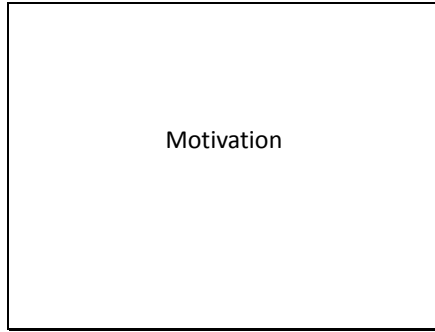


# Motivation

Slide 1



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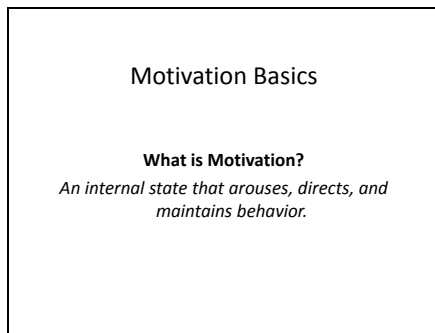
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Slide 2



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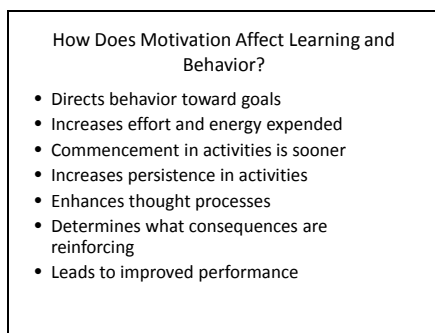
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Slide 3



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Slide 4

**TYPES OF MOTIVATION**

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Slide 5

**Intrinsic Motivation**

- Associated with seeking out and conquering challenges in pursuit of personal interests and the exercise of capabilities
- Associated with activities that are their own reward
- Enjoyment of a task or the sense of accomplishment that it brings



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Slide 6

**Extrinsic Motivation**

- Motivation created by external factors like rewards and punishments
- Not interested in the activity for its own sake, but instead for possible gains



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Slide 7

Try It Yourself	
Put an E next to the examples of extrinsic motivation	Put an I next to the examples of intrinsic motivation:
A teacher assigns points for good behavior that can be exchanged for better grades at the end of each week.	
A student goes to the library after school to find more information about an especially interesting topic that was introduced in class.	
A student crams hard for an upcoming exam in order to maintain her perfect GPA.	

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Slide 8

Effects of I vs. E Motivation on Student Learning	
<ul style="list-style-type: none"> <li>• Intrinsic               <ul style="list-style-type: none"> <li>– Eager to learn</li> <li>– Enjoy learning</li> <li>– Welcome challenges</li> <li>– Process information effectively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Extrinsic               <ul style="list-style-type: none"> <li>– Reluctant to engage in learning tasks</li> <li>– Dislike learning</li> <li>– Avoid challenges</li> <li>– Process information superficially</li> </ul> </li> </ul>

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Slide 9

The Effectiveness of Intrinsic and Extrinsic Sources of Motivation
<ul style="list-style-type: none"> <li>• The relationship between intrinsic and extrinsic motivation is complex.</li> <li>• Sometimes motivation can start out extrinsic and lead to intrinsic.               <ul style="list-style-type: none"> <li>– For example, Jim studies geometry because he believes studying will lead to a good job in the future. The more Jim learns, the more he becomes intrinsically interested in the subject.</li> </ul> </li> <li>• People can be intrinsically and extrinsically motivated at the same time.</li> <li>• Ideally, intrinsic motivation should be used, but sometimes extrinsic motivation, in the form of attendance policies for example, can be effective.</li> </ul>

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# Motivation

Slide 10

**Review and Discuss**

- What type of motivation do you have for this class?
  - Why are you taking this class?
    - List 3-5 reasons that you are in this class today.
  - Label the reasons as I (intrinsic) or E (extrinsic)
  - What do the results tell you about yourself and how you are likely to perform or behave in this class?

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Slide 11

**COGNITION AND MOTIVATION**

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Slide 12

**What is cognition?**

- “Cognition” refers to various things.
  - The set of processes that allow us to pay attention to things, transfer information to long-term memory, solve problems and so on.
  - The content of our thoughts: What beliefs does an individual hold? What memories does he or she retain from school and life experiences?

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# Motivation

Slide 13

What do we mean by cognitive factors in motivation?

- Our motivation to succeed in school or in other parts of life is affected by how we think.
- Why is this important?

