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Examining the Effects of Video-Enhanced Syllabi on Learner Motivation and Perception

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EXAMINING THE EFFECTS OF VIDEO-ENHANCED SYLLABI ON LEARNER MOTIVATION AND PERCEPTION

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Donna Holly Park (Pak), Ph.D., University of South Alabama, May 2024. Examining the effects of video-enhanced syllabi on learner motivation and perception. Chair of Committee: Shenghua, Zha, Ph.D.

Finding ways to motivate learners in online courses can be difficult when the interaction between the instructor and the learner is conducted through written text. The use of syllabi is an important component to help guide learners and provide them with course expectations. A poorly written or misinterpreted syllabus can contribute to a negative experience. When the syllabus is perceived in a way that promotes negative feelings, the learners may have a more difficult time being successful in the course. The purpose of this study was to determine how a video-enhanced syllabus affects motivation in an online course.

The courses included in this research were taught fully online and used a common course structure. The research questions for this study were identified as:

1. How was the learner's intrinsic motivation affected by the use of a video-enhanced syllabus?
2. How did the use of a video-enhanced syllabus affect the learner's value in the course?
3. How did the use of a video-enhanced syllabus affect the learner's expectancy of success in the overall course?

The assumptions that I made were that learners would become more intrinsically motivated, feel there was more value in the course, and would feel more expectancy of success from implementation of a video-enhanced syllabus.

I used an instrument aimed at measuring motivation, with a focus on intrinsic motivation. The three variables that were the driving force behind this study were intrinsic motivation, value, and expectancy. The instrument was created by modifying and combining appropriate items from the Intrinsic Motivation Inventory survey instrument, and the Expectancy, Value, Cost scale.

The results of the study were not significant and suggest that further investigation should take place with a larger sample. The results from the interest/enjoyment subscale revealed an overall increase in intrinsic motivation with the experimental group, however caution was advised in interpreting the results due the small sample size. The value/usefulness scale revealed no significant difference between the control and experimental group. There was no statistically significant difference for expectancy between the control group and the experimental group.

CHAPTER I

INTRODUCTION

Motivating learners in an online learning environment is one of the most difficult challenges for instructors. The use of syllabi is an important component to help guide learners and prepare them for success from the beginning of the course. One issue that contributes to a poor online experience is a poorly written or misinterpreted syllabus. Learners may form a first impression of the instructor, based on their impression of the syllabus. Syllabi play a major role in the navigability and framework of a course and contain important course information. The syllabus is responsible for conveying grading structures and requirements, course calendars, contact information, and expectations of the course to the learner (Slattery & Carlson, 2005). When the structure and presentation of a syllabus are perceived in a way that promotes negative feelings, the learners may have a more difficult time being successful in the course.

There is no standard for all syllabi, and each institution or department may dictate the structure and content that must be included by the instructor. Often the syllabus is required by the department and text may be provided to the instructors for placement in the document. Syllabi can be very lengthy, depending on the information required and the information the instructor feels is relevant. Currently, there is no single standard for preparing an effective syllabus; however, Slattery and Carlson (2005) suggest that a strong syllabus will facilitate the learning experience and improve the course outcomes. While there are various types of syllabi, the reason for providing a syllabus is the same across all disciplines - to provide learners with a framework for grading, professor

information, and expectations of academic and classroom behavior (Slattery & Carlson, 2005; Wheeler et al., 2019). When learners begin a new class, the syllabus is important to impart information that they will need to be successful in the course, but the written text of the syllabus may convey a perception of the instructor that does not reflect them accurately, leaving the learner with sometimes wrong, negative perceptions (Lightner & Benander, 2018; Wheeler et al., 2019). This negative and incorrect perception may be directly related to the tone and style of the syllabus, exacerbated by the fact that there is no face and voice to the textual language (Wheeler et al., 2019). A syllabus that invokes negative perceptions and feelings may lead to amotivation or negative intrinsic motivation, causing the learner to consider leaving the course and becoming disinterested in the content completely (Pintrich & deGroot, 1990; Wheeler et al., 2019).

Wheeler et al. (2019) suggest that a learner-centered syllabus should have a warm, motivating tone and focus on the success of the learner, while including long-ranging goals. The often-unintended result of the syllabus is that it sets the tone for the course and creates a first impression that may dictate whether the learner is motivated, amotivated, or even demotivated intrinsically (Thompson, 2007). This first impression can either give the learner the feeling that the instructor is engaged and willing to serve as a mentor and facilitator in the course or it can cause a negative perception, which may demotivate the learner before ever beginning the coursework (Harnish & Bridges, 2011).

The tone that the instructor sets for the course as well as for their own self - perception may lead to more positive outcomes. Harnish and Bridges (2011) found that including a warm and friendly tone throughout the syllabus may evoke positive perceptions of the instructor. Positive intrinsic motivation is a critical element for the

learner to feel comfortable and able to achieve success in their courses (Wheeler et al., 2019). Saville et al. (2010) suggest that instructors who leave a positive impression appear more skilled to the learner and that the learners are more likely to be successful in the course and recommend the course to their cohorts. Learner-centered approaches to designing, developing, and implementing content in the course may make the tone feel more positive and make the learner feel more connected. Learner-centered language creates a favorable environment and allows the learner to engage with the content and feel a sense of ownership and autonomy in the course (Anton, 1999).

Online courses present even more of a challenge and have difficulty delivering a personal and positive learner experience and can often leave the learner with anxiety about the navigation of the course, and the expectations of the instructor (Heilporn & Desrochers, 2020). When instructors provide information that promotes interest and relevance, learners seem more interested in the instruction and develop a positive affection for the content ("National Academies", 2018). With the syllabus being a core instructional element in an online course, it is important to identify the best practices for developing and delivering the content of the syllabus.

Theoretical Background

The theoretical frameworks that I used as a foundation for this study were focused on intrinsic motivation and self-determination of the learner. While reviewing the existing literature, it became apparent that there was a need for more studies that incorporate intrinsic motivation, learner perceptions, and best practices of learner-centeredness regarding the use of multimedia in a fully online setting. Such literature may exist, but a limitation of modern research is that translation is not available across country

and language borders, so a limited view of the literature is prevalent in each major society. My study was largely built from the Expectancy Value Motivation Theory (EVMT; Wigfield & Eccles, 2000), Self-Determination Theory (SDT; Deci & Ryan, 1985), Learner-Centered design (Ihssen, 2009; Klipfel & Cook, 2020), and best practices suggested from Clark and Mayer's Cognitive Theory of Multimedia Learning (CTML; Clark & Mayer, 2011).

Purpose of the Study

The purpose of this study was to determine if a video-enhanced syllabus affected learners' intrinsic motivation, value, and expectancy of succeeding in the course. The syllabus video attempted to create a feeling of personal interaction as well as add value to the course by improving the perceptions that the learner has. The video enhancement sought to promote a positive experience for the learners and allow them to feel that the course had relevance to, and value for, their overall success and future endeavor. The foundation for the design of the video-enhanced syllabus included consideration of learner-centered course design, expectancy to do well in the course, competency of the instructor, positive perception of the course, and relevance for the course and career.

Scope of the Study

Learners

The scope of this study was limited to learners in courses at a special-focus sports university. The courses included in this research were taught fully online and used a common course structure. The courses were instructor-facilitated with varying assignment types and assessment measures. The courses were part of undergraduate, degree-seeking programs in the field of sport. The only common characteristic for the

learners was that they were all pursuing a degree in sport due to the university being a special focus, international sports university. The learners were degree-seeking and following one of three possible degree paths: Sports Exercise Science, Sports Management, and Sports Coaching. The participants in this study were enrolled in all programs and were at varying terms in the programs.

Facility

The study was conducted at a special-focus sports university, located in Daphne, AL. The university was a fully online sport-focused, degree-awarding international institution. It was accredited by the Southern Association of Colleges and Schools (SACSCOC), the National Committee for Accreditation of Coaching Education (NCACE), and was the only fully online university to receive accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). The university was founded in 1972 in response to the need for a unified sport education program. The university had functioned in a correspondence setting prior to transitioning to a fully online university in 2001. The university offered degree programs at the undergraduate, master's, and doctoral levels. The programs were taught by resident faculty as well as non-resident adjunct faculty, who did not live in the state of Alabama. The faculty all had degrees in their respective fields of study and had been teaching as well as working in the field of sport in some manner.

Research Questions

The research questions drove the focus of this study and hoped to determine if a learner-centered video-enhanced syllabus affected learners' intrinsic motivation, value,

and expectancy to do well. The research questions for this study were identified as follows:

1. How was the learner's intrinsic motivation affected by the use of a video-enhanced syllabus?
2. How did the use of a video-enhanced syllabus affect the learner's value in the course?

How did the use of a video-enhanced syllabus affect the learner's expectancy of success in the overall course?

Assumptions

There were several assumptions that emerged after reading the literature. The assumptions were based on the areas of motivation, expectancy, and value. Motivation theory as well as SDT were considered in this study. The assumptions that I made were:

- Learners would become more intrinsically motivated by watching a video-enhanced syllabus.
- Learners would feel there was more value in the course if the course included the video-enhanced syllabus.
- Learners would feel more expectancy of success from a video-enhanced syllabus.

Overview of Research Methods

The methods that I used in this study were appropriate for a Quan + qual mixed-methods, nonequivalent control group research design (Johnson & Christensen, 2017). Understanding the complexity of the research questions required the use of both qualitative and quantitative analysis. I selected a survey instrument that allowed for a look into the central aspect of intrinsic motivation, but a closer look at the emotional affective impact

of multimedia on motivation may have been better understood by analyzing data and concepts that stemmed from interviews.

The syllabus video was constructed from a learner-centered perspective and provided a detailed overview of the course structure and what to expect throughout the course. In addition, the video provided examples of how the content had been relevant to the instructor and would be relevant to the learner in the future. The instructors described their background and how they ended up in the field of study. There were also explanations of the grading structure, schedule, and any pertinent course information. The scripts were not a verbatim reading of the syllabus, but more of an opportunity for the instructor to connect with the learners and show them that there was a face behind the written text of the syllabus. The videos were created and edited in the production studio at the sports university. The videos all had a similar look and branding for visual consistency. The videos were stored in a folder on Vimeo and inserted into the Canvas course shells using an iframe. The videos were approximately five minutes or less and had little extraneous content, as suggested by Clark and Mayer (2011).

The video was listed on the homepage of the courses and was embedded within an HTML box frame so that it was set apart from the rest of the page content. Beneath the video was a pdf embed of the IRB documents and the link to take the survey and schedule an interview. The learners were able to select any time that was available for their interview. The interviews were to be conducted by another researcher and

transcribed in a Google document. The questionnaire data was collected in a Google form database and used in the analysis of the data.

The data was collected from two questionnaires that were combined to include all relevant subscales. The instrument was constructed from modified questions on the Intrinsic Motivation Inventory (IMI; Ryan et al., 1983) and the Expectancy_Value_Cost Scale (EVC; Kosovich et al., 2015). Quantitative analysis was conducted to compare the differences between the experimental and control groups. Interview data was analyzed using qualitative thematic analysis.

Research Study Limitations

The limitations of this study included time constraints, small sample sizes, limited faculty involvement, and generalizability. The data collection was smaller than hoped since the learners were not provided any rewards for completing the questionnaire or interview. There were some limitations in the demographics due to the study being conducted in only one region of the southern United States.

Significance of the Study

This study contributed to the overall literature on motivation, video use, and course syllabi. There have been few studies that focused on the effects that video has on the intrinsic motivation of the learner. The large collection of existing literature focused on the cognitive load of incorporating video into the online environment. This study provided direction for using learner-centered principles in video creation and the impacts on intrinsic motivation.

This study contributed to the literature on best practices for the creation of multimedia in the online course environment. If the results of the research proved

positive, then more directed videos could be created with the learner at the center of the design. Identifying methods to stimulate intrinsic motivation could lead to better outcomes for both the learner and the faculty. The original idea for this work was a product of looking for ways to improve the asynchronous courses at an online sports university. As I was the Senior Instructional Designer, a new design for course revision and implementation was part of my annual cycle. A review of the existing course maps revealed that there was no multimedia in most of the online courses that were being taught. Feedback from learner surveys indicated that most learners felt the courses lacked modernity, innovation, and motivation. After reviewing the literature described in this study, I designed a new structure for the course development and implementation of a video-enhanced syllabus. I explained the new design to the faculty and sent them sample scripts and storyboards to guide them in the writing of their own syllabus video scripts.

After notifying the faculty of learner-centered design implementation, I recorded and edited videos for them to include in their own courses. The use of these videos helped build multimedia into the existing courses and allowed the learners to connect with the instructors, who were largely unseen by the learners as it is a fully online university. This implementation has also allowed the learners to become more involved and feel connected to the university and their faculty.

If the results of this study showed an improvement and more motivation of learners in the course, then all courses going forward would have receive a syllabus video. The use of the syllabus video was also an opportunity to give faculty a means of academic freedom and to use their own personal experiences to make the courses more relevant. The courses were created by the Instructional Design staff, and faculty often did

not influence the design, only provided content to be used. This opportunity allowed more interaction and a face of the instruction to be provided to the learners.

Glossary of Key Terms

Intrinsic Motivation is behavior that is driven by internal rewards and arises from a desire to participate in an activity out of interest and enjoyment.

Extrinsic Motivation is behavior that is driven by external sources and rewards.

Learner-Centered Design is incorporating the perspective and cultural background of the learner into the planning and design of instructional materials.

Multimedia is the use of multiple mediums to communicate information.

Syllabus is a document that is used in classrooms to convey important information, expectations, schedules, and grading structures.

Connectedness is the perception of belonging and is achieved when a learner experiences a social relationship and integration into the online learning environment.

Learner Autonomy is having a feeling of control and ability to make choices when participating in a learning activity.

CHAPTER II

LITERATURE REVIEW

In the following review of important and foundational literature, I aimed to cover concepts associated with motivation and use of course syllabi. This section is divided into the following major areas – SDT, EVMT, and syllabi. The overall focus of this study was to investigate what affects motivation in online courses and to understand the best practice for creating a learner-centered syllabus video. This literature review discusses the important studies done in these areas and implications for future focus.

Theoretical Framework

Learners in online courses have often found it difficult to interact and communicate with the instructor. The online classroom creates myriad barriers to having interaction and feelings of connectedness to the course and the instructor, which have been key in the positive experiences of traditional learners (Hehir et al., 2021). The first interaction that the learner has in a course is largely with the syllabus itself, due to the importance of the information in the syllabus (Slattery & Carlson, 2005). This research is built on frameworks that contribute to increasing motivation and positive learner perception of the value and the expectancy of success in the course.

Theories of motivation attempt to explain how learners are motivated both intrinsically and extrinsically. According to Deci and Ryan (2000), intrinsic motivation is the act of doing something for inherent satisfaction and not for gaining external rewards. They suggested that intrinsic motivation is a natural response to curiosity and readiness to learn. Wigfield and Eccles (2000) suggested that a key component of intrinsic motivation is the belief that the learner will be successful in the task as well as perceived value in the

completion of the task. The earliest attempts to define intrinsic motivation were derived from a reaction to behaviorist theory that tried to explain that behavior was driven by the reward, however, later evolved into the idea that learners engage in behavior for reasons of self-interest and enjoyment (Deci & Ryan, 2000). Intrinsic motivation is complex, and many factors have been determined to contribute, such as control, choice, autonomy, and the appeal of challenge (Deci & Ryan, 2000). While both intrinsic and extrinsic motivation are critical components of learning, Bauer et al. (2016) suggested that intrinsic motivation is the type of motivation that is most strongly related to learning. Zak-Moskal (2014) argued that autonomy-supportive tools are key in meeting the basic needs as discussed in SDT literature.

