

Where there's a Will . . . Motivation and Volition in College Teaching and Learning: New Directions for Teaching and Learning 152

Michael Theall and John M. Keller, editors

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Reviewed By

John W. Fadden

St. John Fisher College

Teachers recognize that student motivation impacts their learning. But how should teachers go about motivating students? In recent decades, scholars in a variety of fields have begun to develop models for understanding motivation and how to apply it in those fields, including education. This special edition of *New Directions for Teaching and Learning* is dedicated to the motivation, volition, and performance (MVP) model developed by John M. Keller in *Motivational Design for Learning and Performance: The ARCS Model Approach* (New York, NY: Springer, 2010). The chapter authors relate the model to diverse aspects of teaching and learning in higher education.

Part One, “Foundations,” has two chapters. First, John M. Keller provides an overview of his MVP model, highlighting his work on motivational design of instruction by focusing on the components: attention, relevance, confidence, satisfaction, and volition (ARCS-V). He provides a brief but helpful section on motivational analysis (both students’ and teachers’) as well as designing motivational tactics and strategies. In the second chapter, Todd M. Zakrajsek brings research discoveries from neuroscience that relate to learning and filters and organizes them through the MVP model. The chapter provides practical insights from neuroscience for the educator to incorporate into their courses.

Part Two, “Applications,” provides five chapters in which the authors employ the MVP model to analyze examples of learning and teaching in higher education. While none is specifically for teachers of religion or theology, the insights are translatable. In a relevant chapter for those switching courses to an online setting, Jennifer L. Franklin draws on the MVP model in the context of online learning design to establish and maintain student motivation. Next, DeBorah D. Graham and Michael Theall apply the MVP model in order to develop learners’ professional values and attitudes in teacher education. Then, Karen A. Becker discusses how the model relates to her experiences teaching college survival skills in a reading and study skills program, designing the course to develop MVP-related habits in learners. In a particularly helpful chapter for understanding the model, Marilla D. Svinicki examines the ways that instructional design professionals involved in faculty development can support faculty to motivate learners. Finally, Michael Theall discusses the MVP model in relation to the evaluation of faculty, and how proper motivational strategies might turn evaluation into a more beneficial experience.

Part Three, “Outcomes,” consists of two chapters. In an interesting chapter on student assessment, Thomas A. Angelo considers how to assess student motivation throughout a course using Keller’s ARCS-V to suggest measurable outcomes for determining if motivational strategies have been successful. In the final chapter, John M. Keller and Michael Theall review the previous chapters and offer recommendations.

A strength of this collection is drawing attention to the MVP model and its practical applications in diverse higher education settings. While this reader was frustrated initially with the overview and felt that Keller’s monograph might be needed to comprehend the model adequately, reading the other authors helped ease this frustration. They provided fruitful discussions relating pertinent parts of the model to diverse aspects of learning and teaching. The accessible examples suggest that one does not need to read the monograph to begin implementing motivation strategies into courses. The volume is both informative and practical for those in higher education.