in person. The researcher will communicate with the students via the feedback tool in the LMS.
6.0	What is the plan for any remedial learning based on pre-test assessment feedback?	It is expected that all learners have the prerequisite knowledge and skills needed to successfully use the RLO, so no remedial learning will be necessary.
8.0	What are the specific learner requirements for successful use of the materials (e.g., sufficient time to complete assignments in one session, alternative formats, etc.)?	Clear narration and text-to-speech options are provided for learners with vision impairment, dyslexia or other reading challenges. Learners may take as much time as they choose with the RLO. In addition, the navigation options are designed so that learners can return to the previous slide for unlimited review. Although no learners were identified as having hearing disabilities, the RLO includes closed captioning to assist any future learners with hearing impairments.

Appendix P

ADDIE Design Phase Task D01

Task Analysis

ADDIE Design Phase Task D01

Task Analysis

Task/Subtask	Knowledge Type (**D, P, S**)	Prerequisite (**Y/N**)	Environmental Factors (**T, E, M, P, L**)	Domain Type (**C, M, A, MO**)	Importance (**H, M, L**)	*Difficulty* (***H, M, L***)
Objective 1: Given an instructional module on defining personal hopes and goals through an Appreciative Inquiry approach, the undergraduate level student will report his/her personal goals, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an I-Learn course assignment.						
1.1 Report a time he/she felt most alive, engaged, and proud.	S	N	T, M, L	MO	H	M
1.2 Report what first attracted him/her to his/her major.	S	N	T, M, L	MO	H	M
1.3 Report about a moment when he/she knew he/she had made a good decision regarding his/her major.	S	N	T, M, L	MO	H	M
1.4 Report what he/she values deeply about him/herself.	S	N	T, M, L	MO	H	M
1.5 Report single most important thing his/her major has contributed to his/her life.	S	N	T, M, L	MO	H	M
1.6 Report the core factor that gives life and vitality to his/her major.	S	N	T, M, L	MO	H	M
1.7 Report three wishes for creating changes to experiences with major.	S	N	T, M, L	MO	H	M
1.8 Report most intriguing, engaging part of AI Define process.	S	Y	T, M, L	MO	H	M
Objective 2: Given an instructional module on discovering personal strengths through an Appreciative Inquiry approach, the undergraduate level student will record stories about his/her personal strengths, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an I-Learn course assignment.						
2.1 Report reasons for celebration.	S	N	T, M, L	MO	H	M
2.2 Report an experience that filled him/her with positive energy.	S	N	T, M, L	MO	H	M
2.3 Report about people who give him/her hope for the future.	S	N	T, M, L	MO	H	M
2.4 Report an interview with a trusted person who describes his/her positive qualities and strengths.	S	N	T, M, L	MO	H	M
2.5 Report the guiding value of his/her life and work.	S	N	T, M, L	MO	H	M
2.6 Analyze and report themes discovered in preceding stories.	S	Y	T, M, L	MO	H	H
2.7 Report the personal impact of the AI Discover process.	S	Y	T, M, L	MO	H	M
Objective 3. Given an instructional module on envisioning a preferred future through an Appreciative Inquiry approach, the undergraduate level student will creatively represent his/her personal dreams for the future, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an I-Learn course assignment.						
3.1 Analyze and report meaning of themes from Discover module.	S	Y	T, M, L	MO	H	H
3.2 Write a story about his/her preferred future and his/her role in creating that future.	S	N	T, M, L	MO	H	H
3.3 Create and share a tangible representation of his/her personal dreams for the future as they relate to his/her college major.	S	Y	T, M, L	MO	H	H
3.4 Determine and report criteria for recognizing the realization of his/her dreams.	S	Y	T, M, L	MO	H	H
3.5 Report personal impact of using AI processes and principles.	S	Y	T, M, L	MO	H	M

Explanation of Terms (Legend):

Column 2: Knowledge Type (**D, P, S**)
Instructions: Mark the column with D, P, or S (choose only one knowledge type)

According to Jonassen (1999), there are three types of knowledge for an Instructional Designer to consider: (1) Declarative (**D**), (2) Procedural (**P**), and (3) Structural (**S**).

Declarative Knowledge is defined as factual knowledge (e, g., the capital of Florida is Tallahassee), and may be thought of in at least two ways: episodic (knowledge is organized by where, when, who) and semantic knowledge (knowledge of the meaning of words, facts, geography, and things that are classified). Declarative knowledge may also include information about concepts.

Procedural Knowledge is defined as a listing of "how" something is done (e.g., driving a car or preparing a recipe). This knowledge type details activities required to perform a specific task. Procedural Knowledge transforms detail tasks into a habitual process (e.g., fire drill instructions, pre-flight check list).

Structural Knowledge is defined as the linking of one concept to another in order to solve a problem, generate a plan or a strategy by setting conditions for a set of procedures.

Column 3: Prerequisite
Instructions: Mark the column with **Y** (yes) or **N** (no) (choose only one)

If prerequisite knowledge or skills are required in order to complete the task (e.g., A student cannot add 3+2 unless the concept of the number 3 and 2 exist prior to the act of addition), then this should be identified in the worksheet.

Column 4: Environmental Factors (**T, E, M, P, L**)
Instructions: Mark the column with **T** (**T**ime), **E** (**E**nvironment), **M** (**M**edia), **P** (**P**hysical condition), or **L** (**L**earning environment) (multiple factors may apply; choose accordingly)

Time is the estimated time to complete the task. (You will use this estimate to compare actual student time to complete the task. The difference between these two quantities (e.g., estimated time 23 min, actual time 36 min, difference 13 minutes) may result in instructional changes to improve performance.

Environment: Examine the literature to see what environmental concerns are related to the specific task requirements. You may also need to consult with one, or more, instructional experts to gain insight.

Media: What is the best media that will assist in the targeted learners in completing the task? You may need to consider your response to the Environment issue (see above) since this may impose conditions on the media that is best given any environmental constraints.

Physical Condition: These are not the same as Environmental issues (see Watson, 1997: *Task Analysis: An Occupational Performance Approach*. Bethesda, MD: The American Occupational Therapy Association). You may wish to examine Card, Moran, and Newell (1983) in relation to GOMS (Goals, Operators, Methods, Selection) in job task analysis for business, industry, and government.

Learning environment: Considerations should include connectivity, type of hardware/software and peripherals, user interface designs for computer assisted Instruction and distance learning interfaces.

Column 5: Domain (**C, M, A, MO**)
Instructions: Mark the column with **C** (**C**ognitive), **M** (**M**otor), **A** (**A**ffective), or **MO** (**Mo**tivation) (choose only one)

The terms Cognitive, Motor, and Affective are related to Gagne's taxonomy of learning outcomes and are somewhat similar to Bloom's taxonomies of cognitive, affective, and psychomotor outcomes.

Motivation refers to Maslow's Hierarchy of Needs:
- Self-Actualization (reaching one's maximum potential)
- Esteem (respect from others, self-respect, recognition)
- Belonging (affiliation, acceptance, being part of something)
- Safety (physical safety, psychological security)
- Physiological (hunger, thirst, rest)

Column 6: Importance (**H, M, L**)
Instructions: Mark the column with **H** (**H**igh), **M** (**M**edium), or **L** (**L**ow) (choose only one)

As an instructional designer you will want to determine if a specific task (or subtask) is highly important, of medium importance, or would actually be considered as being at a low level of importance.

Column 7: Difficulty (**H, M, L**)

Instructions: Mark the column with **H** (**H**igh), **M** (**M**edium), or **L** (**L**ow) (choose only one)

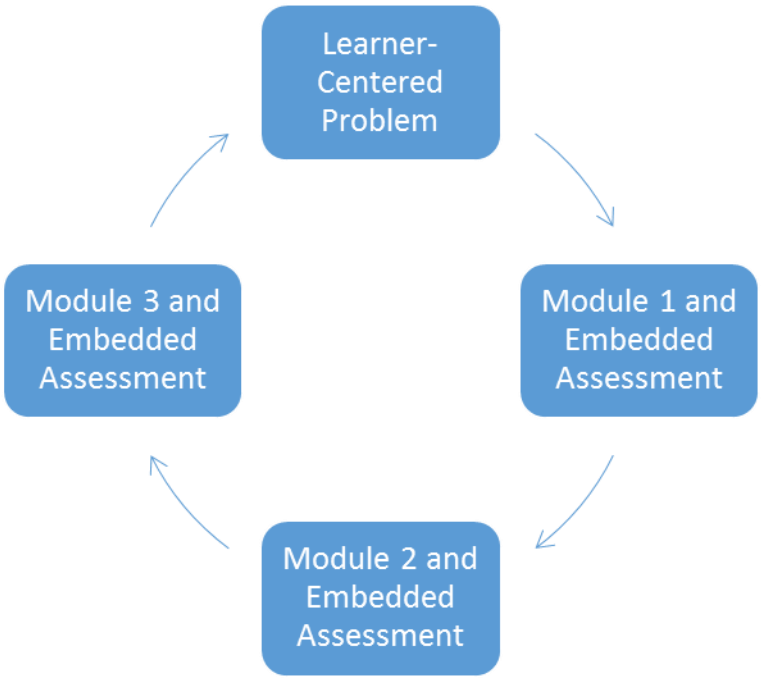
Similar to Importance, the instructional designer will want to determine the "weight" of the level of difficulty for the specific task. This my impact the amount of time, or placement, or degree of support needed within the instructional project in order to accomplish this task.