Motivation is a focus of learning because it is an indicator of learner success (Keller, 1987; Wigfield & Eccles, 2000). If the learners have been motivated because they believe that they will find value in the assignments throughout the course then this is related to the intrinsic motivation that they experience (Eklöf, 2006; Wigfield & Eccles, 2002). Wigfield and Eccles (2002) described the belief of ability to be related to the perception of a successful outcome in the present situation and the expectancy belief to be related to the perception of future success. They further discussed the belief of usefulness in achieving intrinsic motivation as being related to relevance to the interests of the learner.

Deci and Ryan (2000) described extrinsic motivation as the behavior that is done due to an outcome. The definition provided by Deci and Ryan (2000) supports that extrinsic motivation can be driven by both positive and negative external outcomes. They further described that extrinsically driven individuals may do so for both choice and

compliance. The relationship that extrinsic motivation has with intrinsic motivation has more recently been suggested to be complexly intertwined and not independent of each other. Derfler-Rozin and Pitesa (2020) suggested previous findings that extrinsic motivation had negative effects on intrinsic motivation were incorrect and proposed that motivation may have levels of impact on the individual, depending on the perceived impact of the outcome. Deci and Ryan (2008a) discussed that over the history of developing SDT, a more central focus emerged – autonomous motivation. Autonomous motivation consists of both intrinsic motivation and extrinsic motivation that an individual incorporates into their sense of self. Autonomous motivation provides a clearer picture of the interaction between intrinsic interest and extrinsic motivators (Deci & Ryan, 2008a).

Self-Determination Theory

SDT is a core theoretical framework that promotes the role of self-efficacy as a motivating factor for learners. This framework grew within the field of psychology and has expanded to include many works in the metacognitive views of self-determination. While the original iterations of this theoretical framework date back to the 1980s, more recent findings substantiate the impact of self-determination on motivation (Deci & Ryan, 2008a). One of the foundational beliefs of this theory is that the learner's autonomy, confidence, and relatedness contribute to the level of motivation (Deci & Ryan, 2000, 2008a). Deeply rooted in SDT are the assumptions that three basic needs must be met for the learner to achieve the optimal level of motivation: autonomy, competence, and relatedness (Deci & Ryan, 2008a, 2008b). Zak-Moskal (2014) discussed that intrinsic

motivation is improved when there are supports in place, such as video, that meet these three basic needs of SDT.

In a major seminal work, Deci and Ryan (2000) provided a detailed look at the relationship between autonomy and relatedness. They suggested that relatedness is the desire to feel connected to others and is a fundamental need underlying autonomy. Autonomy is the desire to self-organize the experiences and behaviors related to self. In this study, they described the relationship between intrinsic motivation and autonomy. They discussed that when an activity has intrinsic value and an external reward is introduced, the individual can feel controlled, and an innate response is to remove some enjoyment and perform at lower levels due to an external force creating the feeling of loss of control over doing the activity. They suggested that other studies showed a mediating role of perceived autonomy, which can greatly impact the desire to do tasks and activities that once had a greater intrinsic interest. In this literature, Deci and Ryan (2000) provided further findings that suggested greater intrinsic motivation occurs when the learners perceive the teachers as being warm and caring about their success.

Deci and Ryan (1985, 2008b) have given insight into the needs that humans have, which drive their motivation. This theory has been successfully used in many situations and across disciplines and can explain motivation from a depth of understanding. This theory is based on three major needs: autonomy, competency, and relatedness, which is understood to be shared by all humans. One area of this framework focuses on explaining the intrinsic category of human motivation. The area of interest to this current study is largely focused on intrinsic motivation and will pull from their work in this area, specifically relatedness.

In another work from Deci and Ryan (2008b) approaches to SDT were discussed in regard to autonomy. This literature suggested that autonomy is a critical element in successful therapeutic encounters. Deci and Ryan (2008b) focused on the discussion of autonomy, competence, and relatedness due to its proven success in health and well-being. They posited that motivation can be impacted positively by creating experiences that allow autonomy, relatedness, and competence.

Vasconcellos et al. (2020) discussed that autonomy is defined as the need to experience a sense of willingness in a learner's self-actions, competence as the need to experience effectiveness in the learner's interactions with the world, and relatedness as the need to feel connected with peers, and the feeling of being accepted. In the study, Vasconcellos et al. (2020) applied a multilevel structural equation model to meta-analyze their data from a systematic review. The study identified a total of 265 relevant studies with adaptive or maladaptive outcomes. They found that autonomy, competence, and relatedness satisfaction were strongly correlated with autonomous learner motivation.

Delos Reyes and Torio (2021) described that learner autonomy is the freedom to make decisions without external considerations and the ability to become resourceful through the learning process. The learner's confidence may be increased by feeling that the course has relevance, and the expectations of the course are attainable. The perception of the instructor's willingness to assist in the success of the learner should stimulate intrinsic motivation and contribute to attention to tasks. In the study, Delos Reyes and Torio (2021) focused largely on the rapport between the teachers and the learners. The study was constructed to examine the Central Visayan Institute Foundation-Dynamic Learning Program (CVIF-DLP) system and the level of learner autonomy. The CVIF-

DLP uses a systems approach to train learners to learn autonomously by implementing a process-induced learning experience. This intervention was based on a learner-centered framework which allows the learners to have more time doing tasks that are self-driven than in a classroom where the teacher directs the activities. This intervention gave the learners the autonomy to direct 70 – 80 percent of their learning activities and left 20 – 30 percent of the time for lectures and discussions. This intervention was referred to as a parallel class scheme and provides for multiple classes to be held simultaneously, while the teachers go from one class to another. A correlational study was conducted among 174 learners who answered scales to measure their rapport with their teacher and their level of learning. The results showed a significant correlation across all groups, which indicated that as the learners had more autonomy in constructing their learning activities, the more rapport they developed with their teachers (Delos Reyes & Torio, 2021).

Zak-Moskal (2014) conducted a study that used video tutorials in the online course setting and examined the effects of autonomous support on intrinsic motivation. Her study was based on the SDT. Zak-Moskal (2014) discussed the need for more research to focus on the effects of technology tools on learner motivation since much of the existing literature does not apply established motivational theories. The purpose of Zak-Moskal's (2014) study was to examine the effects of video tutorials, which were created from an autonomy supportive context, on the intrinsic motivation. Autonomy supportive context was described as providing instruction from the perspective of the learners. This perspective provided choices, encouraged self-initiation, as well as used controlling language and events throughout the assignments and goals that were set. This was a quasi-experimental study that used the Intrinsic Motivation Inventory and the

Academic Motivation Scale as the instruments. A written description of the video tutorials was included in the learner's syllabus and focused on framing the goals through autonomy supportive language. Learners used blogs to help facilitate the discussion of the use of the video tutorials. This study had some limitations, which included using a non-equivalent control group design and homogeneity of the subjects. The study took place at a private, non-profit university and included undergraduate learners. Zak-Moskal (2014) used a sample from the same instructor, over four courses and half of the learners were included in the control group and the other half were in the experimental group. The learners in this study were given the opportunity to complete the questionnaire multiple times to increase participation. The data from the questionnaires was compiled in SPSS software for a MANOVA analysis. The results of the study for the value/usefulness subscale first showed no correlation, however upon further examination, it was suggested that due to the video itself being the activity, the questions of the instrument may not have made much sense and further suggests that the subscale be reevaluated with consideration for its use in this context. Zak-Moskal (2014) continued with the analysis of the subscales and suggested that the results were not as defining as they could have been because existing literature applying SDT is largely missing discussion on the autonomy supportive context. This study also did not measure the motivation of the learners immediately after the intervention, this may have prevented any increase in intrinsic motivation from being identified in direct correlation to the intervention. Further studies are needed to provide more insight into the use of video and motivation.

Deci & Ryan (2008b) suggested that extrinsic motivation can be converted to influence intrinsic motivation. This empowerment allows the learner to actively

participate and have more successful experiences in the learning environment (Chung & Davies, 1995). The motivational theoretical frameworks that drove this research include EVMT and SDT. Similarities are found within both of these foundational works; however, there are important aspects that I use to support a more widely useful foundation for motivation in an online setting.

Expectancy-Value Motivation Theory

The belief that expectancy of success and value placed into tasks has grown over time and has changed with research conducted in various fields of study. Expectancy-value theory began in the early 1900's with seminal works by Lewin and Tolman, who discussed that the valence of a task influenced its importance to the learner (Atkinson, 1957). Tolman's work focused on the Expectancy Principle of Performance, which included a third variable - incentive (Atkinson, 1957). Within the field of social psychology, the research grew to include the attitudes and beliefs about success. These early works on achievement motivation included studies from Atkinson (1957), who posited that behaviors of success derived from the choice that the learner makes among tasks and persistence to complete the tasks. Atkinson (1957) described the expectancies for success as the learner's expected probability that the task would lead to success. One of the original problems that Atkinson (1957) sought to understand was the choice of the learner to select a task out of a range of choices that differed in rigor and used performance as the dependent variable. Three variables were used in the study – motive, expectancy, and incentive. Expectancy was described as a cognitive anticipation aroused by cues that performance will have a consequence. Incentive was described as relative attractiveness of a goal or relative unattractiveness of an event that arose from an act.

Motive was described as a disposition to strive for a certain satisfaction for attainment of incentives (Atkinson, 1957). Atkinson's (1957) study suggested a theoretical model that represented how individual differences in the strength of achievement-related motives influence behavior in competition. The theoretical model attempted to explain how the motive to achieve and the motive to avoid failure influences behavior in situations where a standard is used to evaluate the performance on the task. Atkinson (1957, 1964) assumed that the incentive value of success is a positive linear function of difficulty and negative incentive value is a negative linear function.

Wigfield (1994) has been a long-standing leading scholar in the area of expectancy-value. While other scholarship is valuable, this study follows the modern progression of his philosophy and theory (Wigfield & Eccles, 2000, 2002). The research on expectancy-value theory expanded to include discussions on how the learner's beliefs about how well they will do on a task influences the expectancy of success (Wigfield et al., 2009).

Wigfield and Eccles (2000, 2002) provided much research into the variables that inform motivation. A large focus of their work has been on intrinsic motivation. They identify beliefs as being key indicators of motivation, which include ability beliefs, expectancy beliefs, usefulness, cost, and situatedness. A look into the ability beliefs of the learner suggested that the focus is on the present perception of the learner in their ability to do well. Expectancy is focused on the future supports that they perceive to be available to them. Usefulness is more of a reflective aspect in that it can stimulate motivation if the learners feel that the present experience has relevance to their lives.

Wigfield and Eccles (2000, 2002) discussed the role of expectancy and value in the learner's beliefs, which contributes to their success and motivation. Eccles (1984) proposed that task value is a critical mediator in achievement behavior. Eccles' (1984) study used 350 junior and senior high school learners, teachers, and parents in a pretest – posttest design and after one year. The findings showed that the motivation to continue taking math classes was predicted by their value of the courses and their level of anxiety. The role of the mothers had a significant effect on the motivation of the learners. This led to a discussion of the role of socializers in the motivation of the learners. This study was one of several that Eccles and other researchers conducted to utilize their expectancy-value model of achievement (Wigfield & Eccles, 2000). This model was later revised to become the expectancy-value model of achievement motivation (Wigfield & Eccles, 2002).

The beliefs about ability in Wigfield and Eccles' (2002) model describe the learner's perception of ability. The ability beliefs represent the perception of the present ability that the learner has. Expectancy was described as the perception of the future ability to be successful with supports. Usefulness was related to the relevance that the learner perceives to be useful in their success or future. Usefulness was also related to the cost that is required to complete the task. If the cost is perceived as being worth the effort, then the motivation is higher to persist until completion (Wigfield & Eccles, 2002).

Largely, the work of Wigfield and Eccles has focused on the adolescent population as well as in the elementary and secondary classroom environments. Several studies have been conducted by Wigfield and Eccles over the years and provide

longitudinal data from three major studies (Wigfield & Eccles, 2000). The first study focused on gender differences in achievement beliefs and values about Math and English, from fifth through twelfth grade learners. The learners completed yearly questionnaires for two years (Wigfield & Eccles, 2000). The findings from the first study showed that the boys' estimates of the value of math are significantly related to their past mathematics performance as well as the estimates of their math ability by their teachers and parents. The beliefs of ability for girls were not related to any of the three factors of the boys' beliefs. The girls' beliefs were related to their plans to continue enrolling in the math courses and their math grades one year later. The girls' beliefs were also attributed to their stereotype of math as masculine, career plans, and the importance of math in their parent's beliefs (Eccles, 1984).

A later investigation of the original longitudinal study focused on the difference in beliefs and values about academic subjects, sports, and social activities during the transition from elementary to junior high. This investigation used a sample of sixth grade learners that transitioned to a junior high school in seventh grade. This additional investigation found that there was a biasing effect of the mothers' stereotypical beliefs regarding gender perceptions of the abilities of their children (Jacobs & Eccles, 1992).

A third investigation of the longitudinal study occurred as a three year follow up to the larger ten-year study that examined the change in learner's ability beliefs over the years. The third investigation consisted of approximately 615 learners and had stability correlations that indicated a moderate to strong stability in children's competence beliefs. In this third study, the competence ratings increased over the early elementary years, but the children's competence beliefs and ratings of usefulness decreased over time. Their

interest in sports and math did not decrease and the differences in gender, subjective task values, and competence beliefs did not change over the years (Wigfield et al., 1997).

During each segment of the longitudinal study, learners completed questionnaires. The participants were from lower to middle class European-American backgrounds (Wigfield & Eccles, 2000). Wigfield and Eccles' work may be limited in scope because it does not generalize the populations, nor does it consider the use of multimedia, specifically video, as well as the perception that a learner has about the course and the instructor. Wigfield and Eccles (2000) suggested that future research might examine the similarities and differences in the measures for ability beliefs and test for validation of the previous studies.

Regarding learner motivation, Wigfield and Eccles' (2000, 2002) Expectancy-Value Motivation theory suggested that learners were motivated by feelings of control and confidence. If learners feel that they can understand what is expected of them and have a clear presentation of the requirements for success then they will perform at higher levels and achieve higher success in the course (Torenbeek et al., 2011).

Research shows that motivation is a predictor of success (Goodman et al., 2011). Motivation is significant for this research because when learners are motivated, they feel confident and in control of their educational outcome. Motivation has been found to have a positive relationship with learner success (Martin et al., 2018). According to Expectancy-Value Motivation theory, the learner's success in the course is dependent on the perceived ability to do well (Wheeler et al., 2019).

