

“Why Are iPhones So Expensive?”: Motivation, Instruction, and Learning Strategies

Kateryna Glubochenko

V.O. Sukhomlynskyi National University of Mykolaiv, Ukraine

EXECUTIVE SUMMARY

The chapter analyzes the opportunities to use motivational and instructional design in economics education. The purpose of this chapter is to use these opportunities for teaching economics in a diverse and inclusive classroom. Based on the ideas provided, the author designs a lesson plan for teaching price-making strategies as part of economics curriculum in a diverse and inclusive environment. The author used the ARSC model, cooperative learning and inquiry-based approaches, inclusive reading strategies, backwards design, and the principles of inclusion to design learning activities for the lesson. The ARCS model is helpful in terms of capturing student interests, making the lesson content relevant for students, supporting their confidence, and satisfaction. Cooperative learning and inquiry-based learning approaches provide efficient learning activities appropriate for teaching economics in a diverse and inclusive classroom. The chapter concludes that using an inclusive approach, educators can help all students to master necessary skills in the economics domain.

DOI: 10.4018/978-1-6684-7583-6.ch012

INTRODUCTION

The purpose of this paper is to use motivation and instructional design strategies for teaching economics in a diverse and inclusive classroom. The paper also rationalizes and offers a plan of a previously adopted lesson ‘Why iPhones Are So Expensive?’ which aims to develop the understanding of price-making strategies in students. At the same time, papers devoted to economics education for high school students are still rather scarce. Therefore, the work contributes to the literature of economics education for teachers and education students.

Teaching economics as a separate field of knowledge assumes that students should be financially competent, understand basic economic laws and market functioning, analyze labor market trends, be aware of management and marketing issues, etc. This is a wide area of studying. Although understanding in the economics domain aims to develop all core 21st century skills, critical thinking in students can be defined as a top priority of teaching economics at high school. Thus, the learning activities designed for the lesson on price-making strategies are focused on the development of critical thinking skills. The learning strategies are built on the use of the ARCS model, the inquiry-based learning approach, formative assessment, and the inclusive approach.

Understanding ARCS Model

Motivation is an essential component of learning. The ARCS model developed by Keller (1987) analyzes attention, relevance, confidence, and satisfaction as the conditions that drive learners in their studies. The author stated that “the ARCS model of motivation was developed in response to a desire to find more effective ways of understanding the major influences on the motivation to learn, and for systematic ways of identifying and solving problems with learning motivation” (p. 2). Motivation, as some forces within an individual to do something, determines our ability to act in any field, including learning. According to Keller’s ARCS model, “the attention category incorporates research on curiosity and arousal, interest, boredom, and other related areas such as sensation seeking” (Keller, 2016, p. 4). Thus, the purpose of this domain is to attract student attention mainly in the beginning of the lesson. As a motivational category of the ARCS model attention domain, perceptual arousal means that a teacher tries to find out “what can I do to capture their interest?” (Gagne et al., 1992, p. 118). So, the teacher should choose some content or activity that would make students focused on the learning process. Malone (1981) offers to use challenge, fantasy, and curiosity in order to attract student attention.

Applying the ARCS model to the lesson ‘Why iPhones are so expensive?’, Unit ‘Understanding Economic Development’, it is obvious that the purpose of the lesson

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