Appendix Q

ADDIE Design Phase Task D02

Flowchart

ADDIE Design Phase Task D02
Flowchart



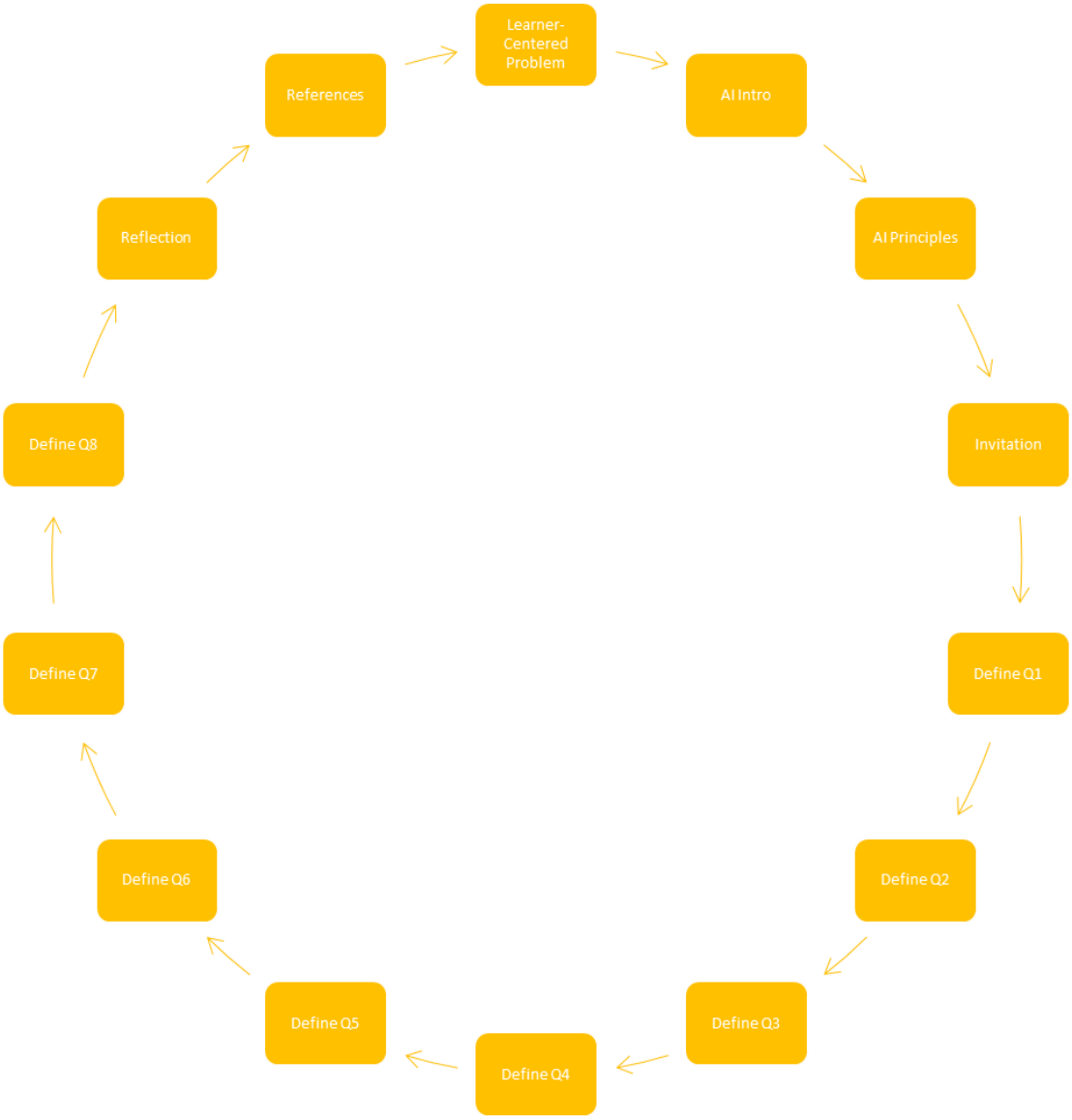
Appendix R

ADDIE Design Phase Task D03

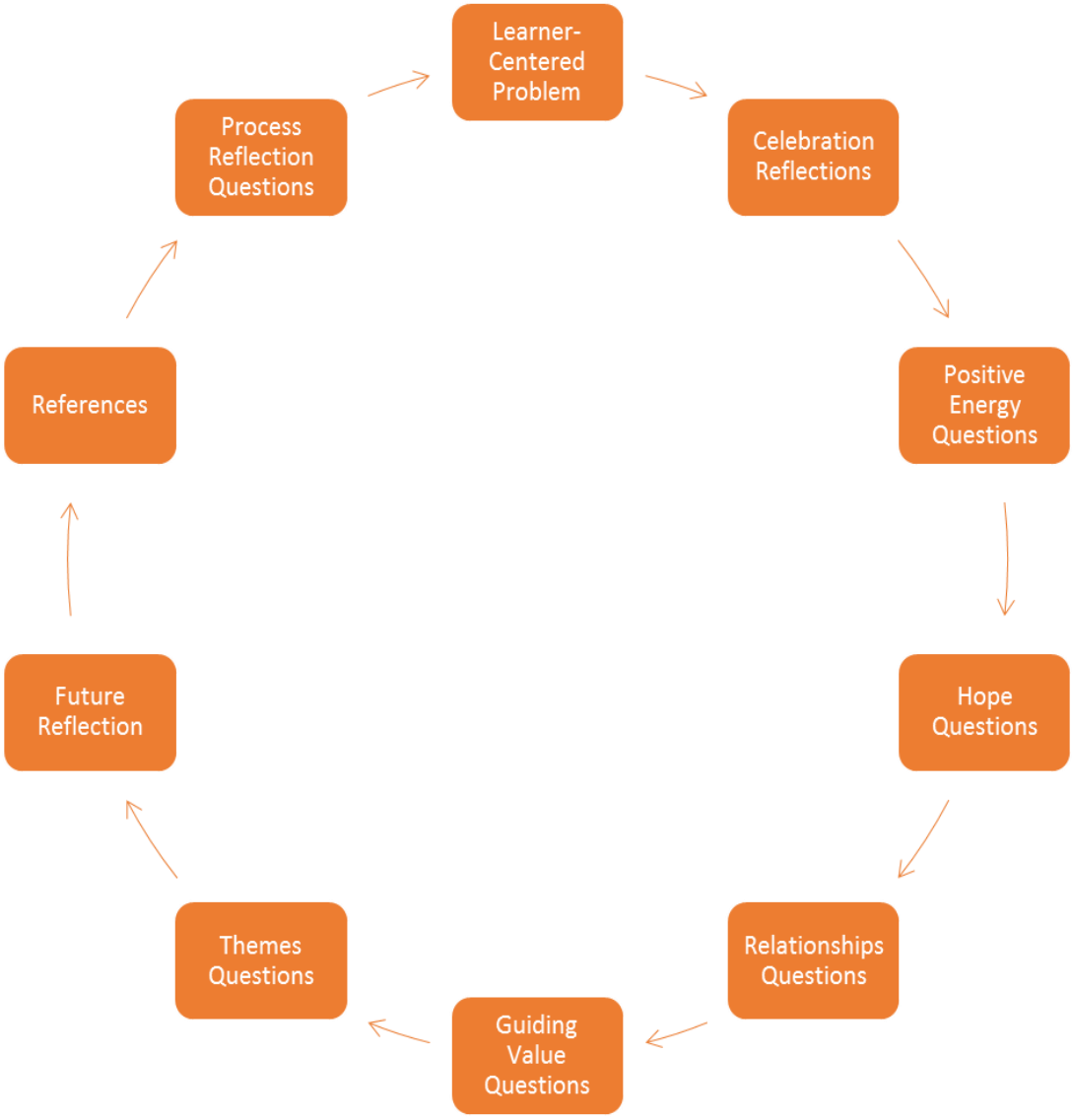
Flowcharts with Content

ADDIE Design Phase Task D03
Flowcharts with Content

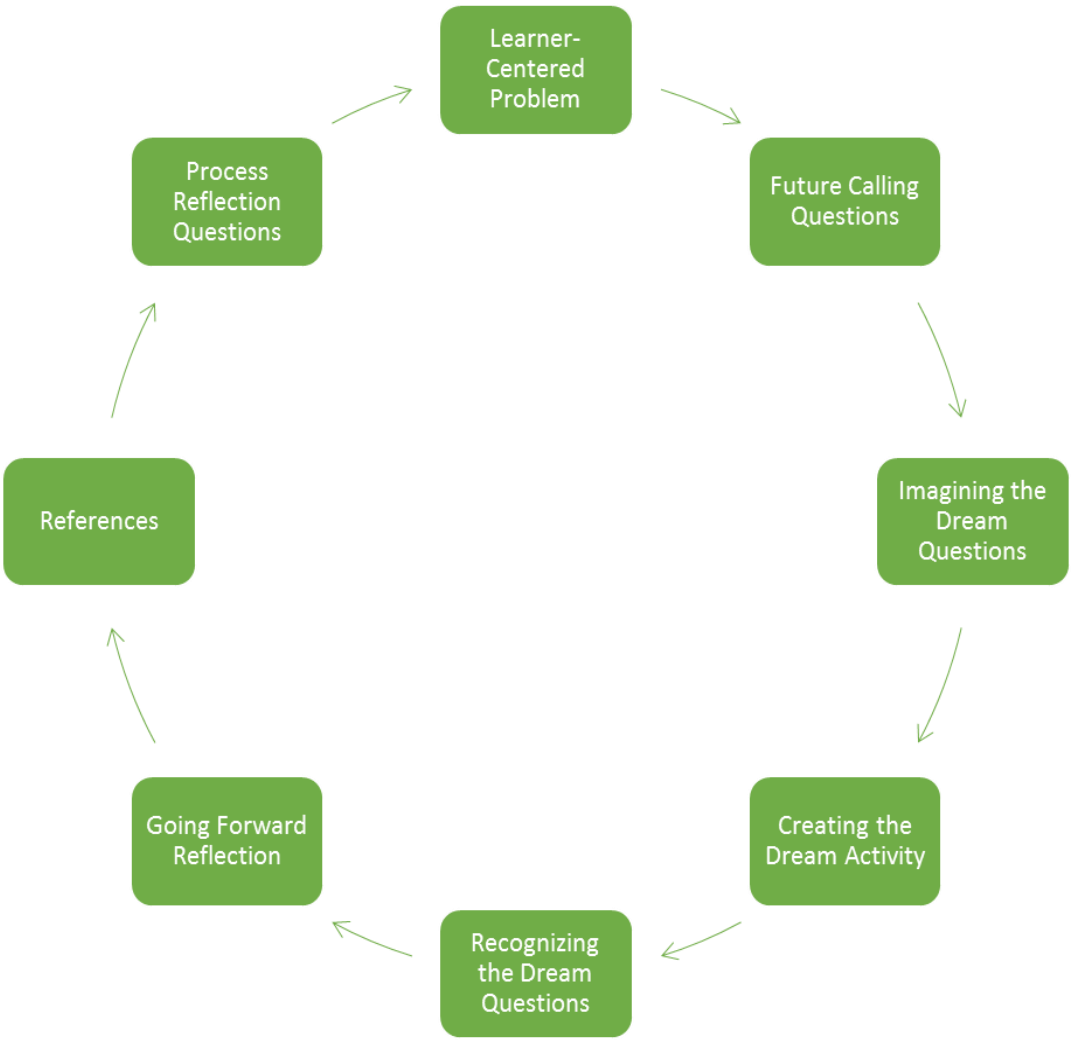
Module 1 Define



Module 2 Discover



Module 3 Dream



Appendix S

ADDIE Design Phase Task D04

Storyboard Example

ADDIE Design Phase Task D04
Storyboard Example

Module 1 Storyboard

Screen #1
Page Title: Title
Audio Transcript
None.
Onscreen Text and Graphics

Navigation, Interaction and Feedback
Navigation ☐ Play, pause, back, and stop icons indicate command features for screen capture video

presentation.