Cognitive Theory of Multimedia Learning

The use of multimedia in courses has increased over the past decade and has become a common practice in online learning. Much of the existing research on the way that people learn has focused on the effects of text, audio, and images on the cognitive processes of the learner and suggests that better results occur when learners use text and images together (Mayer & Moreno, 1998; Mousavi et al., 1995). Learners have more positive results and retention when they are presented with text in the form of written words or auditory words along with the corresponding images that demonstrate the instruction or concept (Clark & Mayer, 2011). Clark and Mayer (2011) suggested that using the established twelve principles of multimedia instruction can improve the effectiveness of the learning experience. The principles provided by Clark and Mayer (2011) include using the following:

- coherence principle
- signaling principle
- redundancy principle
- spatial contiguity principle
- temporal contiguity principle
- segmenting principle
- pretraining principle
- modality principle
- multimedia principle
- personalization principle
- voice principle

- image principle

Largely, the research on using the CTML has been confined to laboratory settings and not examined in authentic learning situations (Fyfield et al., 2019). Due to the limited available literature on studies using these principles, I provided a description of the principles and discussed why I selected only four of the twelve principles for this research.

Clark and Mayer (2011) have contributed to the development of quality multimedia design and use in the online classroom. The principles of multimedia design have evolved into a framework for creating multimedia resources that consider the cognitive processes and overload. This was based largely on the existing work of Sweller et al. (2011) and has been used by instructional designers to create effective videos for learning environments.

The coherence principle suggests that extraneous information should be removed to avoid using cognitive space and limiting the overload on the learner. If information or images contain unrelated information, then they should be removed from the instruction (Clark & Mayer, 2011). Use of this principle to guide the design of online videos is complex considering the findings of Muller et al. (2008) which failed to find evidence for the coherence principle in an authentic learning setting. Muller et al. (2008) included interesting but extraneous information in their online course media. The study included 104 learners from high school and first-year college learners and focused on the use of multimedia in discussing stellar spectra. After the learners were exposed to the multimedia, they were given retention and transfer tests that covered only the material common to both treatments. Their findings showed both treatment groups showed similar

performance. The discussion from this study suggested more studies on the effects that interest has on mitigating the extraneous information (Muller et al., 2008).

The signaling principle suggests that the learner pays attention to what is shown to them to be of importance or a focus. This can be done by using visual cues to direct the attention of the learner to the material being provided. Since this principle was not relevant to this study, the literature on relevant studies is beyond the scope of this review.

The redundancy principle suggests that the use of verbatim text in addition to the auditory text is a hindrance to the learner. They can focus on one or the other but when both are presented simultaneously then the information content is split between processing channels. Since this principle was also not relevant to this study, the literature on relevant studies is beyond the scope of this review.

The spatial contiguity principle suggests that the learner should be provided with text and visuals that are in close proximity to each other. Again, this principle was not relevant to this study, so the literature on relevant studies is beyond the scope of this review.

The temporal contiguity principle suggests that the learner should be presented with words and visuals at the same time instead of in consecutive order. Hidayat et al. (2018) conducted a study using quasi experimental, posttest only design and implemented e-learning material with one group using media created using the contiguity principle and one group using no principle. The study took place in a vocational high school in Indonesia. Their results showed that there were insignificant differences in learning

achievement and motivation between the learners using e-learning media that was created using the contiguity principle.

The segmenting principle suggests that information that is segmented or chunked will be more useful to the learner than one long continuous presentation of information. Fyfield et al. (2019) suggested that literature available supports reduced length in videos and video segments to direct the learner's attention to specific information being presented. Mayer et al. (2018) conducted a study that applied the segmenting principle to online Geography slideshows. Their study was a 2x2 between-subjects design, which included segmented versus non-segmented conditions. The learners were able to progress through the lesson by moving from slide to slide to view the solution for an extended GIS problem. The study findings showed that there was a segmenting effect and the learners with segmented conditions performed significantly better on transfer tests (Mayer et al., 2018).

The pretraining principle suggests that missing context knowledge should be provided to the learner prior to introducing new information (Mayer, 2009). Information can be presented in ways that allow the learner to access it independently and for as long as needed to get them familiar with components before they ever are exposed to media that demonstrate or describe how the components all work together (Mayer, 2009). This should help to connect the existing schema or fill in the missing areas of the learner's schema. The existing literature on this principle in authentic learning situations was limited and not readily available to use in this review.

The modality principle suggests that there should be words and images, rather than words alone. Having a visual representation helps to connect the information and

give identifiable context for the words. The multimedia principle supports this by adding that the images used should enhance or clarify the information being presented (Mayer, 2009). Since this principle was not relevant to this study, the literature on relevant studies is beyond the scope of this review.

The personalization principle suggests that an informal, conversational tone is more effective than a formal tone in the instruction. The voice principle further states that a human voice is even more effective than just a computer-generated voice (Mayer, 2009). Antal et al. (2017) conducted a study that implemented the use of the personalization principle along with four other multimedia principles to create a fifteen-minute video that described a clinical trial. In their creation of the video, a narrator described what was being viewed in the video and was visible and looking at the camera while talking. The actor that was used in the narration had no notable accent and used conversational language throughout. The narrator was provided with a script and was of mixed racial and ethnic descent and spoke clearly and in learner-focused terminology. The information was presented in a way that let the learner navigate through the information in segmented sections. This study included both adolescents and parents with varying cognitive abilities. Since they used five of the learning principles, this study has limitations because one principle cannot be singled out as more effective than another, independently. The results showed that there was an enhanced comprehension of medical information after watching the videos (Antal et al., 2017).

The image principle suggests that a talking head video is not the most effective method for personalizing the information (Mayer, 2009). This principle was still in need of more research and this study sought to determine if the use of an instructor is an

effective method in the video. These principles have become an industry standard for creating multimedia in online learning.

Keller's ARCS Model of Motivation

A useful and widely accepted model of motivation in instructional design is the ARCS model of motivation. The acronym ARCS stands for attention, relevance, confidence, and satisfaction. Keller's model was created out of a desire to explain the motivation of learners and the sustained motivation of a learning experience (Keller, 1987; Choi & Johnson, 2005). This model was largely based in expectancy-value theory and suggested that motivation can be achieved by designing instruction that meets this criterion (Keller, 1987).

This framework suggests that the learner should have an experience that gains their attention, provides relevance to their life by telling the learner why they should learn the material, makes them feel confident in their ability to succeed, and provides them with satisfaction through feelings of pride in accomplishment. These conditions need to be met for the learner to become motivated and to remain motivated once the learning has begun (Keller, 1987). This model is proven to be valid and has been used in both the traditional as well as the online classroom.

Learner-Centered Design

Learner-centered design focuses on creating a motivational and approachable environment for the learner. This type of design is reflective of backward design and promotes active learning (Palmer et al., 2016). Learner-centered design removes a punitive and singular connotation from the experience and promotes a more collective approach, using terms such as 'we' instead of 'you,' and 'our' instead of 'your' (Palmer

et al., 2016). Reeves (1999) suggested that using the learner-centered design will improve motivation.

Learner-centered design has been used in education to help provide guidelines for creating instruction (Pillai et al., 2014). Learner-centered design has origins in the user-centered design framework, participatory design, and cooperative inquiry and attempts to put the needs of the learner at the center of the design process. Much of the literature mentions the consideration of learner-centeredness when designing their instruction, but few studies pinpoint a collective and organized framework that can stand alone as the authority on learner-centered design theory. Lu and Han (2018) discussed that the aim of all learner-centered design has historically contributed to higher quality teaching methods and provided a constructivist environment in the classrooms.

Palmer et al. (2016) suggested that the elements of learner-centeredness include: headings that guide the learner, have visually interesting layouts, eliminate policy from the dominant wording, and have a personal and inviting tone. Heim et al. (2019) suggested that a learner-centered approach includes designing the classroom around the learner - providing scaffolding experiences, framework for developing methods for success, and focusing on learner needs. In Heim et al. (2019) study on learner-centered syllabi, they found that the syllabus learning objectives were indicative of learner centeredness. They further suggested that a learner-centered syllabus serves as a form of communication between the instructor and learner. They also suggest that having the learner centered syllabus improves rapport and promotes positive learning and engagement throughout the course (Heim et al., 2019).

Cullen and Harris (2009) developed a scoring rubric for determining if the course is learner-centered and suggested that this would improve the learner perception of the course if the syllabus also incorporated this framework. The rubric that they developed suggested that there are three characteristics when examining learner-centeredness. The characteristics that they identified were community, power and control, and assessment and evaluation; with each characteristic then having subcategories that were broken down even further. Community is defined from the social constructivist perspective and includes the social learning peers that the learner collaborates with to share backgrounds and skills with each other. Power and control are defined from the understanding of academic control and the adverse effects that loss of control can have on the learner's performance. Assessment is understood to include formative feedback from the learners to the instructors, while evaluation refers to the summative determination of learning outcome success. Their study used syllabi from their own campus and when they analyzed the syllabi, they found that a majority of the syllabi contained all of the characteristics. Learner-centered learning approaches to education have shown that having learners become more active in the learning process promotes intrinsic motivation (Lindblom et al., 2006; Torenbeek et al., 2011).

When instructors function in the role of a facilitator, they have the ability to promote learner-centered design and allow the learners to reduce the perceived distance between the instructor and learner. Delos Reyes and Torio (2021) suggested that fostering learner autonomy is a core principle of a learner-centered approach and a necessary aspect of establishing teacher rapport with the learner. If there is less distance between the learner and the instructor then there can be more effective communication and

confidence in doing well in the course tasks (Martin et al., 2018). If the learner feels that the instructor is competent and upfront about expectations, then the learner may be motivated to complete all tasks in the course and do well on them. Martin et al. (2018) suggested that motivation is directly related to engagement through increasing the learners' interest and attention.

The Use of Syllabi

The syllabus can influence the value that the learner places in the course as well as the expectancy that they have for success. According to Wigfield and Eccles (2000) when learners feel that there is value and that they have confidence in their expectancy to do well, they are more intrinsically motivated and thus more successful. Wheeler et al., (2019) further suggested that having a learner-centered approach and a syllabus that informs the learner of the expectations and fosters a positive perception of the instructor then the learners have higher rates of increased motivation.

The syllabus is the opportunity for the instructor to present course expectations and information in a way that will give learners the motivation to do well (Merrill, 2020). The tone of the syllabus can also foster motivation because according to the personalization principle of CTML, the conversational style language of an introduction will engage the learner and promote conversation with the instructor. Learners may form perceptions in the beginning, due to the syllabus, that they will be successful in the course (O'Brien et al., 2008; Wheeler et al., 2019). Learners may also begin to perceive value in the course if the syllabus is designed in a way that promotes successful completion of the objectives (Wheeler et al., 2019).

The course syllabus is the first look at the course that most learners have. The first impression of a course and the instructor can create an atmosphere of positive learning or negative expectations for success in the course (Thompson, 2007). An effective course syllabus should provide motivation for the learners and leave them with a feeling of positivity and encouragement to be successful (Habanek, 2005).

Wheeler et al. (2019) examined whether there were differences between learner-centered syllabi versus content-focused syllabi. In their study, they created two versions of the syllabus for the same course using a syllabus rubric that they had created for the 2014 POD Network Innovation Award. The syllabus that was used in the research study assessed the degree to which a syllabus achieves a learning orientation. The syllabus rubric included four criteria - learning goals and objectives, assessment activities, schedule, and overall learning environment. They presented three key findings on the perception of the syllabus, perception of the course, and perception of the instructor. They found that the learner-focused syllabi were perceived as more thorough, more interesting, and relevant to the learners' lives, while the content-focused syllabus' tone made the professor seem cold, uncompromising, and unfriendly.

Slattery and Carlson (2005) examined different types of syllabi to determine a best practice for preparing an effective syllabus. They suggested that syllabi should create an effective structure for both faculty and learners, be motivating in their tone, serve as a contract, and include detailed information. Their study suggested that the syllabus is the first impression that the learners have of a faculty member and the course, and its look can cause unwarranted perception of the content when the syllabus' presentation is insufficient or unstructured. They suggested that making the syllabus organized and

easily accessible should be included in the design process. They also suggested putting the information that learners access the most often in the front of the syllabus. They suggested that the most effective syllabi are warm and friendly and that highly effective syllabi characterize completeness of information, course description, course goals, assignments, schedule, motivational comments, and engages learners as collaborators. They further suggested that considering solutions on how to present the material more clearly can be important first steps.

Littlefield (1999) suggested that a syllabus serves seven purposes: sets the tone for a course, motivates learners to set lofty but achievable goals, serves as a planning tool, structures learners work, helps faculty plan and meet course goals, serves as a contract between faculty and learners, and is a portfolio artifact for faculty. They suggested that the syllabus and the syllabus discussion both help to set the tone for the course. But in an online course where the syllabus is largely a text document, it can be difficult to create and interact in a discussion.

Harnish and Bridges (2011) suggested that the syllabus is one way that learners can form an impression about the personality of the instructor and about their attitudes toward learning and learners. They explored the importance of the course syllabus and the perception of the instructor and the course. They had learners read either the friendly or the unfriendly syllabus and some read the friendly or unfriendly syllabus and then watch a 5-minute video-taped lecture. Participants completed a questionnaire, based on the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991). The learners that were assigned to the syllabus and video option, were asked to read the syllabus, and then told that the instructor left behind a video for them to watch and then

they could evaluate them based on the video. They found that a syllabus written in a friendly tone improves the impressions of the instructor and the course. Those who watched the video were less likely to rate the instructor as warm, approachable, and motivated. They suggested that the limitations of not being an actual course where the instructor could continually revisit the syllabus and the uncontrollable aspects of attractiveness, gender, and speaking style may not be a true reflection. Future work suggestions include looking at the differences of those uncontrollable aspects. They suggested that because of the continued interest in remote learning and distance education, instructors may never meet their learners, which affects learner perceptions, and will play an important role in determining the learner evaluations of teaching.

Since Slattery and Carlson (2005) suggested that the most important information should be put first in the syllabus, having a video to enhance the syllabus experience could provide this information prior to the learners ever reading the text of the document. This research incorporates a video-enhanced syllabus, which may make the online experience more motivating and valuable to the learner. The syllabus video may improve intrinsic motivation by introducing relevance from the course that could impact their career. This video enhancement may make the learner in an asynchronous course feel more connected to the course and the instructor because they can see the face of the instructor and hear the tone in his voice, not just in the words they read in the syllabus. In web-based courses, it can be difficult to interact with the learners in a meaningful way and according to Wheeler et al. (2019), the perceived value that learners place on a course may be positive or negative depending on previous experiences and the course description.

Pintrich et al. (1991) suggested that learner motivation consists of factors related to both intrinsic and extrinsic motivation. Intrinsic goals are goals that are self-driven, such as challenge, skill mastery, and task value; however, extrinsic motivation goals are those that include grades, performance, competition, etc. (Bandura, 1989; Pintrich et al., 1991). If learners have a feeling of success and confidence because the syllabus is clear and well organized with information that promotes interest, then they learners may be internally motivated to strive for achievement. Another important foundational framework is focused on Bandura's (1989) Social Cognitive Theory, which said that learners can acquire knowledge directly from observing and interacting with others. Bandura's (1989) Social Cognitive Theory underlies the belief that extrinsic learner motivation can directly impact the success in a course and can directly affect task choices (Pintrich et al., 1991).