Take a moment to consider this question before moving to the next slide.

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Slide 14

Why are cognitive factors in motivation important?

- Higher motivation to succeed in school tends to lead to more and better work and thus to better success.
- Cognitive factors in motivation can be affected by various educational and other interventions. That is, we may be able to improve students' motivation.

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Slide 15

**Cognitive Approach to Motivation**

- Characteristics
  - Behavior determined by thinking
  - People initiated and regulated by plans, goals, schemas, expectations, and attributions
  - People respond to perceptions
  - People are active and curious



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# Motivation

Slide 16

The Relationship  
between Cognition and Motivation

- The need to understand is central to motivational theory.
- People are motivated by the need to understand and make sense of the world.

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Slide 17

**COGNITIVE THEORIES OF  
MOTIVATION**

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Slide 18

What cognitive factors affect motivation?

- Intrinsic and extrinsic sources
- Past experiences and current information



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# Motivation

Slide 19

Past experiences and current information

- The more prior knowledge a person has on a topic, the more interest they have in it.
- Students with previous success on a task will work harder on the next task.

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Slide 20

What are the current Cognitive Theories of Motivation?

- Social Cognitive Theory: Self-efficacy
- Self-Determination Theory
- Attribution Theory
- Expectancy Value Theory

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Slide 21

Social Cognitive Theory

- Social cognition theory deals with the influence that observing others has on behavior.
- The theory considers the learners' beliefs and expectations.
- Reinforcement and punishment affect learners' motivation, rather than directly cause behavior.

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Slide 22

**Self-efficacy**

- Construct from social cognitive theory
- Sources of self-efficacy
  - Mastery experiences
  - Emotional arousal
  - Vicarious experiences
  - Social persuasion
- Self-efficacy, self-concept, and self-esteem
  - How do they differ?



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Slide 23

**Enhancing Self-efficacy**

- Strategies to enhance self-efficacy
  - Help students master basic skills
  - Help students make noticeable progress
  - Communicate confidence in students' abilities
  - Expose students to successful peers



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Slide 24

**Self-efficacy and Motivation**

- Performance in school and self-efficacy increased when students
  - Adopt short term goals
  - Are taught to use specific learning strategies
  - Receive rewards based on performance
- Teacher efficacy



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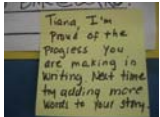
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Slide 25

Promoting Intrinsic Motivation through Self-efficacy

- Provide competence promoting feedback
- Promote mastery on challenging tasks
- Promote self-comparison rather than social comparison
- Be sure errors occur within an overall context of success



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Slide 26

Review and Discuss

- Define self-efficacy.
- How can you utilize each source of self-efficacy to increase or enhance your students' self-efficacy? Provide an example for each source.
- Discuss how self-efficacy increases motivation on tasks. Think about some of your own experiences and talk about them with a partner.

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Slide 27

Self-determination theory

- Innate needs that must be met for optimal human functioning
  - Competence
  - Relatedness
  - Autonomy
- Educational implications
  - Help students increase competence
  - Foster positive interpersonal relationships
  - Give students choices and promote self-regulation

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Slide 28

**Self-determination**

- Classroom supports self-determination
  - Greater student interest
  - Preference for challenge, conceptual learning, and creativity
- Need to make choices and decisions
  - Intrinsically motivating



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Slide 29

**Providing Intrinsic Motivation Through Self-Determination**

- Present rules and instructions in an informational manner rather than a controlling manner
- Provide opportunities for students to make choices
- Evaluate student performance in a non-controlling fashion
- Minimize reliance on extrinsic reinforcers
- Help students keep externally imposed constraints in perspective

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Slide 30

**Review and Discuss**

- What is self-determination and why is it important?
- What are some ways you can provide students with choices that matter to them?
- Discuss how self-determination increases motivation on tasks. Think about some of your own experiences and talk about them with a partner.

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Slide 31

**Attribution Theory**

- Attribution theory deals with what people believe about **why** they succeed or fail at different tasks and the effects on future behavior or learning.
- Dimensions
  - Locus
  - Stability
  - Control/responsibility

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Slide 32

**Attribution Theory: Dimensions**

- Locus: Do students attribute performance to internal or external causes?
- Stability: Do students attribute performance to stable or unstable causes?
- Controllability: Do students attribute performance to causes they can control or those beyond their control?

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Slide 33

**Common Patterns**

- People tend to attribute success to internal causes and failure to external causes.
- When student attributions for failure are stable and uncontrollable, students are unlikely to change their behaviors in ways that might lead to future success.

