

	Smith and Ragan Model Components	Motivation Component	✓
ANALYSIS	Learning Environment	<ul style="list-style-type: none"> Assure that learning environment is conducive to learning (A) Environment is not distracting to learner (A) 	
	Learners	<ul style="list-style-type: none"> Learners have cognitive capability to understand the learning objectives and instruction. (Check Knowledge, Skills, and Attitudes) (A) (C) 	
	Learning Task	<ul style="list-style-type: none"> Creates desire to learn (A) Is not overwhelming for learner and touches all learning objectives (R) (C) 	
	Write Test Items	<ul style="list-style-type: none"> Assure test items are not overwhelming to the learner and flow is established to keep learner on track (A) (C) Test items are aligned with learning objectives (R) 	
STRATEGY	Determine <ul style="list-style-type: none"> Organizational Strategy Delivery Strategy Management Strategy 	<ul style="list-style-type: none"> Instructor has appropriate affect (A) Instructor has enthusiasm for content (A) Strategy is aligned to anticipated learning objectives (R) Learners have cognitive capability to understand the learning objectives and instruction. (Check Knowledge, Skills, and Attitudes) (A) (C) Instructor has ability to “hook” and “maintain” learners throughout strategy (A) (R) (C) Strategy has ability to align with everyday functions (R) (S) 	
	Write and Produce instruction	<ul style="list-style-type: none"> Instructor has ability to “hook” and “maintain” learners throughout strategy (A) (R) (C) Instruction leads to some sort of reward (i.e. token, grade, etc) (A) (C) (S) Instruction aligns with overall learning objectives (R) (S) Learners have cognitive capability to understand the learning objectives and instruction. (Check Knowledge, Skills, and Attitudes) (A) (C) 	
EVALUATION	Conduct Evaluation <ul style="list-style-type: none"> Formative ____ Summative ____ 	<ul style="list-style-type: none"> Learners were able to comprehend content and learning objectives (A) (R) (C) (S) Learners were able to see relativity between instruction, learning objectives, and everyday functionality (R) (C) Learners were content with flow of instruction and instructor (A) (C) (S) 	
	Comments:		
	Key: (A)ttention, (R)elevance, (C)onfidence, (S)atisfaction		