Slattery and Carlson (2005) suggested that the syllabus is an extremely useful motivation element within the course. They also argued that the syllabus is what sets the tone of the course if discussion accompanies the syllabus. If the syllabus is presented by the instructor through video delivery, then this provides the learners with a form of social interaction that can influence the way that the learners perceive the difficulty and competence of the instructor. Grigorovici et al. (2003) examined this perception through the use of interactive syllabi and found that learners had higher perceptions of the course and instructor when using hyperlinked interactivity. This interactivity did not include the use of social presence or instructor delivery. Having an instructor that delivers the information contained within the syllabus may promote even higher levels of positive learner perception, which will lead to increased motivation and successful outcomes.

Harrington and Gabert-Quillen (2015) examined how learner perception of a syllabus can directly impact motivation. In the study conducted by Harrington and Gabert-Quillen (2015), 149 learners were selected to examine the syllabi that consisted of one of a total of six characteristics to identify their perception of the instructor. The perception of the instructor was based on one of those six characteristics. They discussed the difference in syllabi that were short, medium, and long, as well as examining the use of images versus non-inclusion of images. Learners that participated in this study were asked to complete questionnaires and asked to participate in focus groups that attempted to discuss the perceptions that were formed of the course and the instructors. In the discussion of the results, they found that there was a more positive perception of the longer and medium length syllabi and less positive perceptions of the shorter syllabi. They also found that there was no significant difference when images were used compared to non-inclusion of images.

If a learner perceives that the instructor is approachable and willing to assist in areas of need during the course, then the learner is more likely to reach out to the instructor for assistance, which will also lead to success in the course (Ludy et al., 2016). In this study, learner impressions of course syllabi were examined to identify the relationship between a more contractual, text-heavy syllabus and a syllabus that was engaging and consisting of graphics. They used learners in an undergraduate nutrition course to view one of the syllabus types and then complete a survey. The survey results showed that the learners who read the engaging syllabus had more positive perceptions of the course and found it to be more comprehensive in detail.

Richmond et al. (2019) examined the use of learner-centered principles in syllabus design and the influence on the learner perceptions of rapport, caring, helpfulness, willingness to seek help, and motivation. They assessed 109 syllabi from a previous project – Project Syllabus Analyses – to reveal the percentage that each one presented learner-centered characteristics. They found that the syllabi had become more learner-centered over the last few years and then discussed the literature to support this design style and the motivation and positive perception of the learners. They suggested that this can lead to the learners having a positive perception of instructor competence and presents a positive tone to reduce wrong first impressions. They also suggested that if a learner-centered approach is used in syllabus creation then learners will be encouraged to seek help from the instructor because they find them to be more personable and approachable.

Some of the elements of a learner-centered syllabus include: an engaging, question-driven course description, long-range goals, robust descriptions of assessments and assignments, detailed schedule, motivating tone, and a focus on how the learner can be successful (Wheeler et al., 2019). The findings of Wheeler et al. (2019) proposed that the learners placed value in the syllabus as a whole because of the learner-centered language and the connection they felt to the course and the instructor. In their study, Wheeler et al. (2019) examined different types of syllabi to identify the learner perceptions for each. They also looked at how the instructor communicated the information in the syllabus to the learners to identify the type of content focus. In this study, learners were assigned randomly to read U.S. History syllabi – one learner-focused and one content-focused. The study was conducted as a mixed methods study and the

findings showed that the learners had a significantly more positive perception of the learner-focused syllabi and the instructor.

If the perception of the course and professor is positive, learners may continue their studies or stay enrolled in the current course. Harnish and Bridges (2011) explored the use of a syllabus written in friendly terms to promote positive instructor perception. The use of a friendly tone and feelings of success in the syllabus may encourage learners by helping them feel secure in the ability to succeed. These may not be the only influencing factors, however, they are the ones largely discussed in the literature. I am confident that as the research progresses, more factors may be revealed.

Syllabus Design

The design of a syllabus is crucial in affecting the online classroom environment and has implications for motivation of learners (Slattery & Carlson, 2005). Mazawi and Stack (2020) suggested that a syllabus reflected the professional judgment of faculty, who convey information about course expectations in a personal manner. Instructors spend many hours on the creation of syllabi. Mazawi and Stack (2020) posited that the syllabus was also a piece of the academic scholarship that should be a reflection of the instructor and their organization. They further suggested that an instructor's teaching philosophy should be readable throughout the document and should reflect the theories of teaching and learning. Mazawi and Stack (2020) discussed the idea that a syllabus contains informative information that is a culmination of the bodies of knowledge that affect the community of practice.

Mazawi and Stack (2020) suggested that the design of syllabi has a deep connection to the epistemic politics that often dictate the academic field. The literature in

general defines the practices and effects of a syllabus that is distributed in written form and often text-heavy and can inform the first impression that the learner has of the course (Lightner & Benander, 2018). The mode of video delivery of the syllabus is scarce, and few studies exist in this present perusal of the existing literature. One study was found that describes the design and implementation of adaptive, interaction-based video syllabi, however this literature is not available in English and was translated with the working knowledge that I have of Korean. The study from Shim and Choi (2020) attempted to define the online video syllabus and provide a template to use for creating such. They posited that the significance of the syllabus as a teaching and learning instrument is an important element in the planning of the course. The video syllabus described by Shim and Choi (2020) is a three-dimensional structure that was shown to increase the usability and convenience of the information. Further review of existing literature cannot be completed at this time as no current studies have been found.

Videos for Instructional Use

Video instruction in online learning environments may be used to provide the learners with a more authentic feel and provide the personal connection that they would receive in a traditional face-to-face classroom. Video provides a face and voice to the written text through audio elements, visual characteristics, and social cues (Stohr et al., 2020). Having an instructor explain through video, how and why the course is relevant, and how to be confident in meeting the learning objectives may increase the intrinsic motivation, and overall success in the course. According to Wigfield and Eccles (2000), learners that perceive the course to have value for their future and their career will be more intrinsically motivated to succeed in finishing the course. Having the video to

enhance the syllabus and deliver the message of relevance through a personally identifying medium and explain how to do well in the course, while using learner-centered principles may help to encourage the perception of value in the course demands (Richmond et al., 2016, 2019).

Wheeler et al. (2019) suggested that learners feel more connected to the instructor and the course when using learner-centered language, so including a video enhancement that provides an extra layer of presence may help increase the intrinsic motivation. Allowing the learner to view the instructor and hear the details of how the course is relevant to their academic as well as future career may help to stimulate the value that the learners place on the course. One of the limitations in the study from Wheeler et al. (2019) was that the learner-centered syllabus was perceived to be longer and more difficult to follow. Using a video enhancement may help alleviate this problem by allowing the learner to hear the information and connect it to their own schema and values prior to ever reading it in the written text document. The personalization principle suggests that having a face to the information being presented allows the learner to feel engaged with the content as opposed to passively absorbing the information (Clark & Mayer, 2011). The video enhancement serves the purpose of adding this aspect of personalization to further enhance the effect of the learner focus.

Summary

SDT is closely aligned with the principles of learner-centered design and was used to construct script text and helped with focus for the items used in the syllabus video. I employed the principles that Clark and Mayer (2011) defined in the theory of

multimedia learning to help fill the gaps from expectancy-value motivation theory and SDT.

The syllabus video for this research was designed with careful consideration of the vocabulary, tone, and thorough explanation of what is expected from the learners throughout the entire course. This research considered learner-centered principles, personalization principle, and EVMT when designing the intervention. The foundational frameworks of EVMT and SDT were used to dictate the tone and focus of the language for the syllabus as well as the video. Expectancy-value model of achievement motivation supports that the more learners expect to be successful and place value in the tasks that they are given, then the motivation increases (Wigfield & Eccles, 2000). When the instructor in a course presents the information about the course and describes relevance to the real-world then the learners may find more value in completing the task. Likewise, when the instructor conveys the expectations, the learners may find that they feel confident in their ability to successfully complete the coursework. Eccles (1984) proposed that intrinsic value is stimulated from the enjoyment that a learner has from doing a task and this enjoyment can lead to a prolonged persistence to complete the task, which has been repeated in similar studies (Wigfield et al., 2009).

The CTML was used in conjunction with the ARCS model to provide enough stimulation and support for the learner's motivation. Using good design principles, we may achieve more learner engagement in the course, stimulate a positive perception of the course and instructor, and increase learners' intrinsic motivation. I have found no existing literature that uses a video enhancement to the syllabus. This study added to the literature on the use of video in syllabi.

The design for developing the instruments and creating a set of guidelines for videos was based on Keller's (2016) ARCS model as well as Clark and Mayer's (2011) CTML. Keller's (1987) ARCS model has been used to design and develop instructional materials, including video (Keller, 1987; Kim, 2020). The use in this research was intended to help develop the language and examples for the content and the interventions. The syllabus video script was written with a focus on gaining the attention, telling the learner how and why the course was relevant to their own careers and field of study, and building their confidence in the instructor with learner-centered pedagogy. It also provided them with a detailed expectation of the course, so the learner would feel that they were able to be successful in the course.

Mayer (2009) discussed that a multimedia instructional message is a communication means that uses words and pictures that are related to deliver an instructional message. This instructional message can be delivered by multiple forms of media and careful consideration must be given to the use of all media types to avoid cognitive overload. This theoretical framework focused on the cognitive domain and the relevance of words and images to the content, however, there is not much focus on the affective domain of human learning in respect to the relevance of the content to the learner's goals and interests. The missing component in this framework may be that the relevance to the learner's own determination of interest and applicability to their life and career may also be a factor in addition to the relevance of components of cognitive content acquisition.

In this research, I posited that in regard to achievement, learners will perform more satisfactorily and find more value in the demands of the course if they are propelled

by intrinsic and extrinsic motivation. This motivation can be perpetuated by the course syllabus design and improved perception of the ability of the instructor.

CHAPTER III

METHODOLOGY

Online courses have increasingly incorporated technology, such as video into the classroom. It is important to understand the relationship between the use of video and its effect on intrinsic motivation. The purpose of this study was to determine if a video-enhanced syllabus affected learners' motivation, value, and expectancy of success. By improving the learner's perceptions of the course and the competency of the instructor, the learner's expectancy to do well in the course should be increased, which may lead to an increase in the overall intrinsic motivation of the learner. The video element in the syllabus may contribute to an increase in intrinsic learner motivation and positive perception of the course and instructor. This research was largely based on the theoretical frameworks of EVMT as promoted by Wigfield and Eccles' (2000, 2002) and SDT (Deci & Ryan, 2008a).

Pilot Study

A pilot study was conducted for this research. The purpose of this pilot study was to determine if the instrument that was chosen, the MSLQ (Pintrich et al., 1991), would reveal any effects on intrinsic motivation as discussed by Wheeler et al. (2019). The pilot study was conducted at a local sports university, where I taught courses and was a Senior Instructional Designer. A large percentage of the population were enrolled in undergraduate courses. The courses that I taught at the university were Human Geography, Cultural Anthropology, Introduction to Physical and Earth Science, and Philosophy of Shaolin Kung-Fu. The video-enhanced syllabus was added to all of the courses that had learners enrolled during the time of the Pilot Study.

This pilot study was sent for approval by the internal review board (IRB) and approval was given, prior to beginning the study (Appendix A). I created the original questionnaire from the MSLQ subscale questions regarding the expectancy, affective, and value components (Pintrich & de Groot, 1990) (Appendix C). The MSLQ consisted of two sections, motivation and learning strategies, however, I did not include the section on learning strategies. Six scales in total were selected for use in the pilot study. The MSLQ was chosen because of its ability to show what percentage of each component contributes to the overall motivation of learners. The MSLQ was largely used to provide self-assessment for learners to help in improving motivational strategies for academic success and was not intended to be used as an assessment of the curriculum (Pintrich et al., 1991).

The pilot study began with the recording of a syllabus video for each course. The videos were created using learner-centered pedagogy, as defined by Klipfel and Cook (2020), as a framework. This approach provided an opportunity for the instructor to form a more personal connection with the learner as well as made the content seem relevant to their lives and careers. The scripts provided information about the instructor, the course overview, specific details about grading expectations, rubrics, relevance to the real world, and details about group work. Each course had a specific script that detailed the sections of the syllabus. The videos were recorded in the studio at the university, by me, and were edited with Premiere Pro video editing software. The videos were limited to five minutes or less and the footage angle was taken from the waist up. A plain, blue background was inserted to the videos after chroma keying the greenscreen out. The filming and editing followed the principles of multimedia learning as proposed by Clark and Mayer (2011).

The videos were inserted on the homepage of the courses. When the learners logged into the Canvas Learning Management System (LMS), they immediately saw the Homepage or Landing page. I created a light blue box in HTML/CSS and inserted all of the IRB information, links to IRB documents, and the syllabus video within the borders of the blue box. The first item listed was the IRB instructions for participation, followed by a link to the scheduler for the interviews and the IRB signature page. I then embedded the syllabus video so that learners had to watch it before they were able to view any other material in the course. The syllabus video instructions directed learners to watch the video before clicking on the syllabus to read it.

I wanted to have a way to measure the difference between the control group and the experimental group, so I created some of the course shells with the blue box and all of the instructions, however, there was no link added to the syllabus video. The learners were asked to read the text-based syllabus then complete the questionnaire. Once the learners completed the questionnaire, they were encouraged to sign up for an interview. The instructions for participating in the interview was listed on the course Homepage. The responses were collected on separate google forms with an identifying color theme, however, only 1 learner participated in the control section of this study. The lack of participation from the control group contributed to a decision to look for other instruments and to reconsider the placement of the survey.

The data that was collected from the pilot study included 27 questionnaire responses and 3 interview responses. The responses consisted of 26 from the experimental group and 1 from the control group. The interviews were scheduled and conducted by another researcher and were recorded in a google document (Appendix D).

The scales that I used from the MSLQ were Intrinsic Scale, Extrinsic Scale, Task Value, Learning Beliefs, Self-Efficacy, and Affective Anxiety. The averages for the scales are listed in Table 1. The averages for the extrinsic motivation and affective anxiety scales were not significant and suggested that there was little extrinsic motivation for doing the task, which is one reason the focus shifted to intrinsic motivation for this study.

Table 1

Averages for the scales in the MSLQ Scale, showing different motivation levels

Scale Type	Mean out of 7
Intrinsic Scale	5.43
Extrinsic Scale	3.83
Task Value	5.72
Learning Beliefs	5.92
Self-Efficacy	5.92
Affective Anxiety	3.08

The questionnaire responses were analyzed by following the instructions for calculations on the MSLQ instruction document. The questions were grouped according to their component range and a sum of the total values was calculated. This number was then divided by the highest value possible for that component group and a decimal was produced. Cronbach's alpha was used to determine the internal consistency of the measures. Using the common rule of thumb for Cronbach's alpha, the analysis revealed values of consistent internal reliability, with the exception of scale 4 (Appendix B). The

value for scale 4 revealed a Cronbach's Alpha of .55, while the other 5 scales were between .78 and .94.

