

Impact of Video Assisted Instruction on Students Learning Motivation-A Position Paper

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Abstract

The use of e-resources in curriculum delivery promises better methods of content delivery. Among the various technologies currently available, video technology can be used for teaching and learning. The purpose of this study was to investigate the impact of video assisted instruction on learning motivation. The study examined whether video assisted instruction developed using David Jonassen's constructivist principles and within the framework of Keller's (1983) ARCS (Attention, Relevance, Confidence and Satisfaction) model of motivation can affect students' learning motivation. The study concludes that videos are ideal for enhancing learning. However, this depends largely on how they are designed and used. It is also evident from this study that Jonassen's theoretical arguments, more so, the characteristics of meaningful learning and the "mind tool concept" are highly effective in using videos to enhance learning motivation.

Key words: Impact, Video Assisted Instruction, Learning Motivation

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