

## LEARNING MOTIVATION VS. INFORMATION OVERLOAD: THE IMPORTANCE OF STRUCTURE IN DIGITAL LEARNING ENVIRONMENTS

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### ABSTRACT

The rising trend of digital technologies extending into the field of education has also given important concerns on the scale between student motivation and information overload. This paper discusses how structure in a digital learning environment is important, paying attention to how properly designed instruction strategies can increase performance by alleviating cognitive load, resulting in more effective learning. The most important theories described in the study include Cognitive Load Theory (CLT) and Self-Determination Theory (SDT), thus create the framework with which the digital environment of learning may be designed to best engage students in better learning activities at the risk of overloading the learner. This paper reviews the literature that exists on these issues and makes the point that instructional design needs to be aligned to the principles of motivation and alleviating unneeded mental challenges. The results indicate the necessity to design courses in a planned manner so as to foster intrinsic motivation, as well as allowing proper technology use.

**Keywords:** learning motivation, information overload, cognitive load, instructional design, digital learning environments.