The qualitative data was analyzed to highlight any themes that could add value to the study. Manual, open coding was conducted to identify themes that could highlight learner feelings and perceptions about the video-enhanced syllabus. The interview responses were all positive and discussed that the learners felt a personal connection to the instructor after watching the video. The themes that emerged from the interviews, after inductively coding, were personable, friendly, and organized. The learner that was in the control group stated that their perception of the instructor was not changed after viewing the video because there was no personally identifying information found in the syllabus.

The pilot study had some limitations due to small sample size, limited generalizability across all disciplines, and limited instructor participation. The data that was collected showed that there was a higher mean for motivation from the video enhancement, however, after further exploration on the efficacy and intent of using the MSLQ, I determined that this instrument was not the best tool to show the data that I wanted to collect. The MSLQ was not intended to provide norms to compare data against because the original intent was to use it as a measure within an individual classroom. The reliability for scale 4 was questionable and the instrument measured holistic experiences and not the individual components.

After further research on the available motivation instruments, I found another instrument that was a better fit for the research study, the Intrinsic Motivation Inventory (IMI) (Ryan et al., 1983), which is discussed in further detail.

Main Dissertation Study

Participants

The participants in this study were from a convenience sample and consisted of learners across sports-specific disciplines. From a population of 336 total students that were admitted to the university, all were eligible to enroll in the courses that were included in this study. The student population was comprised of learners enrolled in the university as first-time college students who were seeking general education courses, prior to beginning the core sport degree track, as well as students that had enrolled for advancement in their sport-focused careers, such as coaches and trainers. Prior to the study, the student population was limited to those who had completed their general education courses from other schools and transferred in their credits to complete the programs that were offered. After the development of undergraduate general education courses, the learners could enroll for a full college experience. There was a total of 39 courses available for the control group to enroll in and 39 courses available for the experimental group to enroll in. From the available course list, the number of courses that had live enrollment by the first day of class were 26 in the control group and 20 in the experimental group. From those courses which had enrollments, the total number of actual participants in the control group was 14 and the actual participants in the experimental group was 16.

The experimental and control groups consisted of learners in Sports Coaching, Sports Management, and Sports Strength and Conditioning courses. These learners were all enrolled in undergraduate, master's level, and doctoral level courses and were a mixture of both traditional and non-traditional learners. Learners that enrolled in the courses varied from first-time college students to non-traditional, adult learners. The

learners were able to use financial aid to enroll in courses and the majority were using government funding.

All courses used in this study were either online asynchronous or hybrid web-enhanced courses with a fully online component. The participants were selected from a convenience sample and were randomly assigned. The learners were able to choose from a roster of all courses taught within their degree plan and enroll in any of the listed courses. Every course that was offered had been assigned to either the control group or the experimental group. The population consisted of roughly an even number of females versus males. The ages were distributed between eighteen years old to retired non-traditional learners.

Courses

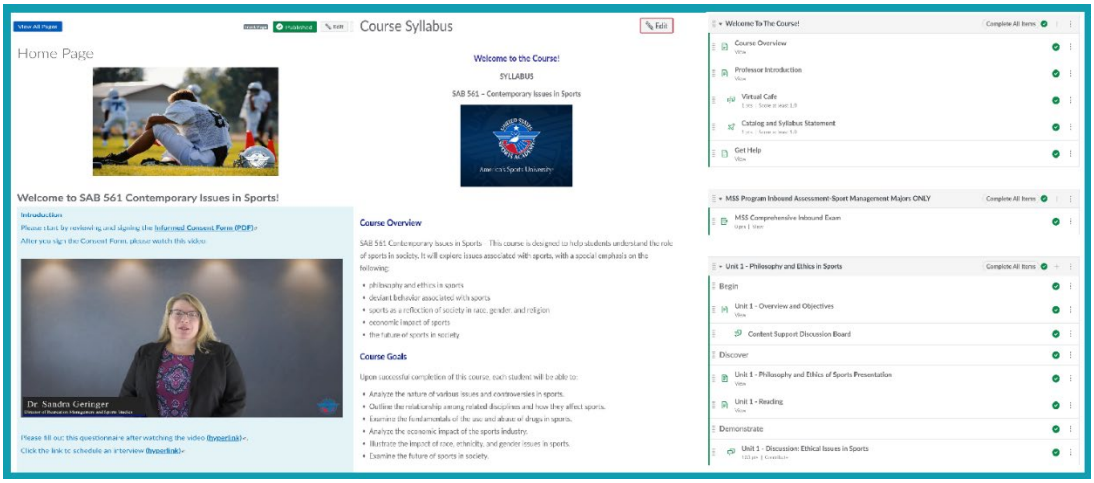
The courses that were selected to use in this study were all from the fully online curriculum of degree-seeking and non-degree-seeking learners at the undergraduate and graduate levels. The programs that were offered were Sports Management, Sports Coaching, and Sports Strength and Conditioning. These programs were geared towards the special-focused mission of the university, to reach people interested in the field of Sport and Sport Studies. There were also General Education courses that learners could take if they had not transferred in enough credits to meet that requirement before taking the sport-specific courses. All courses were offered through the Canvas LMS. The faculty that taught the courses consisted of onsite, full-time professors, as well as those that were non-resident faculty and never travelled to the actual campus.

The courses were all created from the same course template that was developed by the Instructional Design department. The course template included a homepage, a

syllabus page, and a modules page that had five units (Figure 1). All of the courses were taught in two tracks, one was a sixteen-week self-paced format, and the other was a cohort-style course that met asynchronously for a defined five week start and stop time frame. There were no prerequisites within the course curriculum and learners could select courses in any order that they wished to take them. The rigor was appropriate for each program level and met the accreditation standards for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The courses all had content teaching pages, discussions, assignments, and assessments. All courses either had a final exam or a final project that had to be completed at the passing rate dictated by the Department of Education. All courses that were selected were included as a convenience sample.

Figure 1

Course elements showing the structure of Canvas course layout



Research Design

In this study, I used a QUAN + qual mixed methods, nonequivalent control group research design to explore the effects of a video-enhanced syllabus on intrinsic motivation (Johnson & Christensen, 2017). The quasi-experimental quantitative study was used to test the relationship between the video-enhanced syllabus and intrinsic motivation and identify whether motivation was affected by the video. The phenomenological, qualitative study aimed to understand the experiences after watching the video-enhanced syllabus to identify other variables that may affect motivation. Johnson and Christensen (2017) explained that using mixed methods research can empower a study by helping to provide evidence that promotes warranted assertability. This design allowed me to examine the relationships that may be hidden from view in more quantitative studies, due to the limited perspective of using video in the online course setting (Johnson & Christensen, 2017; Shorten & Smith, 2017).

This study included a survey for the quantitative data collection and structured, open-ended interviews for the qualitative data collection. I constructed a learner-centered, video-enhanced syllabus as the intervention, which was delivered to all groups. The video, IRB consent forms, interview sign-up link, and survey were posted on the Homepage of the learners' LMS and the learners were prompted to watch the video prior to moving to the Syllabus page. The LMS platform that was used in this study was Instructure's Canvas. Canvas was easy to manipulate and offered a way to divide the content up and allow the learners to view one item in the course at a time. The interview

schedule was posted on the Homepage and learners were able to sign up for an interview, which would have been conducted by another researcher that was assisting me.

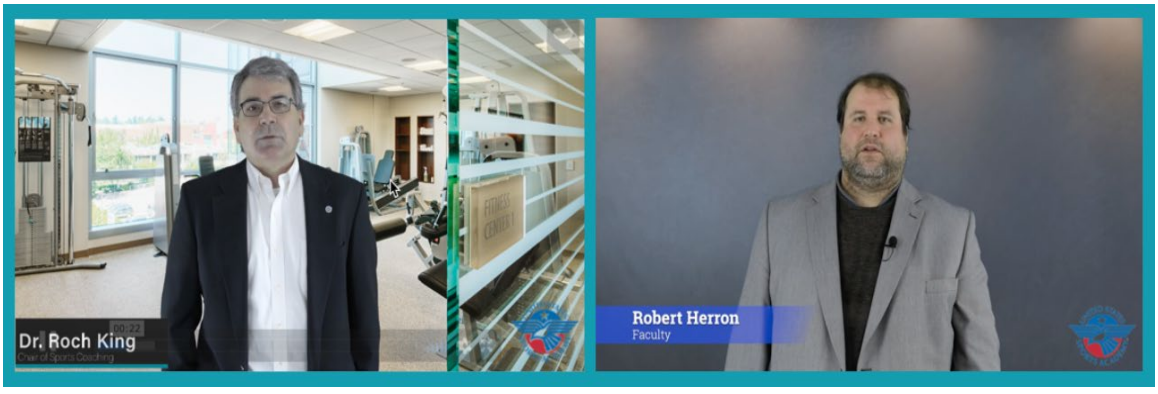
Interventions

Intervention in this study consisted of a video-enhanced syllabus that was presented prior to the introduction to the course. The video enhancement was inclusive of elements of relevance of the course to the learner's life, expected outcomes, and relevance of the instructor's assignments and policies to the learner's career goals.

The video walked the learners through the expectations of the course and used language that was learner centered. The video explained to the learners why the course content and required assignments were relevant to the course as well as their future endeavors. The instructors explained how the course content was important to them and gave detailed guidance for every component and requirement (Figure 2).

Figure 2

Still images showing the position of faculty in the syllabus videos



The intervention was delivered at a special-focus sports university in the Southeast. The courses were fully online, and the syllabus videos were delivered online, prior to the first

exposure to the syllabus and course content. The videos were limited to between three and five minutes and used learner-centered language, provided real-world relevance, and included examples of usefulness. The scripts were used to make sure the language was friendly, warm, and written in first person voice. The design of the information structure was also carefully structured to make sure that they met the principles of multimedia learning.

The control group in this study were given a text-based syllabus only and not the video enhancement. The text-based syllabus was created using the same principles as the scripts for the videos. Learner-centered language was used in the text of the syllabus and careful consideration of removing extraneous information was used. The syllabus text was segmented into sections with headings that clearly provided the learners with a structure and flow. The same text-based syllabus document was given to both the control group and the experimental group.

A sample script was created from a combination of learning theories and included elements that gained attention from the beginning by stating interesting facts and concepts. An example of gaining the attention was “Take a look around at the things you have in your room. Where do you think they were created? How did they get from their original location to you?” The scripts also included segments that discussed who the instructor was and their background, the expectations they had of the course, their personal experiences that related to the course content, and reassurance of the possibility of success and willingness of the instructor to help.

The language used in the scripts used pronouns that suggested a collaborative experience, such as ‘we’ and ‘our.’ Some common phrases found throughout the scripts

included, “Welcome to the course! In this course, we will…,” and “This course will be helpful in your career by…” The wording of the scripts did not include any extraneous information so that the learners were not cognitively overloaded as Clark and Mayer’s (2011) coherence principle suggests. The last segment of the script included preferred ways of contacting the instructor and a reassurance that any questions and concerns were welcome. A script template and an example were sent to the instructors to use when creating their own. Once they were drafted, they were reviewed by the ID team for completeness and accuracy.

Based on Clark and Mayer’s (2011) temporal contiguity principle, the video presented the visual face and gestures of the instructor at the same time as hearing their voice. This was done so that the information could be better processed by the working memory as the voices and the faces were presented at the same time and body gestures could help in reinforcing information.

I also considered the segmenting principle in the design of the syllabus video as the video length was limited to a short clip that provided important information as well as relayed the information in chunked sections. The script was divided up and text transitions added to draw attention to the topics being discussed and pauses added for segmenting emphasis. These segments aligned with the structure of the same sections in the written syllabus document. Clark and Mayer’s (2011) segmenting principle was important for directing the attention of the learner to specific information.

Clark and Mayer’s (2011) pretraining principle was included in the design preparation by allowing the video and transcript to be embedded on the first page of the course so that the learners could watch as many times as needed throughout the duration

of the course. This allowed the instructor to convey relevant information about the practical applications of the course and helped to connect existing schema or fill in missing schema for the learners.

The personalization principle was one of the most influential in the design of the syllabus videos because it allowed the learner to put a face and a voice to the information contained in the syllabus. This principle was useful for online courses where learners did not typically meet with an instructor and may have formed wrong impressions of the intent of the instructor. Clark and Mayer's (2011) personalization principle provided a way for the instructor and the learner to form a social connection even if they had not met in person.

The intervention was delivered through courses that were offered in the semester that the study was conducted. All courses that were offered at the university were included in the study. Students had the option to enroll in any course that they wanted for that semester. There were no prerequisites for any of the offered courses. The courses were split from a roster of courses that were offered for student enrollment and the text-based syllabus with no video enhancement was added to the control group and the video-enhanced syllabus was added to the experimental group. Each group's Homepage included the link to the survey as well as the link to the interview scheduler.

I delivered the intervention at the beginning of the courses, through the LMS, by providing a Homepage with a link to the video. The delivery took between ten and twenty minutes. This research consisted of only one intervention intended to address the direct effect of a video enhancement to the syllabus and the affects on learner motivation. The experimental group as well as the control group were exposed to the same course content

and survey. The control group did not view a video, only read the text-based syllabus that is embedded in the course. The video was only added to the experimental courses.

Instrumentation

Description of the Instruments

Motivation to perform well on course assignments is directly influenced by the expectancy of value that is perceived to be gained from the task (Wigfield & Eccles, 2000, 2002). In this study, I used an instrument aimed at measuring motivation, with a focus on intrinsic motivation. The three variables that were the driving force behind this study included intrinsic motivation, value, and expectancy. The instrument was created by modifying and combining appropriate items from two existing instruments that measure motivation.

The instrument that was largely employed in the study was the Intrinsic Motivation Inventory (IMI) (Ryan et al., 1983). The IMI is an instrument that assesses the subjective experience related to an activity in a learning environment. In a study conducted by Ryan et al. (1983), the IMI was used to assess the interest, enjoyment, competence, effort, value, usefulness, and relatedness of the activity. This questionnaire was selected due to its success in measuring specific learning settings and the ability to adapt the questions to fit the learning experience. There were forty-five items on the original scale, but each independent researcher was encouraged to select the items that are relevant to their specific research study. I also used the Expectancy_Value_Cost (EVC) Scale (Kosovich et al., 2015) to develop the items used in the expectancy subscale. The original scale included 10 items that examined expectancy, value, and cost, however, this study only used 3 items.

The IMI was first used by Ryan et al. (1983) to rate the enjoyment of a task involving puzzle solving. A comparison was made between the mean interest and the enjoyment rating. Validity and Reliability testing of the IMI was conducted by Ostrow and Heffernan's (2018) study. The validation study was conducted in an online learning environment and used iterative exploratory factor analysis and item reduction. Ostrow and Heffernan's (2018) study used four subscales of the IMI that measured autonomy (seven items), belonging/relatedness (eight items), competence (six items), and interest/enjoyment (seven items). Of the original instrument's subscales, the two that most closely related to my study were interest/enjoyment (six items) and (value/usefulness (six items). Of the two subscales that I adapted for my study; the interest/enjoyment subscale is the only one that is a direct measure of intrinsic motivation.

The EVC scale was suggested and validated by Kosovich et al. (2015). The original EVC scale contained twenty-four items, however, through an iterative process, the scale was reduced to twelve items, and finally to the ten items identified in Kosovich et al. (2015) most recent study. The final ten items were collectively suggested as the best instrument for measuring expectancy, value, and cost. The first three questions on their scale were the only items out of the ten that specifically measured expectancy and were the reason for selecting these from the original instrument. The EVC scale was suggested as a rapid and practical measure of student motivation and provided validity evidence for using the EVC scale, particularly the first three items, for this study.

