# ENGAGEMENT FACTORS AND MOTIVATION IN E-LEARNING AND BLENDED-LEARNING PROJECTS

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## Abstract

Virtual education is one of the most significant tools in what EU Commission calls *LifeLong Learning (LLL)* and learners' engagement is a capital aspect to succeed in any online formative activities. Therefore*,* this paper is devoted to reach three main objectives to improve virtual formative experiences:Identifying which motivational factors are more significant in e-Learning/blended-learning processes as well as in technology-supported on-campus teaching. Discovering which kinds of digital and 2.0 tools for creating multimedia educational resources are best considered according to their capacity to keep students engaged in virtual educative projects.Clarifying which types of learning products (that is, e-assessments) are most suitable to help e-learners acquire good quality knowledge along with practical competences while keeping motivation throughout the course.In order to achieve these aims, it was developed a research process focused on the aforementioned subjects and based on building a specific questionnaire with 35 questions (in four sections) about motivation and e-learning, keeping in mind the conclusions derived from a previous bibliographic research.This questionnaire was filled in by 65 experts on e-Learning and hybrid teaching (mainly from Spain and South America) whom were connected by emailing.After applying qualitative statistical analysis to their responses, several interesting conclusions came up, such as:Establishing a difficulty level directly related to students' prior knowledge level and particular goals will increase motivation and reduce dropping out rates. Awakening students' sensible curiosity by means of a suitable diversity in how contents are presented will improve grades and levels of satisfaction.Including an equalitarian and integrative internal motivational system will increase engagement and retention.Accessibility is a key point in relation to how e-learners get engaged in an educative project and get benefits from it. This is particularly important in the early stages of the course.And some other evidences that are described in the paper. This research will be useful to develop new instructional design models centered in getting and keeping e-learners' attention and motivation through involving new techniques like *gamification* or problem-solving activities. Besides, these results will help educators discover the main factors they should pay attention when designing e-learning tasks and selecting web 2.0 tools for the 21th century students.

*Keywords***:** *e-learning engagement*, *e-learning motivation*, *multimedia educational resources*, *e-assessments, instructional design*