- ☐ Closed Captioning (CC) icon toggles on and off to display/hide English captioning when the video is playing.
- ☐ Audio icon increases/decreases audio volume.

Interaction—Students will interact by clicking on the play, pause, back, stop, audio, and/or closed captioning buttons.

Media

Clip Art JPEG Image

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen

Personalization Principle-- first person language ("I") is used.
Multimedia Principle--words and graphics are presented together.
Contiguity Principle-- text is placed near corresponding graphics.
Redundancy Principle-- visuals are explained in text only.
Coherence Principle—the use of extraneous audio or visual material is avoided.
Segmenting and Pretraining Principle—learners control length of time spent on each screen.
Multimodal Principle—various modalities are used (images, text, and symbols).
Achievement Principle—a progress bar will be used in the Captivate production.
"Regime of Competence" Principle—text on this screen prepares learners for achievable challenge.

Motivation Principles Applied on This Screen

Attention—attention is gained through the use of simple, colorful images and bolded text.

Relevance—relevance is established by using images similar in age and gender to the target audience, and through the use of the word "you."

Confidence—confidence is invited by the use of a smiling female image, which communicates friendliness and safety.

Appreciative Inquiry Principles Embedded on This Screen

Constructionist—image suggests friendly interaction with another person. Simultaneity—change begins with inquiry, in this case an implied question is presented in the title. Anticipatory—the title encourages learners to begin constructing their image of the future. Wholeness—the title pairs hopes and goals with learners. Poetic Principle—this screen sets the stage for students' personal stories to be told through the use of the words "What I Want from Life: My Personal Hopes and Dreams." Positive Principle—the positive affect of the smiling image on the screen and the word "want" tap into the positive principle. Free Choice Principle—students choose when and how long to engage this screen. Awareness Principle—with the title, learners begin a self-reflective process.
Previous Link
NA
Next Link
Screen #2

Screen #2

Page Title: AI Intro

Audio Transcript

Once upon a time, Case Western Reserve University doctoral student David Cooperrider was asked to do an organizational analysis of the Cleveland Clinic in Cleveland, Ohio. His job was to find out what was wrong with the human side of the clinic. What he found, though, was that the people at the Cleveland Clinic were overwhelmingly cooperative, innovative, and effective in their work together. Instead of focusing on what was wrong with the Cleveland Clinic, David Cooperrider began to deliberately focus on what was right. A new way of looking at organizational life—something called Appreciative Inquiry—was born.

Onscreen Text and Graphics

Image of David Cooperrider will appear first on the screen, followed by images of Cleveland Clinic and the Cleveland map image. Text "What's Wrong?" will appear on the screen and fade as text "What's

Right?" appears. All images and text will fade as Appreciative Inquiry appears and remains on the screen.

Navigation, Interaction and Feedback

Navigation

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Intrinsic Feedback—When students click on the buttons, the associated commands will be implemented.

Media

JPEG Images

Cleveland Map Image

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

Personalization Principle
Multimedia Principle
Contiguity Principle
Redundancy Principle
Coherence Principle
Segmenting and Pretraining Principle
Multimodal Principle
Explicit On-Demand and Just-in-Time Principle
Achievement Principle
Ongoing Learning Principle
"Regime of Competence" Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention Confidence
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Simultaneity Poetic Positive Wholeness Free Choice
Previous Screen
Screen #1
Next Screen
Screen #3

Screen #3

Page Title: AI Definition

Audio Transcript

"Appreciative Inquiry is a practical philosophy of being in the world at a day-to-day level, and it is also a highly flexible process for engaging people to build the kinds of [lives and] organizations and world that they want to live in. As a practical philosophy of being in the world at a day-to-day level, AI invites us to consciously choose to seek out and inquire into that which is generative and life enriching, both in our own lives and in the lives of others, along with an exploration of our hopes and dreams for the future" (Watkins et al., 2011, pp. 117-118).

Onscreen Text and Graphics

Navigation, Interaction and Feedback

Navigation

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Media

Clipart Images

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

Multimedia Principle
Contiguity Principle
Modality Principle
Redundancy Principle
Coherence Principle
Segmenting and Pretraining Principle
Multimodal Principle
Achievement Principle
Ongoing Learning Principle
"Regime of Competence" Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention

Relevance

Confidence
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Positive Wholeness Free Choice
Previous Screen
Screen #2
Next Screen
Screen #4

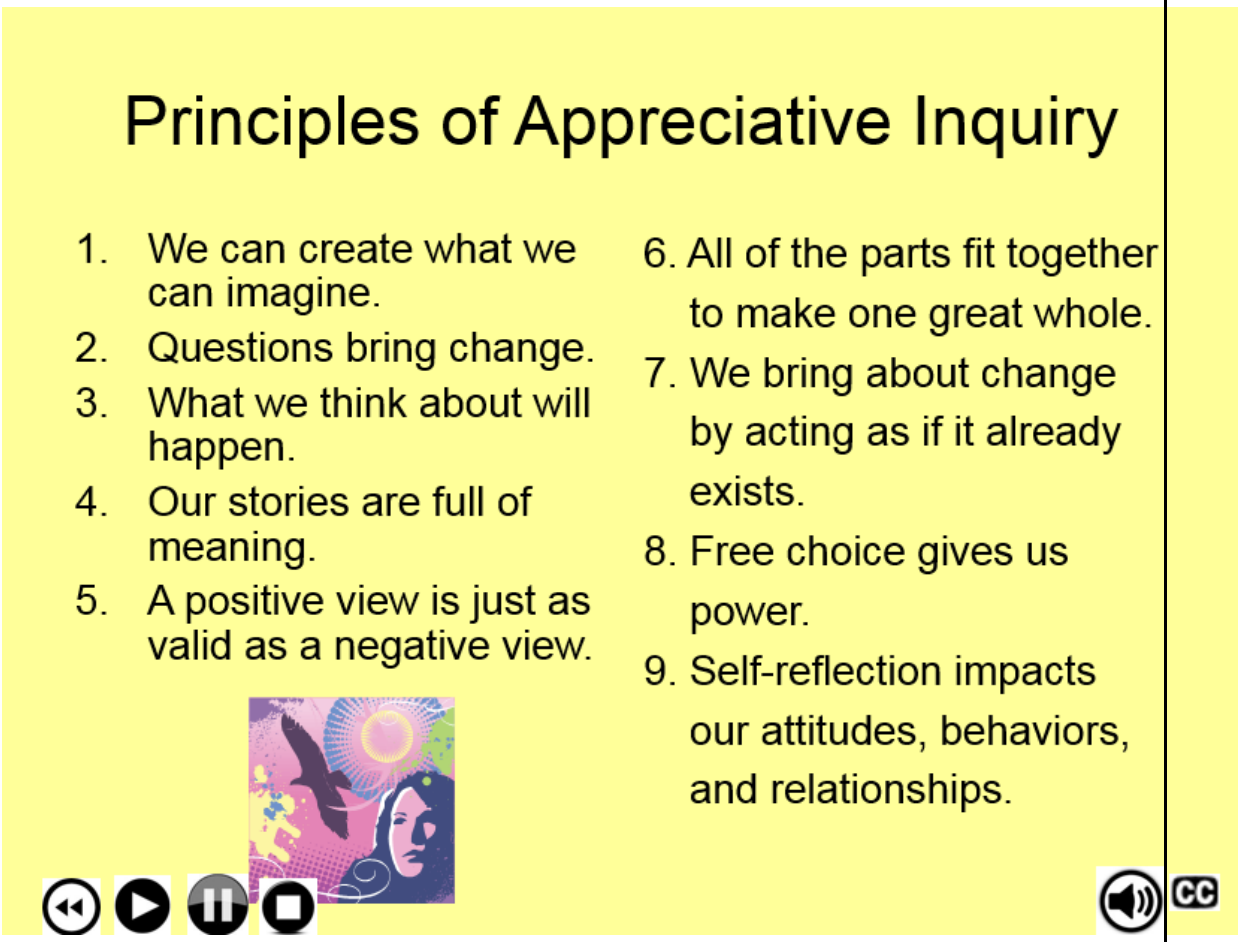
Screen #4

Page Title: Principles of AI

Audio Transcript

Appreciative Inquiry is based on a very simple idea: things get better and change happens faster when you focus on what is right instead of what is wrong (Watkins et al., 2011). Inherent in this simple idea are nine very powerful principles (Bushe & Kassam, 2005; Cockell & McArthur-Blair, 2012; Cooperrider et al., 2005; Ludema, 2001; Watkins et al., 2011; Whitney & Trosten-Bloom, 2003).

Onscreen Text and Graphics



Principles will appear on the screen one at a time. After they appear, they will remain on screen for the duration of the screen.