I used 15 modified items from the instruments discussed above, to address the research questions (Appendix E). The items were scored on a likert scale that ranged

from 1 – 6 on the first three questions, which were adapted from the EVC scale, and the remaining items ranged from 1 – 7 and were adapted from the IMI instrument. The items on the likert scale ranged from not at all (value of 1) to very true (value of 6) for the first three item questions, and ranged from not at all (value of 1) to very true (value of 7) for the remaining items. The first section pertained to Expectancy, the second section pertained to Interest/Enjoyment (the only direct measure of intrinsic motivation), the third section related to Value/Usefulness. Item numbers 3 and 4 from the interest/enjoyment scale were reverse scored and were subtracted from 8 and the resulting number was used as the item score. The reverse scored items are discussed in more detail in a previous section. I then calculated the subscale scores by averaging across all of the items on that subscale. The scale that contained reverse scored items was Interest/Enjoyment (Intrinsic Motivation), questions 5 and 6. Once the scores were calculated, an average was calculated of the subscale scores across all items on that scale. The same instrument was used in both the control and the experimental groups.

Reliability Analysis

The data was collected in a Google Form and displayed in an Excel sheet. After the data was collected, I conducted a reliability analysis to examine the internal consistency of the items. The reliability analysis was conducted using Cronbach's alpha coefficient. The reliability of the expectancy scale data was found to be high, with a Cronbach's alpha value of 0.915 (Table 2). This indicated a high level of internal consistency and reliability of the measurement instrument. Item-level analysis was conducted to evaluate the contribution of each item to the overall reliability.

The reliability analysis for the interest/enjoyment subscale showed that the overall reliability of the scale was high, with a Cronbach's alpha value of 0.844 (Table 2). Item-level analysis was conducted to evaluate the contribution of each item to the overall reliability of the second scale.

The results of the analysis of the value/usefulness scale indicate a high level of internal consistency, with a Cronbach's alpha of 0.946 (Table 2). This suggested that the items within the scale are highly correlated and measure the same construct effectively. The item level analysis shows that the removal of any of the items would result in a decrease in the reliability coefficient, indicating that each item contributes significantly to the overall internal reliability of the scale.

The alphas for the variables in the study were acceptable. Overall, the high Cronbach's alpha values for the scales and reliability coefficients for each individual item suggests that the measurement instrument has high internal reliability and is consistent in measuring the intended construct. Therefore, the results obtained from this study can be considered reliable and trustworthy.

Table 2

Cronbach's Alphas for the dependent variables suggesting high internal reliability of the instrument scales

Subscale	Cronbach's α
Interest/Enjoyment	0.844
Value/Usefulness	0.946
Expectancy	0.915

Interviews

The questions for the interview were derived from the theoretical frameworks that support this study, EVMT and SDT. I used the constructs of ability – autonomy, expectancy – competence, and usefulness – relatedness, and relevance to guide the creation of the questions. The intent of the questions was to identify the information that may be missed in a structured survey of questions. The interview consisted of ten questions and took approximately 15 - 30 minutes each. The interviews were scheduled to be conducted via Zoom to make the option available to all learners. The interview questions were focused on learner feelings of motivation and perception of the course relevance and instructor competence. The questions were designed to help to determine the in-depth feelings of the learners and gauge their impression of perception, syllabus delivery, course content, and perception of the instructor. The interview questions were constructed to identify any areas that were not previously included in the survey instrument.

I planned to conduct an even number of interviews as the number of survey respondents. From the Homepage of the course, the learners had the option to schedule the interview after they watched the video-enhanced syllabus or read the text-based syllabus. For the control group, there was a link on the top of the course Homepage, beneath the IRB consent form, that opened the syllabus document allowed the learner to read through the text. The experimental group had the same structure but above the link for the text document of the syllabus, there was a video embedded for the learner to watch. Beneath the link for the syllabus text document, there was a link to the survey as well as the link to schedule an interview. The learners were instructed on what order to

proceed, at the top of the page. Learners had the option to schedule the interviews when they were free, which aimed to increase the number of participants. When learners signed up for an interview time slot, they were set to be contacted by a second researcher to set up a zoom link for the interview. All learners in the control group and the experimental group had the opportunity to participate in the interview. The learner could suggest any time that was convenient to them. The link to schedule an interview was provided underneath the video and learners could sign up and then will be contacted with further instructions.

Procedures

This study evaluated the effects of a video-enhanced syllabus on intrinsic motivation. A total of 39 courses were available for registration during the term that the study was conducted, and a list of all the courses was split in half to randomly assign the experimental group and the control group. The instrument was added to the Homepage of each course that was assigned to the experimental group, and the text-only syllabus was added to the control group. Of the courses that were available, students were allowed to randomly sign up for enrollment in any of the courses.

Once enrolled in the courses, the learners in each course could review either the video-enhanced syllabus for the experimental group, or the text-based syllabus for the control group. After reviewing the syllabus or video-enhanced syllabus, the learners were instructed to read and sign the IRB consent form, if they wished to participate in the study. The survey was added to the home page of each course and listed beneath the syllabus video and IRB consent forms. The learners could fill out the consent form, watch the video, then fill in the survey that has been embedded on the page. Embedding the

survey on the page allowed the learners to enter the information without having to download the form or store it on their computer. The responses were collected via google form and stored on my third-party password-protected google drive.

Interview Data Collection

I wanted to conduct structured, open-ended interviews with learners within the first week of the course. The link to schedule an interview was embedded on the homepage of the course, underneath the survey. Learners could click the link to a calendar and select the time and date that they preferred, and it would send the confirmation to my email address. Once the email and schedule were selected, another researcher would send the meeting link to the learner and confirm the interview information.

The questions that were compiled in the qualitative instrument included questions that addressed the learner's impression of the syllabus video, perceived relevance of content, instructor and course perception, motivation, and uncertainties (Appendix F). The questions aimed to identify variables that may not have been addressed with the quantitative instrument. During the study, no interviews were completed, so no analyses of the interviews will be discussed in connection with the data analysis.

Data Analyses

I had learners complete a closed-ended questionnaire for the quantitative analysis and an open-ended interview about the motivation toward the course and perception of the instructor for the qualitative analysis. I used a mixed methods approach for this study. I collected the data via the survey and then converted it into a database for use in the analysis. The education level of participants ranged from undergraduate to the doctoral

level in hopes of counterbalancing any effects that could be caused by undergraduate only or graduate level only learners.

I began to analyze the questionnaire data by calculating and reverse scoring items on each of the sub-scales. I planned to use QDA Miner to analyze the interview data through open coding of the data and identifying themes that emerged, however the lack of participants for this section of the study did not provide enough data to conduct an analysis.

Quantitative Analysis

The statistical analyses that I used for the quantitative data were between-subjects, independent samples t-tests. The program that was used in the analysis of the quantitative data was Jamovi statistical software. Before I conducted the t-tests, I checked the four standard assumptions of independence, normality, homogeneity of variance, and random sampling, for the data sample set. The data did not meet the four assumptions, so I used the Mann-Whitney *U* Test. This design intended to gauge the perception of the information from the video-enhanced syllabus as well as determine the level of motivation of the learners in regard to perceptions of the course and instructor, perceived expectancy of success in the course, and perceived value. The following shows the breakdown of the research questions and the intended quantitative analysis.

Independent Variable

The independent variable in this research was whether a learner was given a video-enhanced syllabus. The video-enhanced syllabus had two levels: video-enhanced syllabus for the experimental group, and non-video-enhanced syllabus for the control group. The video-enhanced syllabus included a video of the instructor that was provided

for learners, prior to the reading of the text-based syllabus. The script for the video was created using learner-centered language and examples of real-world application and relevance. The non-video-enhanced syllabus was text-based, and the control group read a traditional syllabus that had not been altered to include elements of learner-centered language or relevance. There was no video provided for the control group.

Dependent Variables

The dependent variables that were used in this study were intrinsic motivation, value, and expectancy. Intrinsic motivation is the behavior that is driven by the internal rewards, and it emerges from the desire to interact and participate due to the learner's own interests and enjoyment of the task. Intrinsic motivation is very strongly related to learning and the successful outcomes of the learning experience (Bauer et al., 2016). Intrinsic motivation is complex because it is driven by both positive and external outcomes and learners may engage in an activity due to their own choice as well as compliance (Deci & Ryan, 2000).

Intrinsic motivation was identified to be measured by interest and enjoyment, which is the underlying reason for using the interest/enjoyment subscale on the study instrument. Interest and enjoyment were suggested as the only true measure of intrinsic motivation. Intrinsic motivation is complex, and many factors contribute to the individual aspects that drive a learner to become interested in something or to find enjoyment in participating and completing a task, however, Zak-Moskal (2014) suggested that intrinsic motivation was most closely aligned with learning.

Value is the belief that the course will provide the learner with some benefit if they successfully complete the course. Value was identified as a key component of

motivation and as suggested by Wigfield and Eccles (2000). They suggested that the more perceived value that a learner finds in a task or completion of a task, the more motivated they will become.

Expectancy of success comes from the connection and rapport that the learner feels with the instructor and the presentation of the information. Wigfield and Eccles (2000, 2002) suggested that expectancy was a key indicator of motivation. Their studies showed that the perception of the learner in their ability to do well in the course and be successful led to an increase in the motivation to learn.

How was the learner's intrinsic motivation affected by the use of a video-enhanced syllabus?

The first analysis was focused on the learner's intrinsic motivation. I collected the data from the IMI instrument and scored the interest and enjoyment subscales according to the suggested use. The subscale that directly measured the intrinsic motivation was interest/enjoyment. I reverse scored the items that were indicated and created an average for each. The average of the subscale scores was then used as dependent variables and predictors of the research questions.

How did the use of a video-enhanced syllabus affect the learner's value in the course?

This analysis was focused on the value that the learners found from the course. I collected the data from the IMI instrument and scored the value subscale according to the suggested use. To address this question, I used the subscale questions that indicated value/usefulness. This subscale had no items that required reverse scoring. I used the average for value/usefulness and compared the results between the control group and the experimental group.

How did the use of a video-enhanced syllabus affect the learner's expectancy of success in the overall course?

To address this question, I considered the questions from the IMI that indicated the learners' perceived competence but selected modified items from the EVC scale. The items in the IMI were similar in grammar structure to the items on the EVC scale, however, the EVC scale more closely related to the intent of this study. This subscale measured the expectancy of being successful in the course by addressing learner perception of success. These items were scored and averages for each were calculated. There were no items that required reverse scoring in this subscale. I compared the results between the control group and the experiment group.

CHAPTER IV

RESULTS

This study attempted to explore the effects of a video-enhanced syllabus in an online course setting. The purpose was to determine if the video-enhanced syllabi affected learners' motivation, value, and expectancy of succeeding in the course.

The dependent variables for this study were intrinsic motivation, value, and expectancy. The independent variable for this study was the video-enhanced syllabus. The video-enhanced syllabus had two levels: video-enhanced syllabus video for the experimental group, and non-video-enhanced, text-based syllabus for the control group. For the experimental group, the video-enhanced syllabus included a video of the instructor and was provided prior to the reading of the text-based syllabus. The control group read a traditional, text-based syllabus that did not include the video element. Both groups received the same instrument to determine if there was a difference between the groups.

Questionnaire Response Rate and Demographics

The response rate for the questionnaire was lower than expected, but still provided enough data to conduct a small analysis. The control group consisted of 14 respondents and the experimental group consisted of 16 respondents. The respondents were all learners enrolled in courses at a sports university in the southeast and ranged from undergraduate to graduate level. The ages and ethnicities of the learners varied, and because this university is a global, online university, learners do not have to live inside the United States to attend classes. The experimental and control groups were randomly assigned and there was no incentive for the learner to participate in the study. The courses

that the learners enrolled in were five-week, fast-paced courses, and sixteen-week courses. It is possible that the time constraint was a determinant in the low participation rate or that the learners did not attempt work in the sixteen-week courses until after the study results had been collected.

Interview Response Rate and Demographics

For the qualitative part of the study, I wanted to conduct interviews to determine if there were any additional factors that affect motivation, however, no learners signed up for the interviews. When the pilot study was conducted, there were several learners who participated in the interviews, which led to the assumption that there would be an interest in including it in the research study. It is likely that with the small sample size and unattractive and somewhat hidden location of the scheduler for the interviews that it may have gotten overlooked, or that the learners did not have time that term. I believe that there is value in conducting a qualitative component of this study and hope to conduct another study in the future.

Analysis of Data

There were three main research questions that guided this study and addressed the effects of a video-enhanced syllabus on intrinsic motivation, value, and expectancy. The research questions were discussed in detail with the results below.

The sample that was used in this study was small, so it was necessary to determine the distribution of the variables and choose the appropriate statistical method. The Shapiro-Wilk test (Table 3) was conducted to assess the normality of the data. The Shapiro-Wilk test for interest/enjoyment revealed that results for the control group (n=14) were normally distributed ($W = 0.921$, $p = 0.173$), and the experimental group (n=16)

were normally distributed ($W = 0.958$, $p = 0.128$). The results showed that the data was normally distributed.

The Shapiro-Wilk test for value/usefulness revealed that results for the control group (n=14) were normally distributed ($W = 0.952$, p=0.065), and the experimental group (n=16) were not normally distributed ($W = 0.812$, $p = 0.003$). The results showed that the data was not normally distributed for the experimental group, and a decision was made to conduct the non-parametric test, Mann-Whitney U.

The Shapiro-Wilk test revealed that the results for the expectancy control group (n=14) were not normally distributed ($W = 0.839$, $p = 0.004$), and the experimental group (n=16) were not normally distributed ($W = 0.068$, $p <.001$). Considering that the other two dependent variables were not normally distributed, to keep consistency, the decision was made to conduct non-parametric testing, Mann-Whitney U.

Table 3

Shapiro – Wilk Test showing distribution of data resulting in non-parametric testing

Variables	Control	Experimental
Expectancy	0.004	<.001
Interest/Enjoyment	0.173	0.128
Value/Usefulness	0.065	0.003

Research question one. How was the learner's intrinsic motivation affected by the use of a video-enhanced syllabus?

Descriptive statistics for research question 1, along with the other dependent variables are shown in Table 4. I hypothesized that the learners become more intrinsically motivated from watching a video-enhanced syllabus. To test this hypothesis, I used the

interest/enjoyment subscale in the instrument and scored it according to the suggested use. Some items from this subscale were reverse scored and an average was calculated. The analysis investigated the intrinsic motivation levels among two groups (the control group and experimental group) and the variable that measured intrinsic motivation (interest/enjoyment).

