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Part 1: Foundations
1. The MVP Model: Overview and Application 13
   John M. Keller
   This chapter contains an overview of the MVP model that is used as a basis for the other chapters in this issue. It also contains a description of key steps in the ARCS-V design process that is derived from the MVP model and a summary of a design-based research study illustrating the application of the ARCS-V model.

2. The MVP Model as an Organizing Framework for Neuroscience Findings Related to Learning 27
   Todd M. Zakrajshek
   This chapter describes the ways in which the MVP model relates to recent research on neuroscience and learning and demonstrates how those relationships may be used to better understand physiological impacts on motivation and to facilitate improved learning.

Part 2: Applications
3. MVP and Instructional Systems Design in Online Courses 39
   Jennifer L. Franklin
   This chapter is based on three premises. The first premise is that the use of instructional systems design (ISD) methods is important in online as well as traditional classroom settings. A second premise is that improving the motivational design of instruction brings benefits to teachers and learners alike. The third premise, specific to this chapter, is that new technologies and the online environment offer opportunities for enhancing motivation, volition, and performance (MVP) as described by John M. Keller in Chapter 1.
4. Using John M. Keller’s MVP Model in Teaching Professional Values and Behaviors
Michael Theall, DeBorah D. Graham
This chapter discusses teaching and learning in the affective domain and the development of beliefs, values, and behaviors common in professional school education. We use Keller’s MVP model as the basis for designing a teacher education course where professional “dispositions” are critical learning outcomes.

5. MVP and College Success for First-Year Students
Karen A. Becker
This chapter describes a Reading and Study Skills program and course that are offered to first-year students who are underprepared or reluctant and who may be at risk for failure in other courses as well as at risk for long-term retention and graduation. The course is discussed with respect to its parallels to the MVP model, and initial evidence of its success is provided. The MVP cycle is reflected in course design and process and in a textbook created specifically to accompany the course.

6. From Keller’s MVP Model to Faculty Development Practice
Marilla D. Svinicki
As faculty and faculty developers, we sometimes forget that the principles of learning and motivation that we apply to students also apply to us. This chapter illustrates how the MVP model can be used to create effective faculty development activities.

7. MVP and Faculty Evaluation
Michael Theall
This chapter considers faculty evaluation and motivational and volitional issues. The focus is on the ways in which faculty evaluation influences not only faculty attitudes and beliefs but also willingness to engage in professional development and instructional improvement programs. Recommendations for effective practice that enhances motivation are included.

Part 3: Outcomes
8. Assessing Motivation to Improve Learning: Practical Applications of Keller’s MVP Model and ARCS-V Design Process
Thomas A. Angelo
This chapter applies John Keller’s MVP model and, specifically, adapts the ARCS-V components of that model—defined and described in Chapter 1—as a frame for exploring practical, research-based assessment, and feedback strategies and tools teachers can use to help students enhance, manage, and sustain their own motivation to learn.
9. Summary and Recommendations

*Michael Theall, John M. Keller*

This brief chapter outlines themes and ideas drawn from this issue.

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