Navigation, Interaction and Feedback

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Media

Clipart Image

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

Personalization Principle
Multimedia Principle
Contiguity Principle
Coherence Principle
Segmenting and Pretraining Principle
Multimodal Principle
Explicit On-Demand and Just-in-Time Principle
Achievement Principle
Ongoing Learning Principle
"Regime of Competence" Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention

Relevance

Confidence
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Anticipatory Positive Wholeness Free Choice
Previous Screen
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Screen #5

Page Title: Invitation

Audio Transcript

As you ponder these principles, you are invited to consider how they might be applied to your life—and how they might be applied to your work in school. Think carefully about what you what from life as you contemplate and answer the following questions.

Onscreen Text and Graphics

Navigation, Interaction and Feedback

Navigation

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Media

Clipart Image

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

Personalization Principle
Multimedia Principle
Contiguity Principle
Modality Principle
Redundancy Principle
Coherence Principle
Segmenting and Pretraining Principle
Multimodal Principle
Achievement Principle
Ongoing Learning Principle
"Regime of Competence" Principle
Transfer Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention

Relevance

Confidence
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Constructionist Simultaneity Anticipatory Positive Wholeness Enactment Free Choice Awareness
Previous Screen
Screen #4
Next Screen
Screen #6

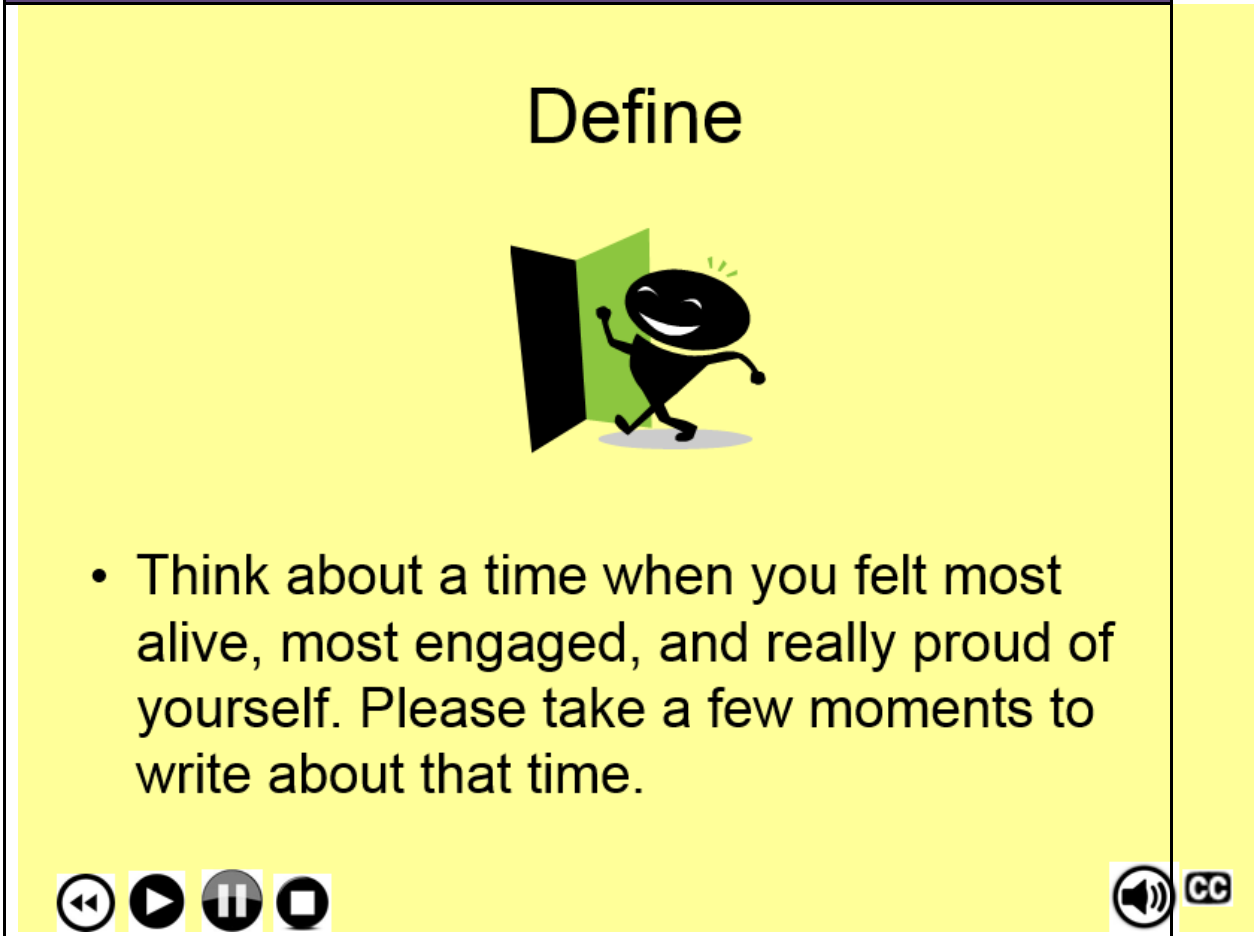
Screen #6

Page Title: Alive, Engaged, and Proud

Audio Transcript

Think about a time when you felt most alive, most engaged, and really proud of yourself. Please take a few moments to write about that time. (Whitney & Trosten-Bloom, 2003)

Onscreen Text and Graphics



Navigation, Interaction and Feedback

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Media

Clipart Image

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

Personalization Principle
Multimedia Principle
Contiguity Principle
Coherence Principle
Segmenting and Pretraining Principle
Practice Principle
Multimodal Principle
Explicit On-Demand and Just-in-Time Principle
Achievement Principle
Ongoing Learning Principle
"Regime of Competence" Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention

Relevance

Confidence

Satisfaction
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Constructionist Simultaneity Poetic Positive Free Choice Awareness
Previous Screen
Screen #5
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Screen #7

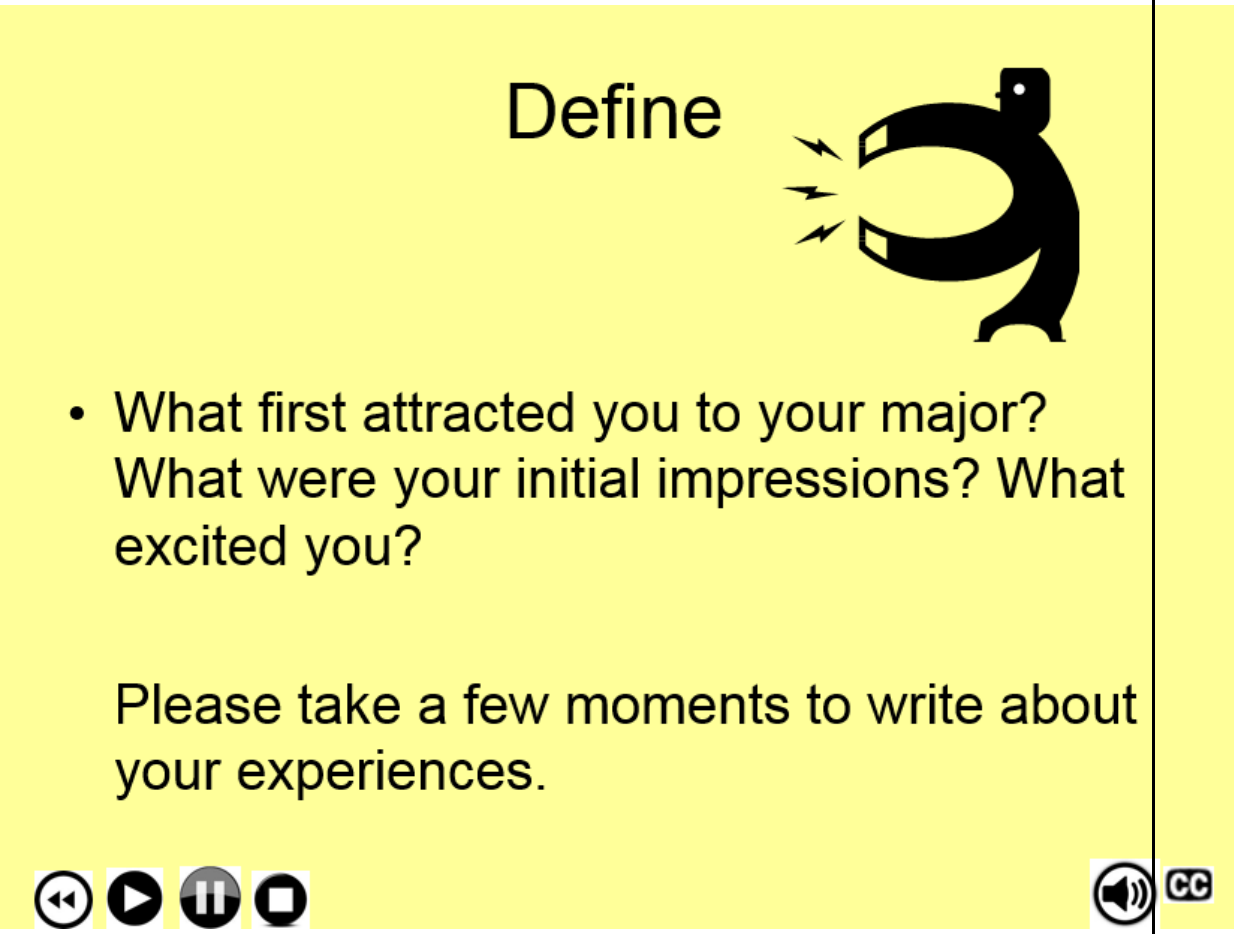
Screen #7

Page Title: Attraction

Audio Transcript

"What first attracted you to your major? What were your initial impressions? What excited you?" (Watkins et al., 2011, p. 126). Please take a few moments to write about your experiences.