Table 4

Descriptive results showing no real statistically significant differences

	Expectancy		Interest/Enjoyment		Value/Usefulness	
	Control	*Experimental*	*Control*	*Experimental*	*Control*	*Experimental*
N	14	16	14	15	14	14
Median	5.67	6.00	5.25	5.17	6.00	6.67
M	5.57	5.77	5.32	5.49	5.73	6.36
SD	0.53	0.55	1.16	1.04	1.25	0.76
Minimum	4.33	4.00	3.50	3.83	3.17	5.00
Maximum	6.00	6.00	7.00	7.00	7.00	7.00

Descriptive and inferential statistics were conducted to analyze the data. Table 4 shows the number, mean scores, median, standard deviation, minimum, and maximum for each group and variable. The control group had a mean score of 5.32 for interest/enjoyment, while the experimental group had a mean score of 5.49. The median score for the control group was 5.25 and the experimental group had a median score of 5.17. The standard deviation was 1.16 for the control group and 1.08 for the experimental group. The minimum scores for interest/enjoyment in the control group was 3.50 for the control group and 3.83 for the experimental group. The maximum score interest/enjoyment for the control group was 7.00, and 7.00 for the experimental group.

A Mann-Whitney *U* test was conducted to examine the difference in Interest/Enjoyment scores between the experimental and control groups. The analysis

revealed no statistically significant difference between the groups ($U = 102.0$, $p = 0.692$), indicating similar levels of interest/enjoyment. Consequently, the null hypothesis was not rejected, suggesting that the two samples exhibit comparable levels of Interest/Enjoyment.

Research question two. How did the use of a video-enhanced syllabus affect the learner's value in the overall course?

Descriptive statistics for this research question, along with the other dependent variables are shown in Table 4. I hypothesized that the learners felt there was value in the course and connection to the instructor if the instructor discussed the relevance of the course content and value to the learner's career and academic goals in the syllabus video. According to Hehir et al. (2021), the online classroom creates many barriers to having interaction and feelings of connectedness to the course and instructor, which have been key in the positive experiences that traditional learners experienced. To test this hypothesis, I used the value scale in the instrument.

The mean score for value/usefulness was 5.73 for the control group and 6.36 for the experimental group. A Mann-Whitney *U* test was conducted to examine the difference in value scores between the experimental and control groups. The analysis revealed no statistically significant difference between the groups ($U = 76.0$, $p = 0.208$ indicating similar levels of value/usefulness. Consequently, the null hypothesis was not rejected, suggesting that the two samples exhibit comparable levels of value.

Research question three. How did the use of a video-enhanced syllabus affect the learner's expectancy of success in the overall course?

Descriptive statistics for this research question, along with the other dependent variables are shown in Table 4. I hypothesized that the learners would feel an expectancy of success when the instructor discussed the relevance of the course content and value to the learner's career and academic goals in the syllabus video. To test this hypothesis, I used the expectancy scale in the instrument.

A test was conducted to examine the difference in expectancy scores between the experimental and control groups. The analysis revealed no statistically significant difference between the groups ($U = 77.5$, $p = 0.108$), indicating similar levels of expectancy. Consequently, the null hypothesis was not rejected, suggesting that the two samples exhibit comparable levels of expectancy.

Exploratory Analysis of Scale Items

In the interest of seeing whether there were any differences on any of the items, I compared the means of each item using Mann-Whitney *U*. Given the large number of tests, any significant difference may turn out to be a Type I error. These analyses were done to suggest potential areas to examine in future work.

Table 5 shows the individual items for the expectancy scores. As can be seen in Table 5, generally, the scores were very similar, so Mann-Whitney *U* was conducted on each item. The results of the Mann-Whitney *U* test for the 'I know that I can learn the material in this course' indicated no significance ($U = 96.0$, $p = 0.354$). The Mann-Whitney *U* for 'I believe that I can be successful' indicated no significance ($U = 80.0$, $p = 0.090$). The Mann-Whitney *U* for 'I am confident that I can understand the material in this course' indicated no significance ($U = 93.0$, $p = 0.353$). The results of the Mann-

Whitney *U* suggest that there was no significant difference between the individual items of the expectancy scale.

Table 5

Item analysis of the means of student's expectancy showing no significant differences in the data

Item	Ctrl M	SD	Exp M	SD
Expectancy Scale				
I know that I can learn the material in this course	5.71	0.54	5.80	0.47
I believe that I can be successful in this course	5.50	0.54	5.80	0.65
I am confident that I can understand the material in this course	5.50	0.60	5.67	0.65

A Mann-Whitney *U* test was conducted on the individual items of the intrinsic motivation scale (Table 6). The results of the Mann-Whitney *U* test for 'The course looked fun from the Homepage and Syllabus' indicated no significance ($U = 94.0$, $p = 0.453$). The Mann-Whitney *U* for 'I thought the course was boring from the Homepage and Syllabus' indicated no significance ($U = 111.0$, $p = 0.983$). The Mann-Whitney *U* for 'The course intro from the Homepage and Syllabus did not hold my attention at all' indicated no significance ($U = 91.0$, $p = 0.373$). The Mann-Whitney *U* for 'I would describe the course intro from the Homepage and Syllabus as very interesting' indicated no significance ($U = 95.5$, $p = 0.486$). The Mann-Whitney *U* for 'I thought the course intro from the Homepage and Syllabus was quite enjoyable' indicated no significance ($U = 98.5$, $p = 0.569$). The Mann-Whitney *U* for 'While accessing the Homepage and

Syllabus, I was thinking about how much I enjoyed it' indicated no significance (U = 111.0, p = 0.983). The results of the Mann-Whitney U suggest that there was no significant difference between the individual items of the expectancy scale (Table 6).

Table 6

Means of student's intrinsic motivation showing no significant differences

Item Intrinsic Motivation Scale	Ctrl M	SD	Exp M	SD
The course looked fun from the Homepage and Syllabus	5.43	1.34	5.67	1.28
I thought the course was boring from the Homepage and Syllabus	5.79	2.00	5.40	1.41
The course intro from the Homepage and Syllabus did not hold my attention at all	5.57	1.39	5.87	1.34
I would describe the course intro from the Homepage and Syllabus as very interesting	5.43	1.45	5.60	1.16
I thought the course intro from the Homepage and Syllabus was quite enjoyable	5.43	1.20	5.60	1.28
While accessing the Homepage and Syllabus, I was thinking about how much I enjoyed it	4.29	1.70	4.20	1.90

Table 7 shows the individual items for the value scores. As can be seen in Table 7, generally, the scores were very similar, so Mann-Whitney U was conducted on each item. The Mann-Whitney U for 'I believe the course Homepage and Syllabus could be of value to my success in the course' indicated no significance (U = 80.0, p = 0.169). The Mann-Whitney U for 'I think accessing the Homepage and Syllabus is important to do

because it can help me in this course' indicated no significance ($U = 104.0$, $p = 0.981$). The Mann-Whitney U for 'I would be willing to access the Homepage and Syllabus again because it has some value to me' indicated no significance ($U = 79.0$, $p = 0.144$). The Mann-Whitney U for 'I think accessing the Homepage and Syllabus could help me complete my tasks in this course' indicated no significance ($U = 71.5$, $p = 0.069$). The Mann-Whitney U for 'I believe the course Homepage and Syllabus could be beneficial to my success in the course' indicated a significance ($U = 67.5$, $p = 0.045$). The Mann-Whitney U for 'I think accessing the course Homepage and Syllabus is an important activity' indicated no significance ($U = 79.0$, $p = 0.139$). The results of the Mann-Whitney U revealed that there was only a significant difference for the item "I believe the course Homepage and Syllabus could be beneficial to my success in the course.' All other items were not statistically significant. Future studies may benefit from a deeper look into this item (Table 7).

Table 7

Means of student's value showing no significant difference

Item Value Scale	Ctrl M	SD	Exp M	SD
I believe the course Homepage and Syllabus could be of value to my success in the course	5.29	1.36	5.93	1.54
I think accessing the Homepage and Syllabus is important to do because it can help me in this course	6.07	1.00	6.21	1.38
I would be willing to access the Homepage and Syllabus again because it has some value to me	5.79	0.81	6.40	1.31
I think accessing the Homepage and Syllabus could help me complete my tasks in this course	5.71	0.82	6.47	1.33
I believe the course Homepage and Syllabus could be beneficial to my success in the course	6.00	1.27	6.66	0.73
I think accessing the course Homepage and Syllabus is an important activity	6.00	1.31	6.50	0.73

CHAPTER V

DISCUSSION

Finding ways to improve intrinsic motivation can be difficult in online learning environments. The learners may have a difficult time understanding what is expected of them as well as connecting with the course and the instructor. Online courses can often be difficult to navigate and locate resources if the content is randomly arranged and unorganized. The use of a text-based syllabus can contribute to the feelings that the learners develop towards the course and their own expectancy of being successful. With the increase of video use in instructional settings, allowing the learners to put a face with the information of a syllabus may decrease misunderstandings and allow for a more personal experience. This study investigated whether the use of a video-enhanced syllabus affected the learner's intrinsic motivation.

Summary of the Study

The purpose of this study was to determine if a video-enhanced syllabus affected learners' motivation, value, and expectancy of being successful in the course. The video-enhanced syllabus attempted to create feelings of personalization and add value to the course by supporting the learners through providing relevant and useful information in the syllabus and delivering the information through the use of a syllabus to improve the perception of the course and eliminating negative first impressions due to a text-based syllabus.

Online courses can be difficult learning environments for motivating learners. Providing a text-based syllabus has contributed to negative and incorrect perceptions of the course and led to feelings of confusion and incompetence. These negative emotions

and perceptions may lead the learner to foster more negative motivation and have less success in the course than in a traditional course environment.

I hypothesized that there would be more intrinsic motivation, promote more perceptions of value, and more expectancy for success for learners in online courses by implementing a video-based syllabus. The video-enhanced syllabus was created from foundational theoretical frameworks, such as EVMT, SDT, Learner-centered principles of design, and CTML. The instrument was placed in each of the experimental group courses and a text-based syllabus was placed in each of the control group courses. The data was collected from questionnaires and analyzed with descriptive statistics.

The first research question addressed how the learner's intrinsic motivation was affected by the use of a video-enhanced syllabus. The hypothesis associated with this research question was that the learners would become more intrinsically motivated by watching a video-enhanced syllabus. This was measured by using the interest/enjoyment subscale on the instrument, which was adapted from the IMI. The interest/enjoyment subscale is the only subscale that directly measures intrinsic motivation. The results showed that there was not a significant difference between the control group and the experimental group.

The second research question addressed how the learner's value in the course was affected by the use of a video-enhanced syllabus. The hypothesis for this question was that the learners would feel that there was more value in the course. To provide value, scripts for the videos used learner-centered language and provided information on how the course would benefit the learner's career and future goals. This research question was measured by the use of the value/usefulness subscale from the IMI instrument. The

results showed that there was no significant difference between the control group and the experimental group.

The third research question addressed the expectancy of the learner to be successful in the course. The hypothesis for this research question was that the learners would feel more expectancy of being successful in the course with the use of the video-enhanced syllabus. To provide this expectancy, the video scripts focused on the discussion of how the course was relevant to the learner and to their future success. The video also attempted to provide a means of personalization, which gave the course instructor a way to express their intent of the syllabus text. This was measured by the expectancy subscale that was adapted from the Expectancy-Value-Cost scale. The results showed that there was no significant difference between the control group and the experimental group, with the ceiling for the experimental group higher than that of the control group.

Discussion

Creating a learner-centered syllabus required the implementation of friendly language and consideration of detail in relevant content. The development of the syllabus video required a synthesis of elements that put the learner at the center of the learning experience, while conveying the importance of meeting the course goals and objectives. The following discussion provides a look at the suggestions for best practices in design and development of the syllabus.

Using learner-centered language is a key component of developing a friendly tone and stimulating a positive impression through the syllabus. For the learners to use sensemaking skills, they should be provided with enough information and detail, yet still

be allowed enough flexibility to feel a sense of ownership and less a sense of fear and punitive demands of the instructor. The negative perception may be avoided by using text language, such as “we,” “our,” and “together.” A simple but effective strategy is to remove sentences that begin with “I.” By putting the learner at the center of the design process, more attention may be given to how the learner will perceive the information (Fornaciari & Dean, 2014). Examples of frameworks that promote learner-centeredness in the design of the syllabus, are Universal Design for Learning (UDL) and Quality Matters (QM) (Robinson & Wizer, 2016).

UDL serves as a blueprint for building a unique and personalized learning experience and suggests that each experience is unique and should be customized to the learner (Robinson & Wizer, 2016). UDL suggests that considering all aspects of the learner, from physical, social, emotional, and cultural, and expressing the information with those considerations as a guide. In drafting the language of the syllabus video, the instructor should use examples and situated differences to gain the attention of the learner and promote relevance and value. QM is a standards-based, peer reviewed framework that provides templates and rubrics for creating elements of the course (Robinson & Wizer, 2016). There are 42 points on the QM rubric that are not prescriptive in nature, rather provide a means of selecting what is relevant and useful for each learning experience, however, if an instructor is unsure of how to develop with the learner in mind, this rubric provides that confidence.

Constructing a learner-centered experience also requires that extraneous information be removed, and only relevant, interesting, and targeted information used. It is important to mention any experiences that can demonstrate the content that will be

learned in the course as well as provide examples of how and why the information is relevant to the learner, in their career as well as their personal life. Keller (2016) demonstrated that when you gain the attention of the learner, you should take that opportunity to then explain how the information will be of use in a practical scenario.

Incorporating more of Clark and Mayer's (2011) principles of multimedia learning into the design process may contribute to a better design of the intervention. This study focused on four of the principles, however, there may be more value and relevance stimulated from using each principle. If the learner believes that the information is relevant, then they are more likely to feel positively toward the work that will be required of them to learn the content. That is why it is important to have structure and frameworks to build from during the planning phase of design and development.

Limitations

This study had some limitations that prevented more conclusive results. The low statistical power made it difficult to make any conclusive results. The sample size was small due to convenience sampling and time constraints. The study was limited to one semester of data collection so the sample of learners available may be different depending on the semester or year of attendance. Due to the small sample size, a wider study that compared the groups between different demographic populations may show some interesting results. This study was also only carried out at a special focus university, so the learners that attend this school may differ in beliefs and attitudes than those at more traditional schools.

The instructors that participated in the courses were a mixture of resident faculty who had offices on campus and non-resident faculty who had no on-campus office. The

resident faculty worked on campus every day, Monday through Friday, and had access to the ID staff and recording studio. They were provided with in-office consultations and allowed to record as many videos as they wanted. The non-resident faculty lived in various countries across the world and only had access to virtual sessions with the ID staff.

The non-resident faculty were sent instructions on how to record their own video footage and were instructed to upload the footage to the university's OneDrive so that the video could be edited by the ID team. The non-resident faculty were also provided with sample scripts and templates for their own course scripts. The limitation of having varying qualities of the video footage as well as the lack of the ID guidance in creating non-resident faculty videos may have been a limitation in this study. If the learner's felt the non-resident faculty had poorer quality video, they may have formed a negative perception.

The instrument was adapted from a combination of existing scales that focus on motivation, but the intent of the questions may not have really been the best tool for showing how intrinsic motivation is affected. There may be additional information about the intrinsic motivation stimulated by video use that a grounded theory design, and cognitive linguistic framework would capture better. The limited amount of quantitative data made it difficult to understand the actual insights into motivation. With more focus on a qualitative approach, the nuances and feelings that may be hidden from traditional views of quantitative analysis may be more apparent. The focus of future work should consider that there may be aspects of motivation that have yet to be revealed through the measures of traditional approaches.