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# Motivation

Slide 34

### Attribution Theory

- When asked, people give four common and basic reasons for success or failure on specific tasks:
  - Ability
  - Effort
  - Task difficulty
  - Luck

	Internal	External
No Control	Ability	Luck
Control	Effort	Task Difficulty

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Slide 35

### Review and Discuss

- With a partner, think of classroom examples (i.e., student comments and behaviors) that fit within each of the cells on the chart on the previous slide.
- How can you encourage students to take responsibility for their behaviors (i.e., internal, unstable, and controllable causes) and enhance their self-efficacy?

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Slide 36

### Why are attributions important?

- Explanatory beliefs influence
  - Learning outcomes
    - Expectations
    - Performance
    - Choices
  - Well-being outcomes
    - Emotions
  - Social outcomes
    - Help seeking behaviors



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Slide 37

**Gender Differences in Attributions**

- Males
  - Attribute successes to ability and failures to lack of effort
- Females
  - Attribute successes to effort and failure to lack of ability



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Slide 38

**Self-schema**

- Beliefs about ability
  - Entity view
    - Intelligence is fixed, stable, and uncontrollable
    - Choose performance goals
  - Incremental view
    - Intelligence is a set of skills that can be changed
      - Unstable but controllable



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Slide 39

**Review and Discuss**

- Describe the three different dimensions of attributions.
- With a partner either recall or imagine situations in which the different dimensions of attributions were utilized.
- How can you help females to have a healthier view of both their successes and failures?

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Slide 40

**Expectancy-Value Theory**

- Expectancy-Value theory says that motivation is governed by two things:
  - The expectancy of success
  - The value of that success
  - Values of the goal interpreted in terms of costs in pursuing the goal




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Slide 41

**Expectancy-Value Theory**

- Begins with the idea that everyone has a need for achievement, but in different amounts
- People are motivated to engage in an activity to the extent that they expect to succeed times the value they place on the success (Wigfield & Eccles, 1992, 2000).
- Task Value answers “Why should I do this task?”

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Slide 42

**Expectancy-Value Theory**

- Combination of task value and expectation for success
  - Both high: persistence, great effort expended, motivation for learning
  - Both low: refuse to participate, no motivation to learn

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Motivation

Slide 43

**You try it...**

- On the next slide, label each of the examples with either an E or a V to indicate whether it describes one's **expectancy** of success or the **value** they place upon that success

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Slide 44

Example	Label
Jim didn't complete his homework because he thought it was busy work.	
Sarah studied hard for her test because she had a high expectation for success.	
Joe thought he would never use what he learned in Mr. Bob's class and wasn't motivated to attend.	

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Slide 45

**Expectancy-Value Theory**

- Task value
  - Attainment value
  - Intrinsic or interest value
  - Utility value
- Authentic tasks



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Slide 46

**Expectancy-Value Theory**

- Cost
  - Cost refers to what a person gives up to engage in a task. For example, if Jennifer studies for her French test, she has less time to participate in other activities.
  - If the cost is too high, a person may avoid the activity.



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Slide 47

**You try it...**

- On the next slide, label each of the examples with an A, I, or U to indicate whether it is Attainment, Intrinsic, or Utility Value

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Slide 48

Example	Label
George studied history because it was interesting to him.	
Dan worked hard in his wood shop class because he believed it would help him in the future.	
It was important for Sue to win the race because she thought she was a good athlete.	

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Slide 49

**Review and Discuss**

- Describe how the expectancy-value theory determines a student's level of motivation.
- With a partner discuss three different assignments that are memorable to you. Then indicate your expectation for success and the task value including the attainment, interest, and utility values.

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Slide 50

**Goal Orientations**

- Patterns of beliefs about goals related to achievement in school
- Why goal setting improves performance
  - Directs attention to the task at hand and away from distractions
  - Energizes effort
  - Increases persistence
  - Promotes the development of new knowledge and strategies

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Slide 51

**Goal Orientations**

- Learning or mastery
- Performance or ability
- Work avoidance
- Social\*
- Affective\*



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Slide 52

**Goal Orientations**

- Learning Goals
  - A desire to acquire additional knowledge or master new skills
- To foster learning goals:
  - Relate subject matter to student needs, goals, and interests
  - Model interest in and enthusiasm for the subject
  - Communicate the belief that students want to learn
  - Focus students' attention on learning goals

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Slide 53

**Goal Orientations**

- Performance Goals
  - A desire to look good and receive favorable judgments from others OR
  - A desire not to look bad and receive unfavorable judgments



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Slide 54

**Goal Orientations**

- Work Avoidance Goals
  - Avoid doing work
  - Do as little work as possible
  - No desire to look smart or to learn



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# Motivation

Slide 55

**Review and Discuss**

- Differentiate between learning, performance, and work-avoidant goals. What types of behaviors correspond with each goal?
- How can you encourage your students to adopt learning goals?
- How can you help your students to see that learning goals are integral to the learning process?