Onscreen Text and Graphics



Navigation, Interaction and Feedback

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Media

Clipart Image

Play button icon

Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

Personalization Principle
Multimedia Principle
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Achievement Principle
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Motivation Principles Applied on This Screen (see Chapter II)

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Constructionist Simultaneity Poetic Positive Free Choice Awareness
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Screen #8

Screen #8

Page Title: Good Choice

Audio Transcript

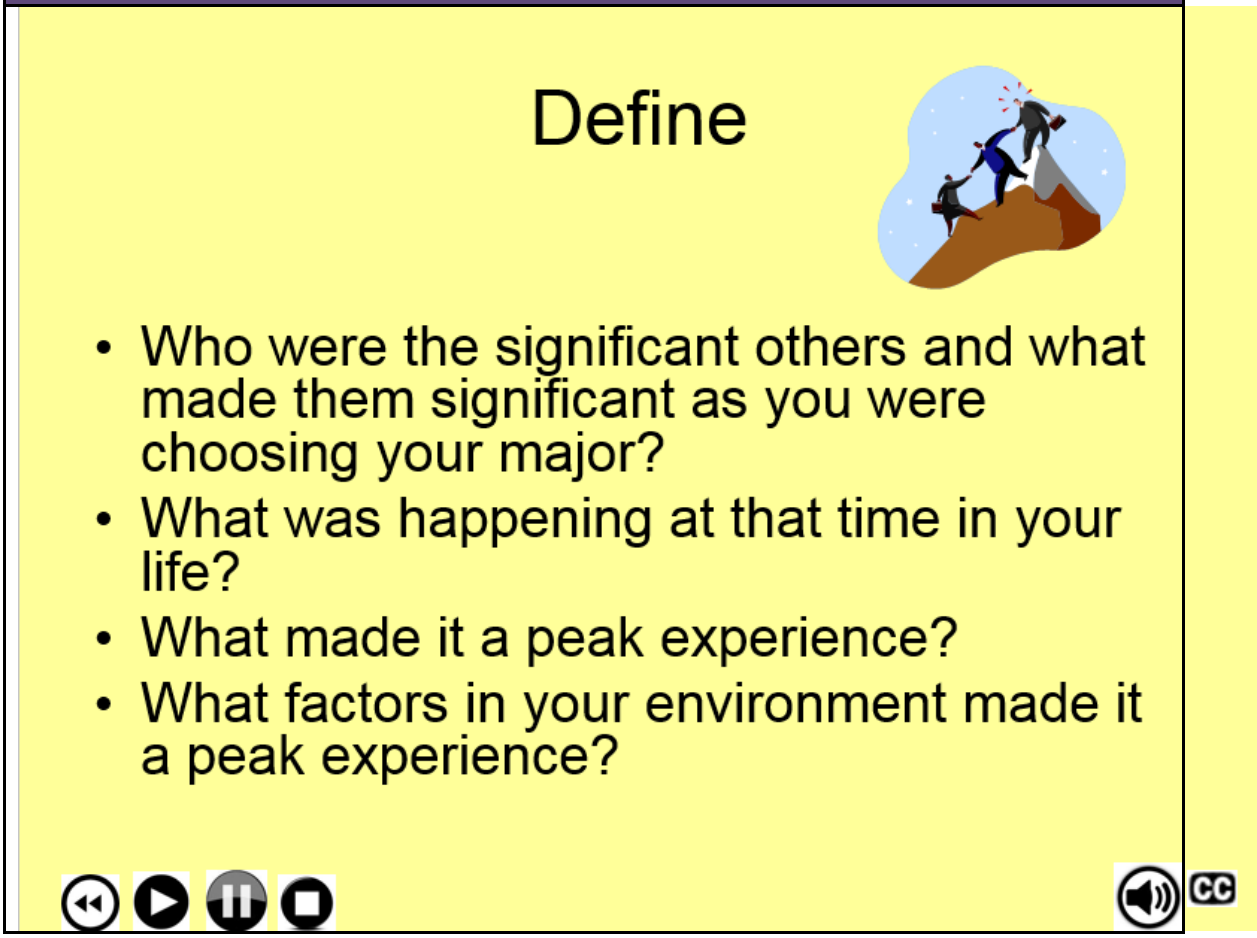
"In each of our lives there are special times when we just know that we have made a right choice, moments when we feel really good about what we are doing and what we are contributing to others. As you think back over the last few years, please write a story about one of those special moments when you felt most alive, involved, and excited about your major and when you were affirmed in your commitment to being a part of it. Use the following questions to help you write your story. Who were the significant others and what made them significant as you were choosing your major?

What was happening at that time in your life?

What made it a peak experience?

What factors in your environment made it a peak experience?" (adapted from Watkins et al., 2011, p. 126)

Onscreen Text and Graphics



Navigation, Interaction and Feedback

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Media

Clipart Image

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Pause button icon

Stop button icon

Audio button icon

CC button icon

Instructional Design Principles Evident on This Screen (see Appendix F)

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Motivation Principles Applied on This Screen (see Chapter II)

Attention Relevance Confidence Satisfaction
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Constructionist Simultaneity Poetic Positive Free Choice Awareness
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Screen #9

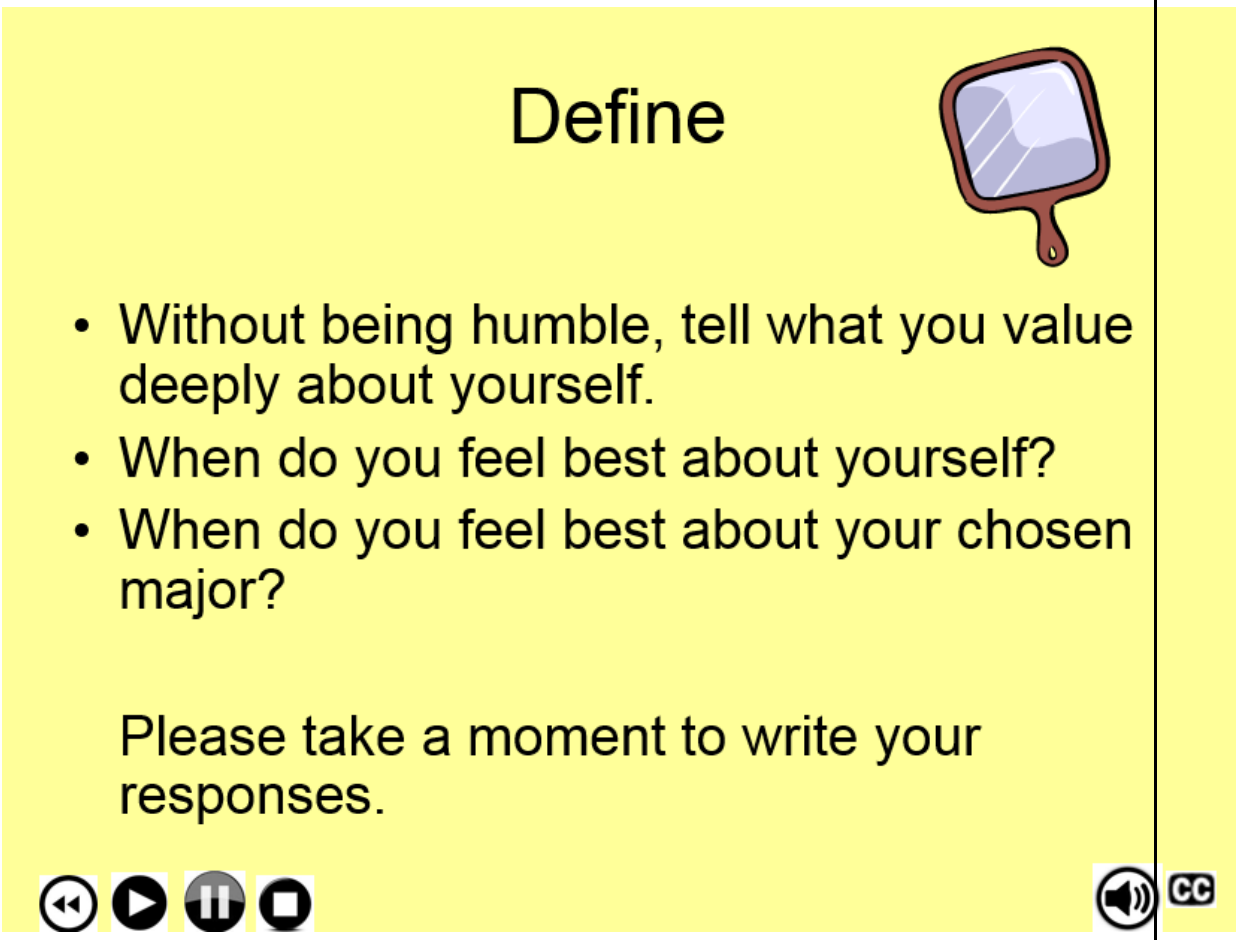
Page Title: Without Being Humble

Audio Transcript

"Let's keep thinking about this a little more. Without being humble, tell what you value deeply about yourself.