The types of courses that were offered may have had an impact in the low participation rates of this study. The environment was confined to a large percentage of sport-related courses. There was a smaller percentage of courses that fall into the general education category, such as Math, Psychology, Biology, Anthropology, Geography, and English, however, all courses in the general education category include discussions about sport so that they provide opportunities to connect sport to each discipline. The courses included readings and examples of relevance that discussed how that specific discipline was affected by sport.

Future research attempts should conduct the study for a minimum of two semesters and contain a larger and more diverse population and have a qualitative focus. I think more interviews with open-ended questions would shed light on feelings and impressions that have not been captured in the quantitative surveys. I also suggest incorporating a more temporal-flexible and vertical use of the video-enhanced syllabus instead of the traditional linear use with a front-end fixed placement.

Understanding intrinsic motivation is complex and what motivates one person to engage or persevere at a task may differ greatly with another person. Having a more qualitative focus may allow a deeper look into the affective domain and the feelings that arise when presented with the information as well as the delivery of that information. Allowing the learners to provide their feelings and thought processes may allow us to see and understand more clearly, why and how they are motivated.

Implications

A major implication from this study is the visibility and careful planning of the use of video in the classroom. Enhancing the syllabus with a video component provides

an attempt to bridge the gap between traditional syllabi structure and learners from populations, such as Generation Y. Fornaciari and Dean (2014) suggested that younger populations are at a disadvantage due to the lack of change in syllabus design and development over the last few decades. Syllabi are often overlooked in the research and development phase and continue to be designed with the learner in a passive role. Future research should put more focus on the learner in the design and incorporate strategies that will promote active learning and be flexible enough that the learning experience changes with the needs of the learner.

The existing literature focuses heavily on the use of video as a supplemental aid in the development of lessons, but this research addressed the use of video as a means of active learning and signaling for increased motivation in the learner. Improving the first impressions of the learners and serving as a visual and personal element to the syllabus, should add value and usability. This study bridged the gap in the literature that exists in reference to creating video with the CTML as well as considering Cognitive Load Theory. There still exists a need for more studies to address the best practices for creating a syllabus and the best practices for creating video that supports the way people learn.

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APPENDICES

Appendix A: IRB Documents

Informed Consent For a Research Study Entitled:

Examining the effects of video-enhanced syllabi on course motivation and perception

Principal Investigator: Holly Park, hollypark@southalabama.edu 256-454-1441

Advisor: Dr. Shenghua Zha, Assistant Professor, Counseling and Instructional Science

You are invited to participate in a research study to evaluate the role of a video-enhanced syllabus in a college course. The study is being conducted by Donna "Holly" Park, in the Instructional Design and Development program at the University of South Alabama. You were selected as a possible participant because you are enrolled in one of the selected courses for this study.

If you decide to participate in this research study, you be asked to answer a questionnaire reflecting your perception of the course and the instructor. Your total time commitment will be approximately 30 - 45 minutes. You may also be asked to participate in an interview, conducted by Shane Mitchell, to answer questions about your perception of the course and the instructor.

The total time commitment for this interview will be 15 - 20 minutes.

There are no direct benefits to you to be gained by participating in this survey. We hope to identify the ways in which learning and learner experience is maximized in the course setting. To the best of our knowledge, the risk of harm and discomfort from participation is no more than would be experienced in daily life.

Your participation is completely voluntary. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with the university.

Information collected through your participation may be used in a doctoral dissertation, published in a professional journal, or presented at a professional conference. This study is confidential and your participation is completely voluntary.

The data will be stored on a computer in a locked room, is it part of a secured network, is password required for accessing the system, and only the researcher, Holly Park has access to the system login. A copy of this document will be given to you to keep.

For questions about your rights as a research participant in this study or to discuss other study related concerns or complaints with someone who is not part of the research team, you may contact the Institutional Review Board at 251-460-6308 or email irb@southalabama.edu

You have read, or have had read to you, and understand the purpose and procedures of this research. You have had an opportunity to ask questions which have been answered to your satisfaction. You voluntarily agree to participate in this research as described.

_____ _____

Participant Name (printed)/ Signature of Participant Date

_____ _____

Signature of Person Obtaining Informed Consent Date

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MEMORANDUM **26 January 2021**

From: Dr. Roch A. King, USSA IRB Chair

To: Holly Park
Dr. Shenghua Zha, Faculty Advisor, University of South Alabama

Subject: Institutional Review Board Authorization Agreement

Ref: (a) University of South Alabama IRB Protocol #21-002

The review performed by the University of South Alabama IRB (FWA 00001602) of the research project titled: **Examining the Effects of Video-Enhanced Syllabi on Course Motivation and Perception** (Protocol # 21-002) by Principal Investigator, **Holly Park** has met the human subject protection requirements for the United States Sports Academy. The aforementioned protocol is authorized for participation of Academy students and staff.

Roch A. King
Roch A. King, Ph.D.
Chair, USSA IRB

irb@southalabama.edu

UNIVERSITY OF SOUTH ALABAMA

TELEPHONE: (251) 460-6308
AD 240 · MOBILE, AL. 36688-0002

INSTITUTIONAL REVIEW BOARD
January 26, 2021

Principal Investigator:	Holly Park		
IRB # and Title:	IRB PROTOCOL: 21-002 [1639844-2] Examining the effects of video-enhanced syllabi on course motivation and perception		
Status:	APPROVED	Review Type:	Limited Review
Approval Date:	January 11, 2021	Submission Type:	New Project
Initial Approval:	January 11, 2021	Expiration Date:	
Review Category:	45 CFR 46.104 (d)(2): Research that only includes interaction involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior (including visual or auditory recording): iii. The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can be readily ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by 45 CFR 46.111(a)(7)		

This panel, operating under the authority of the DHHS Office for Human Research and Protection, assurance number FWA 00001602, and IRB Database #00000286, has reviewed the submitted materials for the following:

1. *Protection of the rights and the welfare of human subjects involved.*
2. *The methods used to secure and the appropriateness of informed consent.*
3. *The risk and potential benefits to the subject.*

The regulations require that the investigator not initiate any changes in the research without prior IRB approval, except where necessary to eliminate immediate hazards to the human subjects, and that **all problems involving risks and adverse events be reported to the IRB immediately!**

Subsequent supporting documents that have been approved will be stamped with an IRB approval and expiration date (if applicable) on every page. Copies of the supporting documents must be utilized with the current IRB approval stamp unless consent has been waived.

Notes:

There are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data

This research project will be conducted under the requirements for human subjects' research per the Ramp Up Plan (Phase 2) during COVID-19

Appendix B: Cronbach's Alpha for Pilot Study

Scale 1

SUMMARY	*Count*	*Sum*	*Average*	*Variance*		
Column 1	27	149	5.518518519	2.182336182		
Column 2	27	160	5.925925926	1.60968661		
Column 3	27	162	6	1.076923077		
Column 4	27	140	5.185185185	1.618233618		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Rows	101.0740741	26	3.887464387	4.486027397	1.3757E-07	1.638018611
Columns	11.65740741	3	3.885802469	4.484109589	0.005883837	2.721783382
Error	67.59259259	78	0.8665717			
Total	180.3240741	107				
		Cronbach's Alpha	0.78			

Scale 2

SUMMARY	*Count*	*Sum*	*Average*	*Variance*		
Column 1	27	155	5.74074074	1.96866097		
Column 2	27	148	5.48148148	2.18233618		
Column 3	27	150	5.55555556	2.41025641		
Column 4	27	129	4.77777778	3.17948718		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Rows	153.666667	26	5.91025641	4.62885831	7.5877E-08	1.63801861
Columns	14.4074074	3	4.80246914	3.76124954	0.01406484	2.72178338
Error	99.5925926	78	1.27682811			
Total	267.666667	107				
		Cronbach's Alpha	0.78			

Scale 3

SUMMARY	*Count*	*Sum*	*Average*	*Variance*		
Column 1	27	150	5.55555556	3.25641026		
Column 2	27	173	6.40740741	0.86609687		
Column 3	27	156	5.77777778	1.64102564		
Column 4	27	168	6.22222222	1.1025641		
Column 5	27	159	5.88888889	1.02564103		
Column 6	27	163	6.03703704	1.11396011		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Rows	141.444444	26	5.44017094	7.62884539	6.8733E-16	1.5810239
Columns	12.7962963	5	2.55925926	3.58889333	0.00449917	2.2839309
Error	92.7037037	130	0.71310541			
Total	246.944444	161				
		Cronbach's Alpha	0.87			

Scale 4

SUMMARY	*Count*	*Sum*	*Average*	*Variance*		
Column 1	27	177	6.55555556	0.48717949		
Column 2	27	170	6.2962963	1.21652422		
Column 3	27	168	6.22222222	2.02564103		
Column 4	27	138	5.11111111	2.71794872		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Rows	71.0185185	26	2.73148148	2.2052904	0.00399713	1.63801861
Columns	33.1388889	3	11.0462963	8.91834388	3.7641E-05	2.72178338
Error	96.6111111	78	1.23860399			
Total	200.768519	107				
		Cronbach's Alpha	0.55			

Scale 5

SUMMARY	*Count*	*Sum*	*Average*	*Variance*		
Column 1	27	168	6.22222222	0.87179487		
Column 2	27	151	5.59259259	1.71225071		
Column 3	27	178	6.59259259	0.48148148		
Column 4	27	158	5.85185185	1.66951567		
Column 5	27	167	6.18518519	0.92592593		
Column 6	27	172	6.37037037	0.7037037		
Column 7	27	166	6.14814815	1.05413105		
Column 8	27	171	6.33333333	0.69230769		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Rows	148.703704	26	5.71937322	16.7391304	1.332E-35	1.55662883
Columns	18.4398148	7	2.63425926	7.7097975	3.7304E-08	2.06019342
Error	62.1851852	182	0.34167684			
Total	229.328704	215				
		Cronbach's Alpha	0.94			

Scale 6

SUMMARY	*Count*	*Sum*	*Average*	*Variance*		
Column 1	27	66	2.44444444	3.25641026		
Column 2	27	98	3.62962963	2.62678063		
Column 3	27	107	3.96296296	5.4985755		
Column 4	27	87	3.22222222	3.33333333		
Column 5	27	94	3.48148148	3.64387464		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Rows	273.037037	26	10.5014245	5.34590283	3.3032E-10	1.60237906
Columns	35.3037037	4	8.82592593	4.49296592	0.00217693	2.45905652
Error	204.296296	104	1.96438746			
Total	512.637037	134				
		Cronbach's Alpha	0.81			

Appendix C: Pilot Questionnaire

1) In a class like this, I prefer course material that really challenges me so I can learn new things.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

2) If I study in appropriate ways, then I will be able to learn the material in this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

3) When I take a test I think about how poorly I am doing compared with other students.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

4) I think I will be able to use what I learn in this course in other courses.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

5) I believe I will receive an excellent grade in this class.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

6) I'm certain I can understand the most difficult material presented in the readings for this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

7) Getting a good grade in this class is the most satisfying thing for me right now.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

8) When I take a test I think about items on other parts of the test I can't answer.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

9) It is my own fault if I don't learn the material in this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

10) It is important for me to learn the course material in this class.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

11) The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

12) I'm confident I can learn the basic concepts taught in this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

13) If I can, I want to get better grades in this class than most of the other students.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

14) When I take tests I think of the consequences of failing.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

15) I'm confident I can understand the most complex material presented by the instructor in this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

16) In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

17) I am very interested in the content area of this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

18) If I try hard enough, then I will understand the course material.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

19) I have an uneasy, upset feeling when I take an exam.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

20) I'm confident I can do an excellent job on the assignments and tests in this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

21) I expect to do well in this class.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

22) The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

23) I think the course material in this class is useful for me to learn.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

24) When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

25) If I don't understand the course material, it is because I didn't try hard enough.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

26) I like the subject matter of this course.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

27) Understanding the subject matter of this course is very important to me.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

28) I feel my heart beating fast when I take an exam.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

29) I'm certain I can master the skills being taught in this class.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

30) I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

31) Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.

	1	2	3	4	5	6	7	
Not true of me	○	○	○	○	○	○	○	Very true of me

Appendix D: Pilot Study Interview Questions

1) What was your first impression of the syllabus introduction video?

2) Did the syllabus video explain how your course was relevant to you now and in the future?

3) What was your perception of the instructor prior to watching the syllabus introduction video?

4) What was your perception of the instructor after watching the syllabus introduction video?

5) What was your perception of the course prior to watching the syllabus introduction video?

6) What was your perception of the course after watching the syllabus introduction video?

7) Do you feel motivated to do well in this course, after watching the syllabus introduction video?

8) Do you have any questions or uncertainties after watching the syllabus introduction video?

9) Do you feel that the syllabus introduction video helped you feel more connected to the course?

10) Please tell me what changes could be made to the syllabus introduction video to make you feel more motivated.

Appendix E: IMI Survey Instrument

Syllabus Questionnaire

2022IMI

1. Email *

_____

2. I know that I can learn the material in this course.

Mark only one oval.

	1	2	3	4	5	6	
Stro	◯	◯	◯	◯	◯	◯	Strongly Agree

3. I believe that I can be successful in this course

Mark only one oval.

	1	2	3	4	5	6	
Stro	◯	◯	◯	◯	◯	◯	Strongly Agree

4. I am confident that I can understand the material in this course.

Mark only one oval.

	1	2	3	4	5	6	
Stro	◯	◯	◯	◯	◯	◯	Strongly Agree

5. The course looked fun from the Homepage and Syllabus.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

6. I thought the course was boring from the Homepage and Syllabus.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

7. The course introduction from the course homepage and syllabus did not hold my attention at all.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

8. I would describe the course introduction from the course Homepage and Syllabus as very interesting.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

9. I thought the course introduction from the course Homepage and Syllabus was quite enjoyable.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

10. While accessing the course Homepage and Syllabus, I was thinking about how much I enjoyed it.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

11. I believe the course Homepage and syllabus could be of value to my success in the course.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

12. I think that accessing the course Homepage and syllabus is important to do because it can help me in this course.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

13. I would be willing to access the course Homepage and syllabus again because it has some value to me.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

14. I think accessing the course Homepage and syllabus could help me complete my tasks in this course.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

15. I believe the course Homepage and syllabus could be beneficial to my success in the course.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

16. I think accessing the course Homepage and syllabus is an important activity.

Mark only one oval.

	1	2	3	4	5	6	7	
Not	◯	◯	◯	◯	◯	◯	◯	Very True

Appendix F: Interview Questions for Qualitative Study

1) What was your first impression of the syllabus introduction video?

2) Did the syllabus video explain how your course was relevant to you now and in the future?

3) What was your perception of the instructor prior to watching the syllabus introduction video?

4) What was your perception of the instructor after watching the syllabus introduction video?

5) What was your perception of the course prior to watching the syllabus introduction video?

6) What was your perception of the course after watching the syllabus introduction video?

7) Do you feel motivated to do well in this course, after watching the syllabus introduction video?

8) Do you have any questions or uncertainties after watching the syllabus introduction video?

9) Do you feel that the syllabus introduction video helped you feel more connected to the course?

10) Please tell me what changes could be made to the syllabus introduction video to make you feel more motivated.

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