

# **Do motivation tactics work in blended learning environments?: The ARCS model approach**

By

**<sup>1</sup>Mehmet Akif Ocak and <sup>2</sup>Murat Akçayır**

<sup>1</sup>Gazi University, Gazi Faculty of Education, Department of Computer and Instructional Technologies Teaching, Ankara, Turkey, maocak@gazi.edu.tr

<sup>2</sup>Kırıkkale University, Faculty of Education, Department of Computer and Instructional Technologies Teaching, Kırıkkale, Turkey, muratakçayır@kku.edu.tr

## **Abstract**

*The purpose of this research was to determine whether the use of systematically designed motivation tactics based on Keller's ARCS model (attention, relevance, confidence, satisfaction) produced statistically significant increases in the motivation levels of treatment groups and to determine whether these tactics produced a statistically significant improvement in academic performance. The participants were 90 first-year college students who were trained to use the Microsoft Access database program for 3 weeks. The data analysis was conducted using a quantitative study approach and involved a motivational survey and an academic achievement test. The findings suggest the feasibility of improving overall learner motivation and academic achievement through external conditions such as motivational tactics. This study demonstrates the effectiveness of the ARCS model for enhancing learner motivation and academic achievement in a blended learning environment.*

**Keywords:** *distributed learning environments, post-secondary education, pedagogical issues, classroom teaching, applications in subject areas*