When do you feel best about yourself? When do you feel best about your chosen major? Please take a moment to write your responses." (Adapted from Watkins et al., 2011, p. 126)

Onscreen Text and Graphics



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Motivation Principles Applied on This Screen (see Chapter II)

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Screen #10

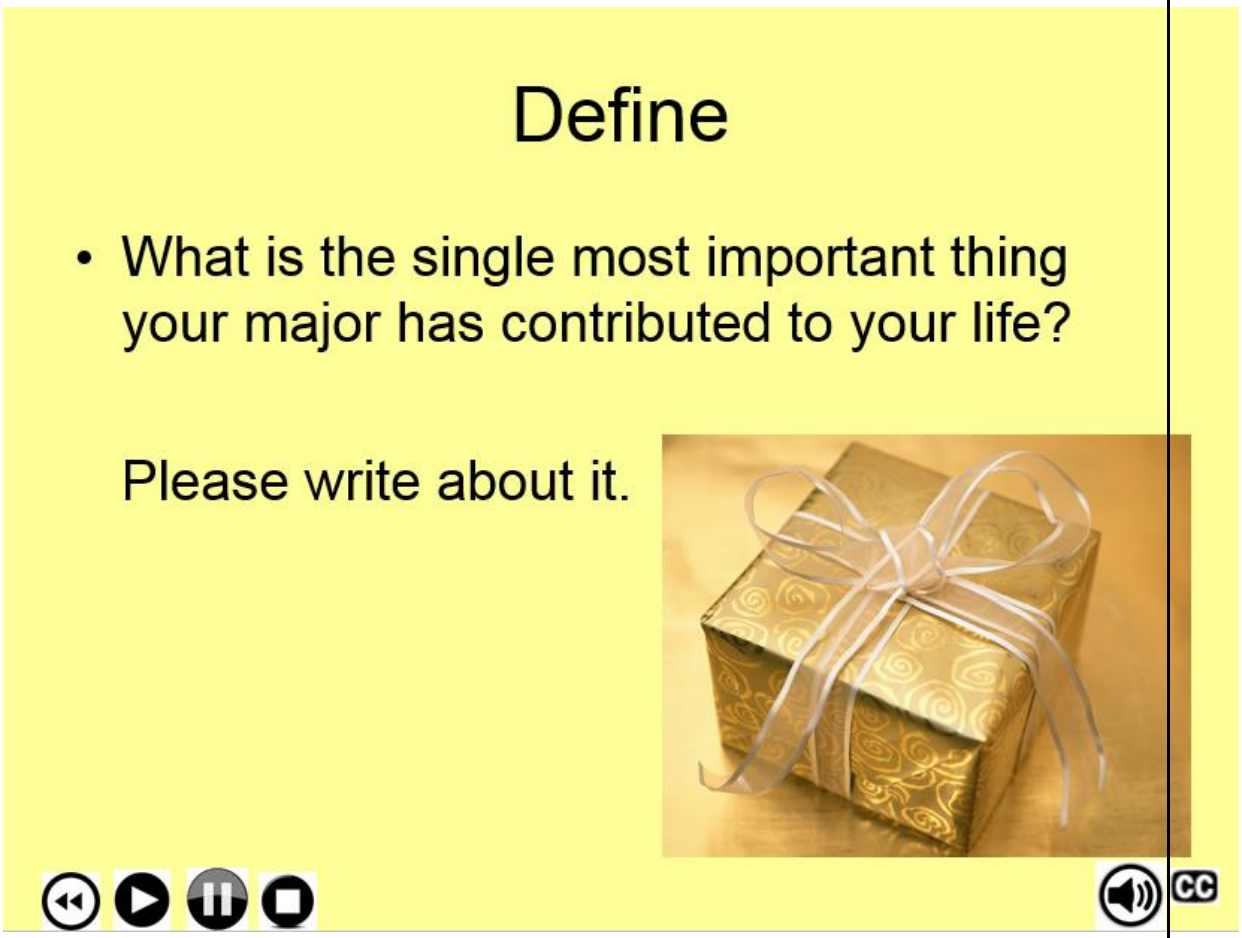
Screen #10

Page Title: Major Contribution

Audio Transcript

What is the single most important thing your major has contributed to your life? Please write about it." (Adapted from Watkins et al., 2011, p. 126)

Onscreen Text and Graphics



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Motivation Principles Applied on This Screen (see Chapter II)

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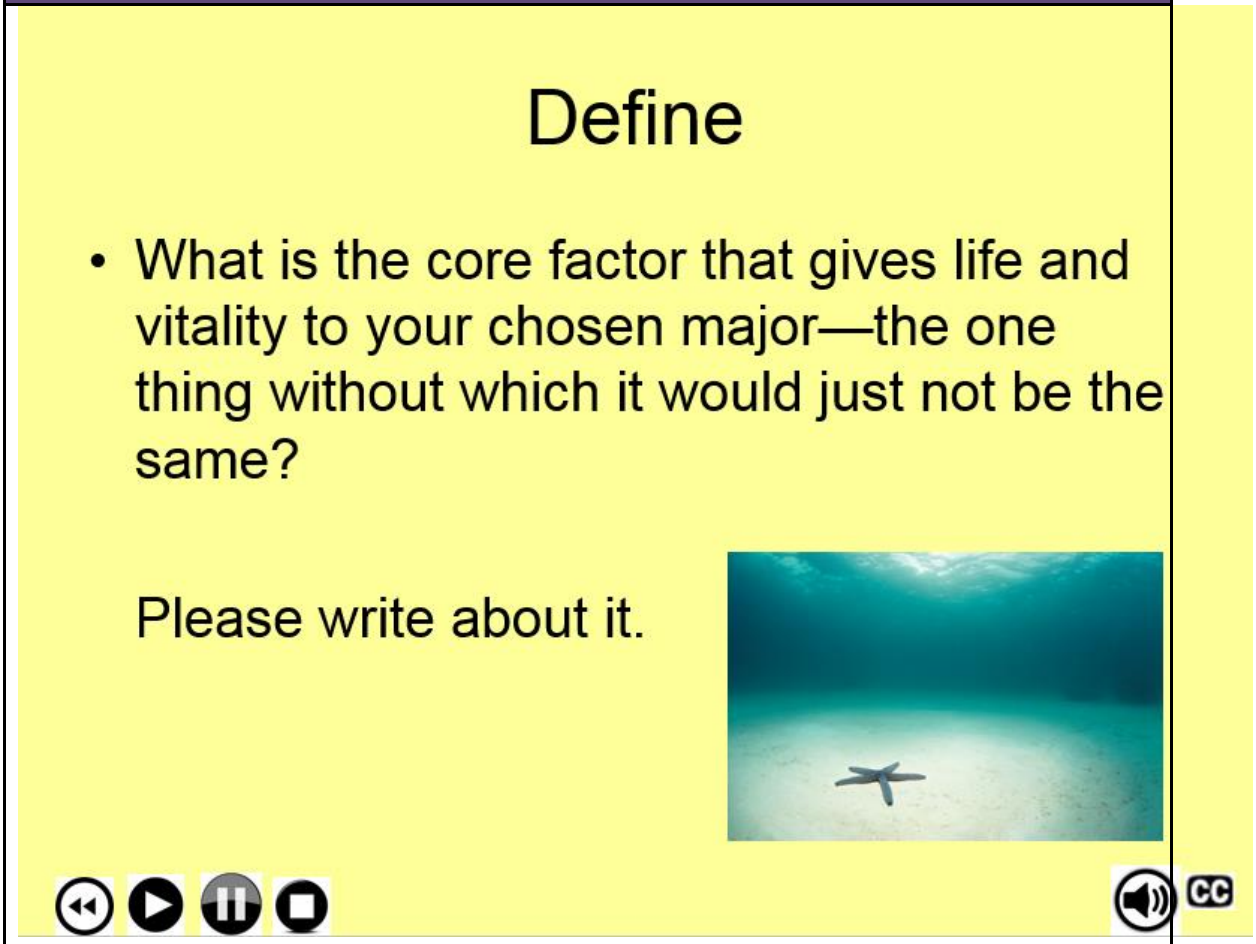
Screen #11

Page Title: Core Factor

Audio Transcript

"Here is another important question to consider. What is the core factor that gives life and vitality to your chosen major—the one thing without which it would just not be the same? Please write about it. (Adapted from Watkins et al., 2011, p. 126)

Onscreen Text and Graphics



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Stop button icon

Audio button icon

CC button icon

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Motivation Principles Applied on This Screen (see Chapter II)

Attention

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Screen #12

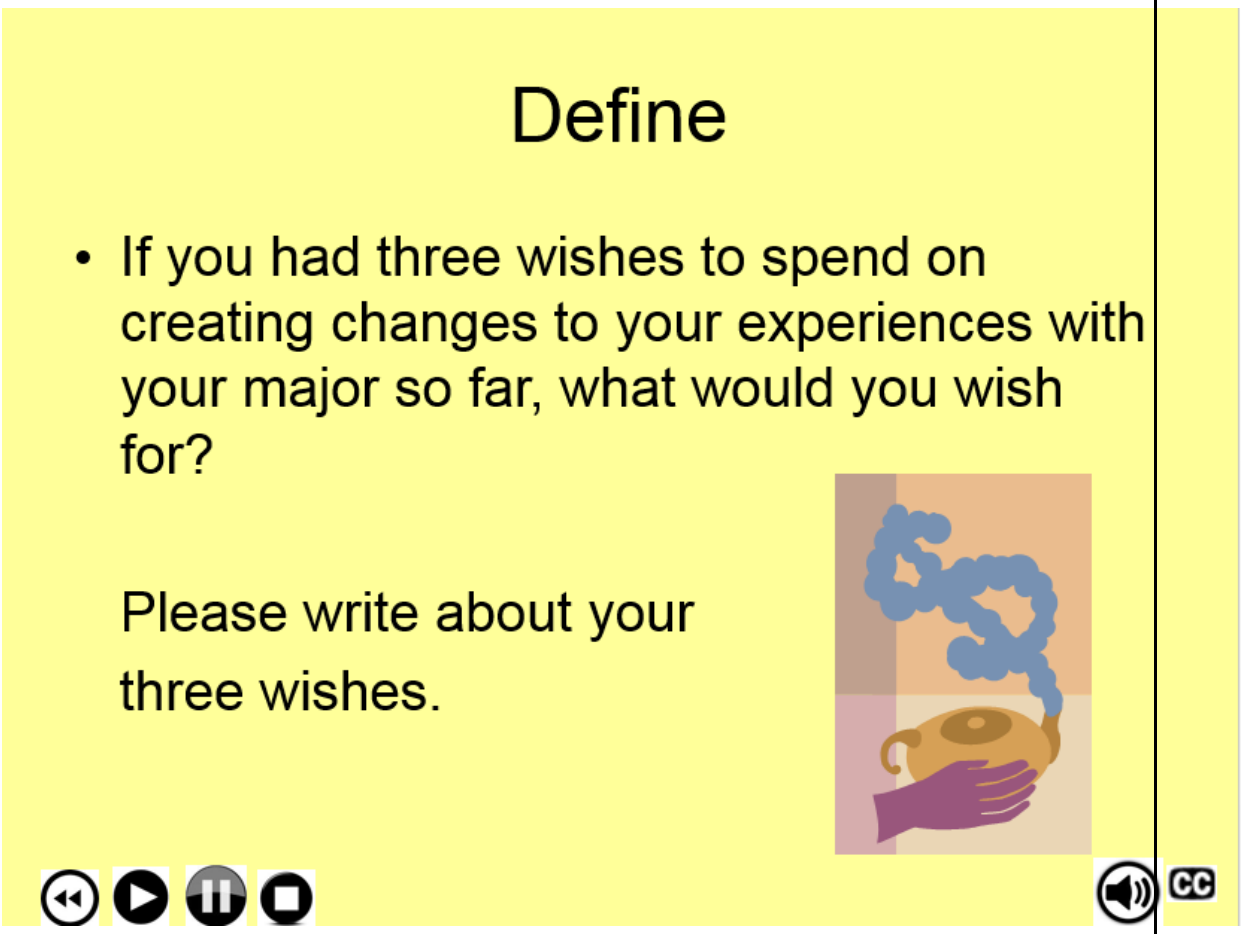
Screen #12

Page Title: Three Wishes

Audio Transcript

"If you had three wishes to spend on creating changes to your experiences with your major so far, what would you wish for? Please write about your three wishes." (Adapted from Watkins et al., 2011, p. 127)