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Slide 56

**AFFECT AND MOTIVATION**

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Slide 57

**What is affect?**

- Affect refers to:
  - Feelings and emotions.
  - Reaction to stimuli in the environment.
- Debate
  - Affect is primary followed by cognition
  - Affect is secondary, following cognition
  - The content of our thoughts: How do you feel after taking the exam?

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# Motivation

Slide 58

What do we mean by affective factors in motivation?

- Our motivation to succeed in school or in other parts of life is affected by how we feel in addition to what we think.
- Why is this important?

**Thinking** **Feeling**



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Slide 59

Why are affective factors in motivation important?

- Affect interacts with perceptions, attributions, beliefs and needs.
- Affective factors in motivation can be influenced by teachers, the educational setting, and peers. Knowing this we may be able to increase students' motivation.

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Slide 60

**Affective Approach to Motivation**

- Characteristics
  - Behavior determined by feelings, emotions, or mood
  - Behavior governed by meeting needs, accomplishing goals, and feelings experienced after completing a task
  - People respond to perceptions

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# Motivation

Slide 61

The Relationship  
between Affect and Motivation

- Feelings and emotions are signal systems for humans
- Affect influences behavior
  - Approach: positive affect guides toward
  - Avoidance: negative affect guides away



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Slide 62

Review and Discuss

- How do feelings or affect influence behavior in the classroom?
- Think about the last time you took a test. How did you feel? How did those feelings change as you prepared for the exam, waited for the exam to be passed out, took the exam, and finished the exam?

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Slide 63

Needs, Goals, and Beliefs

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Slide 64

**Needs**

- How do learners' **needs** influence their motivation to learn?
  - *Maslow's Hierarchy of Needs*
  - *Self-Determination: Need for Competence, Autonomy, and Relatedness*
  - *Supporting Self-Determination and Autonomy*

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Slide 65

**Humanistic Approach**

- Emphasis on personal freedom, choice, self-determination, personal growth
- Role of needs—motivated to fulfill personal needs
  - Needs—what a person requires or thinks he/she requires for overall well-being
    - Needs activate motivation

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Slide 66

**Maslow's Hierarchy of Needs**

<u>Deficiency needs</u> (lower-level needs)	<u>Being needs</u> (higher-level needs)
1.) Survival	5.) Intellectual achievement
2.) Safety	6.) Aesthetic appreciation
3.) Belonging	7.) Self-actualization
4.) Self-esteem	

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Slide 67



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Slide 68

**Humanistic Approach**

- Criticisms
- Educational implications
  - Deficiency needs must be met before children can learn

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Slide 69

**Review and Discuss**

- As a teacher you cannot meet each student's deficiency needs in order to promote self-actualization. But what can you do in order to support the process of self-actualization?

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## Motivation

## Slide 70

## Self-Determination: Need for Competence, Autonomy, and Relatedness

- When students experience **self determination**, they are **intrinsically** motivated
  - **Self-Determination in the Classroom**: associated with greater student interest and curiosity, sense of competence, creativity, conceptual learning, and preference for challenge.
  - **Information and Control**: events affect motivation through the individual's perception of the events as controlling behavior or providing information.

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## Slide 71

## Need for Competence

- Need to feel competent
- Try to master tasks and skills encountered in environment
- Need to protect oneself from NOT feeling competent
  - Self-worth
  - Maintain positive self-perceptions

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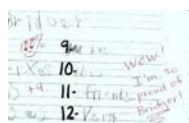


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## Slide 72

## Need for Relatedness

- Desire to establish close emotional bonds and attachments with others
- Similar to a sense of belonging
- Need for affiliation
- Need for approval




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## Motivation

Slide 73

**Need for Autonomy**

- Need to feel capable of making choices and decisions
- Feel can act successfully on one's own

