



MOTIVATION TO ADOPT A TEACHING MANAGEMENT SYSTEM

Abstract

This study identifies relative levels of motivation among pre-service teachers to adopt digital teaching management environments. Pre-service teachers were surveyed to gauge their motivation to adopt two user interfaces: a control currently used interface, and an experimental newly designed interface. The survey was adapted from a measure of motivation to adopt an education technology resource, based on Keller's (1983) ARCS model of motivation. Results indicate that a digital environment that is designed using human-centred inclusive design principles will elicit highest level of motivation to adopt. Discussion highlights the differences and similarities perceived between the interfaces and inform implications for UI design and education system implementation.

AUTHORS

MR MATTHEW FERRINDA

DR CATHY CAVANAUGH

Key Finding

Thirty-one preservice teachers rated the Experimental UI designed with human-centered design principles more favourably overall. They rated the Experimental UI with 9.8% more positive responses. Participants responded with 4.2% more neutral responses toward the Control UI designed with traditional technical principles, and participants disagreed and strongly disagreed 5.5% more frequently about their motivation to adopt the Control UI.