Onscreen Text and Graphics



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Transfer Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention

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Constructionist Simultaneity Anticipatory Poetic Positive Wholeness Enactment Free Choice Awareness
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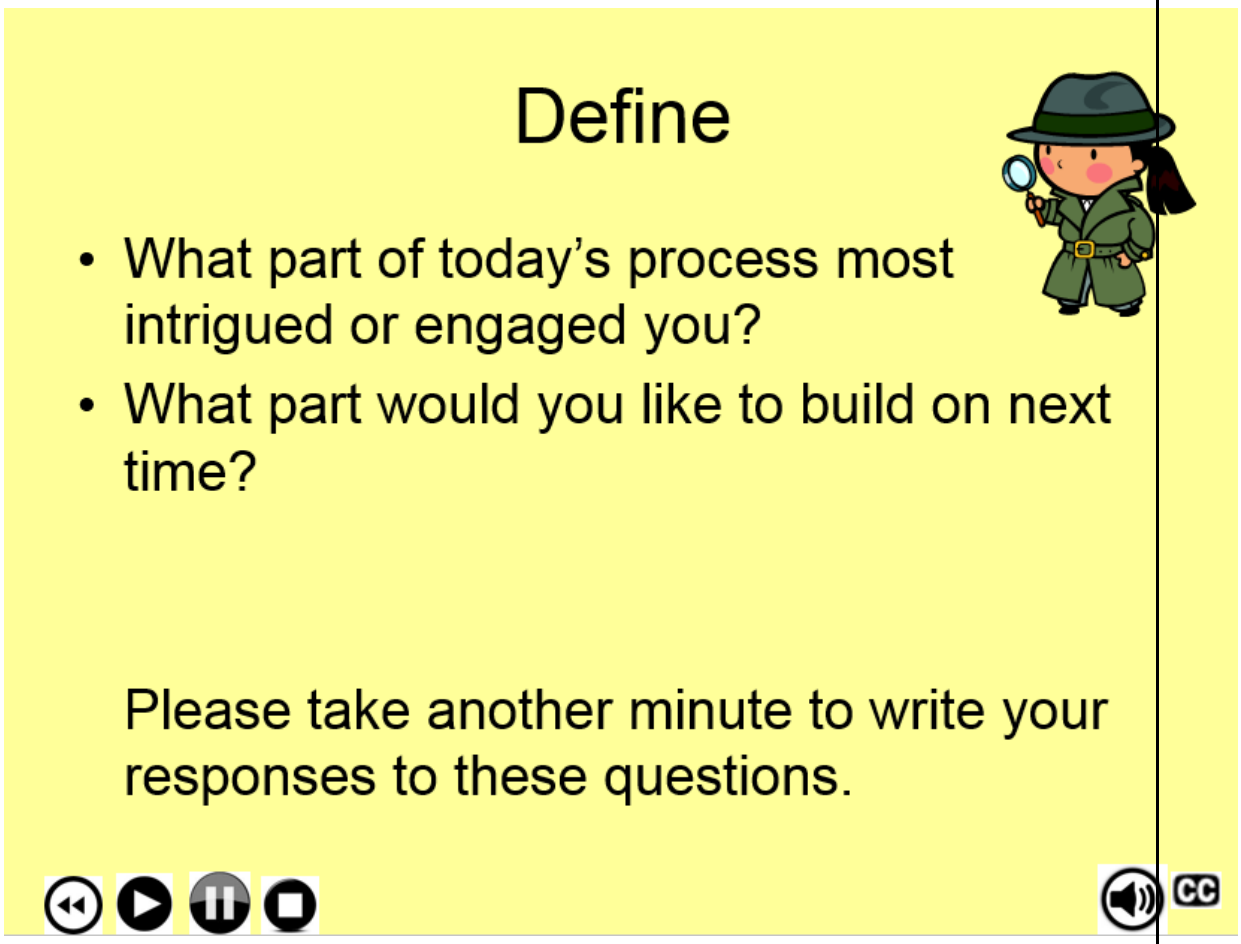
Screen #13

Page Title: Process Questions

Audio Transcript

"Here are the last questions for today. Please focus on what was valuable and what you enjoyed. What part of today's process most intrigued or engaged you? What part would you like to build on next time? Please take another minute to write your responses to these questions." (Adapted from Watkins et al., 2011, p. 128)

Onscreen Text and Graphics



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"Regime of Competence" Principle
Transfer Principle

Motivation Principles Applied on This Screen (see Chapter II)

Attention

Relevance

Confidence Satisfaction
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Constructionist Simultaneity Anticipatory Poetic Positive Wholeness Enactment Free Choice Awareness
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Screen #12
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Screen #14

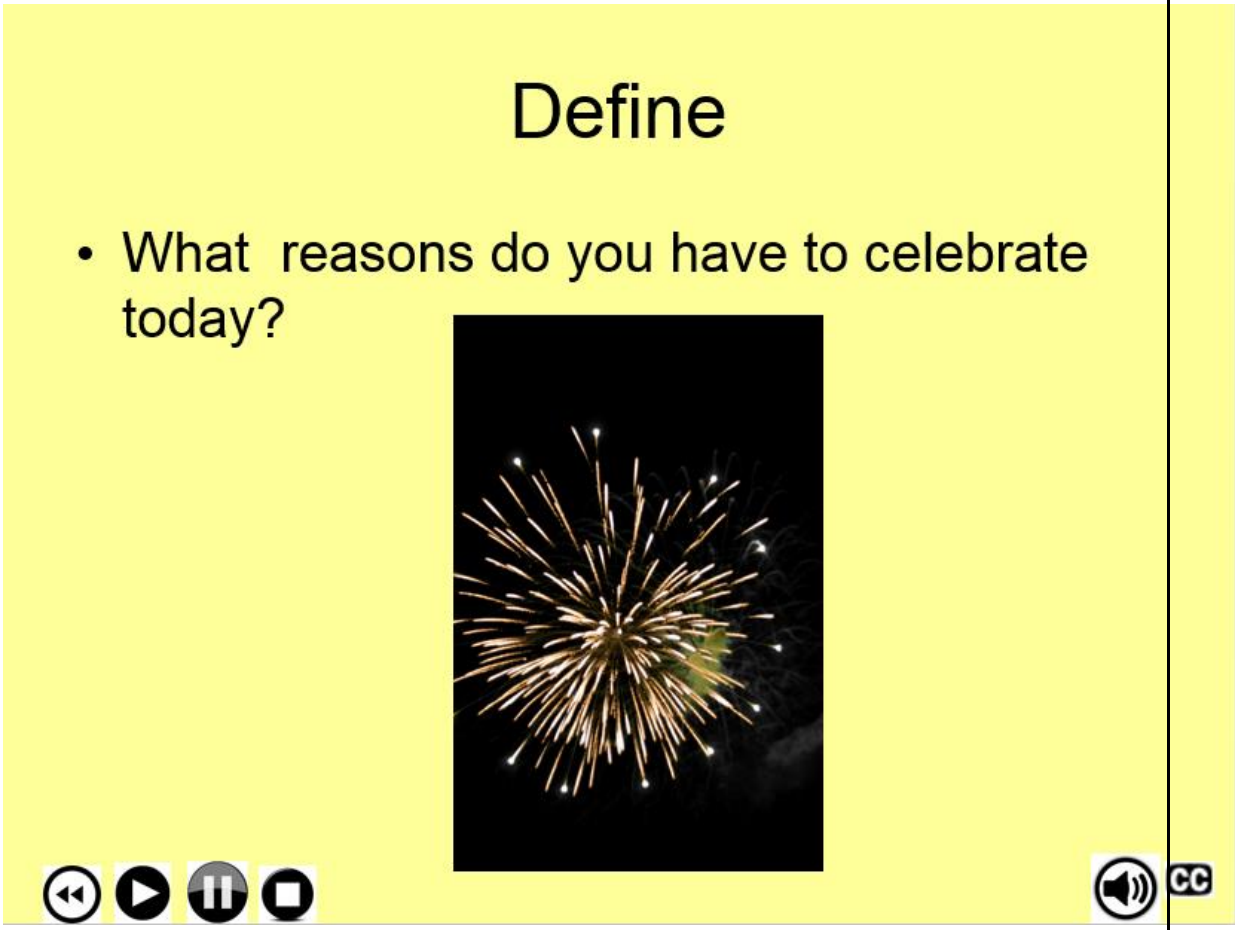
Screen #14

Page Title: Celebrate

Audio Transcript

"Thank you for joining us today. Your participation is valuable and appreciated. As you finish today, please note this final question and ponder it over the next week. We'll talk about it next time. See you then!" (Adapted from Watkins et al., p. 136).

Onscreen Text and Graphics



Navigation, Interaction and Feedback

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Pause button icon

Stop button icon

Audio button icon

CC button icon

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Motivation Principles Applied on This Screen (see Chapter II)

Attention

Relevance Confidence Satisfaction
Appreciative Inquiry Principles Embedded on This Screen (see Chapter II)
Constructionist Simultaneity Anticipatory Poetic Positive Wholeness Enactment Free Choice Awareness
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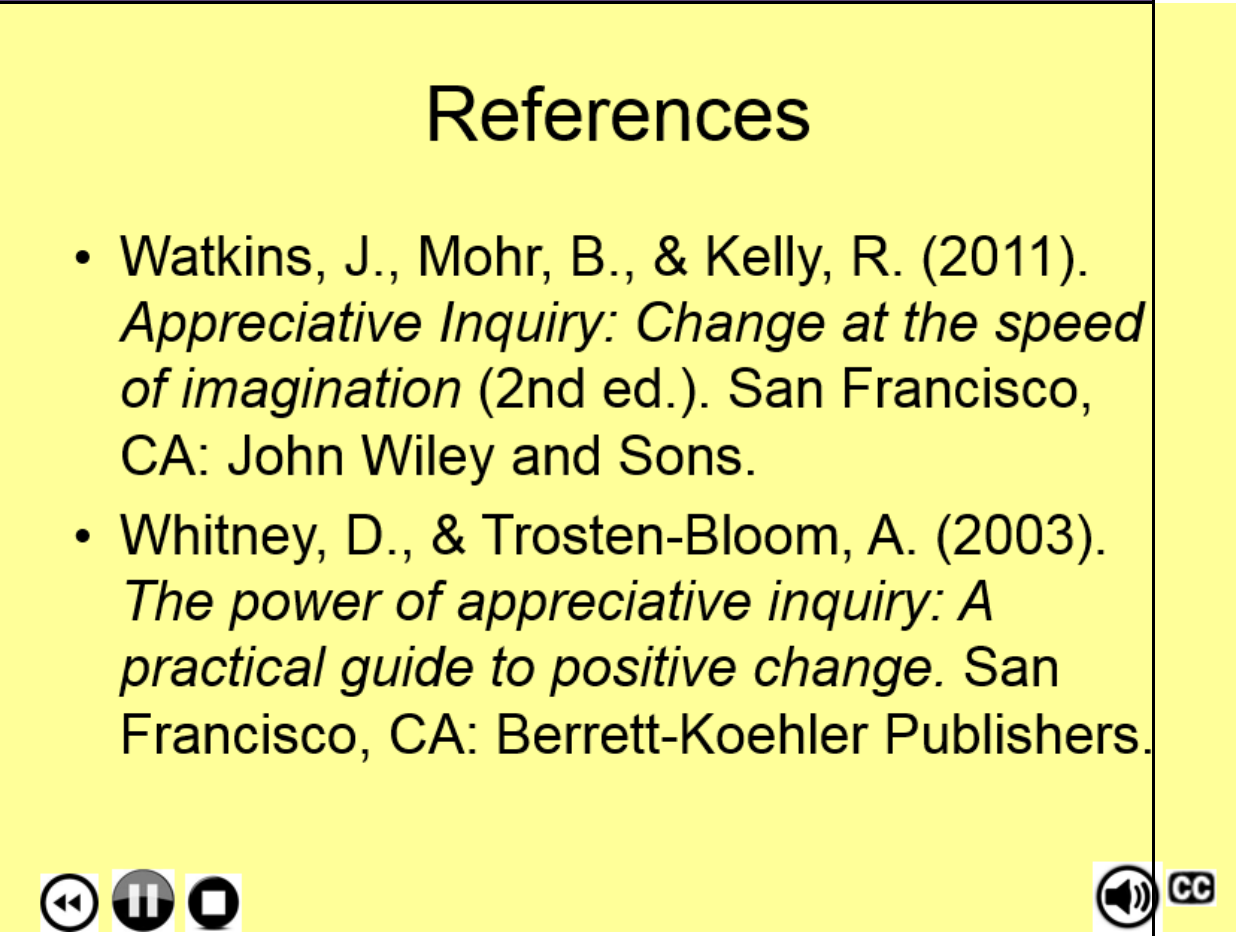
Screen #15

Page Title: References

Audio Transcript

None.

Onscreen Text and Graphics



Navigation, Interaction and Feedback

Navigation

- ☐ Play, pause, back, and stop icons indicate command features for screen capture video presentation.
- ☐ Closed Captioning (CC) icon toggles on and off to display/hide English captioning when the video is playing.

□ Audio icon increases/decreases audio volume. Interaction—Students will interact by clicking on the play, pause, back, stop, audio, and/or closed captioning buttons. Intrinsic Feedback—When students click on the buttons, the associated commands will be implemented.
Media
Play button icon Pause button icon Stop button icon Audio button icon CC button icon
Instructional Design Principles Evident on This Screen (see Appendix F)
Modality Principle Coherence Principle Explicit On-Demand and Just-in-Time Principle Ongoing Learning Principle "Regime of Competence" Principle Transfer Principle
Motivation Principles Applied on This Screen (see Chapter II)
Attention Relevance
Appreciative Inquiry Principles
Anticipatory Wholeness Free Choice
Previous Screen
Screen #14
Next Screen NA

Appendix T

ADDIE Design Phase Tasks 05, 06, 07

Assessment Instruments, Test Assessment Instruments, Field Test Prototype RLO

ADDIE Design Phase Tasks 05, 06, 07

Assessment Instruments, Test Assessment Instruments, Field Test Prototype RLO

Objectives with Aligned Assessment Blueprint

Objective 1. Given an instructional module on defining personal hopes and goals through an Appreciative Inquiry approach, the undergraduate level student will report his/her personal goals, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an I-Learn course assignment.

Objective 2. Given an instructional module on discovering personal strengths through an Appreciative Inquiry approach, the undergraduate level student will record stories about his/her personal strengths, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an I-Learn course assignment.

Objective 3. Given an instructional module on envisioning a preferred future through an Appreciative Inquiry approach, the undergraduate level student will creatively represent his/her personal dreams for the future, as they relate to his/her college major and the specified course, by responding to the reflective prompts associated with the module in an I-Learn course assignment.

Table: Assessment Blueprint

Form	# of Items	Criterion Level	Proportion
Objective 1: Performance rubric	7	100%	30%
Objective 2: Performance rubric	6	100%	30%
Objective 3: Performance rubric	4	100%	30%
Attitude Survey	3	100%	10%

Assessment points within the project will occur as follows:

- *Objective 1 assessment embedded in Module 1*
- *Objective 2 assessment embedded in Module 2*
- *Objective 3 assessment embedded in Module 3*
- *Attitude Survey at the end of each module*

Assessment Questions for Each Module (Module 1 Questions Tested with Focus Group and in Prototype Field Test):

Module 1

Question 1. Think about a time when you felt most alive, most engaged, and really proud of yourself.

Please take a few moments to write about that time.

Question 2. What first attracted you to your major?
What were your initial impressions?
What excited you?

Please take a few moments to write about your experiences.

Question 3. In each of our lives there are special times when we just know that we have made a right choice--moments when we feel really good about what we are doing and what we are contributing to others. As you think back over the last few years, please write a story about one of those special moments when you felt most alive, involved, and excited about your major, and when you knew you had made a good decision to be a part of your major.

Use the following questions to help you write your story.

Who were the significant people, and what made them significant as you were choosing your major?
What was happening at that time in your life?
What factors in your environment made it a peak experience?

Question 4. Without being humble, tell what you value deeply about yourself.
When do you feel best about yourself?
When do you feel best about your chosen major?

Please take a moment to write your responses.

Question 5. What is the single most important thing your major has contributed to your life?

Please write about it.

Question 6. What is the core factor that gives life and vitality to your chosen major—the one thing without which it would just not be the same?

Please write about it.

Question 7. If you had three wishes to spend on creating changes to your experiences with your major so far, what would you wish for?

Please write about your three wishes.

Question 8. What part of today's process most intrigued or engaged you?

Please write about it, focusing on what was valuable and what you enjoyed. Thank you for participating!

Module 2

Question 1. What reasons do you have to celebrate today?

Question 2. Please tell a story about an experience you really enjoyed and had fun with--a time that filled you up with positive energy. What happened? When did it happen? Who was involved? What made the experience stand out for you? How did it impact and spill over into the rest of your life? Please write your story in detail.

Question 3. Some people say that hope usually grows out of a positive relationship with another person. Please tell a story about the people, who by the way they live their lives, give you hope for the future. How do they reflect your own visions and dreams for the way life should be? What do you most admire about them? What are some ways you'd like to challenge yourself to become like them? Why does your relationship with them fill you with hope?

Question 4. Now step outside your own thoughts and experiences for a moment and talk to someone you love and trust. Ask them to describe your positive qualities and strengths. Write the story about what they said. How did you feel? What happened as a result of your conversation?

Question 5. What is the guiding value of your life and work? Tell about a time it positively influenced you.

Question 6. As you review the stories you wrote in Questions 1-5, what themes do you discover? What do these themes tell you?

Question 7. How did today's activity impact you? Please describe your experience.

Module 3

Question 1. What themes did you discover last time as you told your stories about what gives you energy and hope, your treasured relationships, and your guiding light? What are those themes telling you about yourself? What are they telling you about your future life? What are they telling you about your future work in your chosen major? What is your future calling you to become?

Question 2. Imagine that you are sitting with your youngest grandchild, telling her the story about how her world came to be--a world that is better because you answered your call to become. What decisions and choices did you make to answer your call? How did your choices about your major and your future work pave the way for this brave, new world? What seeds did you plant as you answered your call? How did you nurture those seeds? How did you harvest them?

Question 3. Engage in an act of creation to express your dream in a way that most inspires you. You may enter your creation here, or you may upload it to the dropbox for this assignment. If you upload it to the dropbox, please give a brief explanation of your creation here.

Question 4. How will you know when your dream has become a reality? What will it look like? How will you recognize it?

Question 5. How have you changed as a result of your experiences with defining, discovering, and dreaming about your life, your work, and your future? How have you used the principles of Appreciative Inquiry along your journey? Please explain.

Field Test of Prototype