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Slide 74

**Supporting Self-Determination and Autonomy**

- Allow and encourage students to make choices
- Help students plan actions to accomplish self-selected goals
- Hold students accountable for the consequences of their choices
- Provide rationales for limits, rules, and constraints
- Acknowledge that negative emotions are valid reactions to teacher control
- Use non-controlling, positive feedback

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Slide 75

**Need for Achievement**

- High need for achievement
  - Stronger expectation of success than fear of failure
  - Seek moderately challenging tasks that balance challenge and expectation for success
    - Tasks that are too easy pose no challenges
    - Tasks that are too hard result in low expectation for success

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## Motivation

Slide 76

## Need for Achievement

- Low need for achievement
  - Avoid challenges because fear of failure outweighs expectations of success
  - Seek easy tasks which guarantee success or very difficult tasks in order to guarantee an excuse for failure

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Slide 77

## Social Needs and Goals

- Approval needs
  - Positive judgments from others
  - Concerned with pleasing others
- Characteristics of students with high approval needs
  - Give in easily to peer pressure
  - Conform to external constraints
  - Suppress their thoughts and feelings
  - Tend to develop performance goal orientations toward learning

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Slide 78

## Social Needs and Goals

- Affiliation needs
  - Having friends
  - Being liked and accepted
- Students differ in their need for affiliation
- Students differ in the extent to which they have affiliation goals
- Affiliation goals can conflict with learning and achievement goals

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## Motivation

Slide 79

## Review and Discuss

- Is it possible to meet students' needs of competence, relatedness, and autonomy? Think of ways to meet these needs and support self-determination on a daily basis.
- How can you balance meeting students' social needs and your educational objectives?

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Slide 80

## Beliefs

- What students think about learning/knowing and about themselves – their competence and the causes for success and failure

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Slide 81

## Beliefs and Self-Perceptions

- ▶ *Beliefs about Knowing: Epistemological Beliefs*
- ▶ *Beliefs about Self-Worth*
- ▶ *Encouraging Self-Worth*

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Slide 82

**Beliefs about Knowing:  
Epistemological Beliefs**

- Beliefs about the structure, stability, and certainty of knowledge, and how knowledge is best learned
- Basic concepts of ability
  - *Entity view of ability*—Ability is a fixed characteristic that cannot be changed.
  - *Incremental view of ability*—Ability is a set of skills that can be changed.

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Slide 83

**Beliefs about Self-Worth**

- *Mastery-oriented students*
  - Focus on learning goals
  - Value achievement
  - Ability viewed as improvable
- *Failure-avoiding students*
  - Goal is to avoid failure
  - Do not take risks
  - Claim not to care about their performance
- *Failure-accepting students*
  - Believe failures are due to low ability
  - Entity view of ability



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Slide 84

**Encouraging Self-Worth**

- Emphasize that abilities are always improvable
- Teach directly about the difference between learning goals and performance goals
- Make the classroom a place where failure is just diagnostic – failure provides feedback for improvement
- Encourage help-seeking and help-giving

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## Motivation

Slide 85

## Review and Discuss

- When students believe that ability levels or intelligence is fixed (entity view), how can you help students to see that ability can be improved (incremental view)?
- When your classroom is a safe-to-fail environment, such that failure is viewed as feedback, how you can help both students and parents to understand and accept failure as a source of information and not a judgment?

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Slide 86

## Interests, Curiosity, and Emotions

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Slide 87

## Interests

- Interests
  - Personal or individual interests
  - Situational interests
- Four Phase model of interest development
  - 1.) Situational interest triggered → 2.) Situational interest maintained → 3.) Emerging individual interest → 4.) Well-developed individual interest

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Slide 88

**Curiosity**

- Building on student's interests and curiosity
  - Relate content objectives to student experiences
  - Identify student interests, hobbies, and extracurricular activities that can be incorporated into class lessons and discussions
  - Use humor, personal experiences, and anecdotes that show the human side of the content
  - Use original source material with interesting content or details
  - Create surprise and stimulate curiosity

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Slide 89

**Emotions and Anxiety**

- Achievement goals influence achievement emotions
  - Mastery Goal oriented
  - Performance-Approach oriented
  - Performance-Avoidance oriented

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Slide 90

**Arousal and Anxiety**

- Coping with Anxiety
  - Use competition carefully
  - Avoid situations in which highly anxious students will have to perform in front of large groups
  - Make sure all instructions are clear. Uncertainty can lead to anxiety
  - Avoid unnecessary time pressures
  - Remove some of the pressures from major tests and exams
  - Develop alternatives to written tests
  - Teach students self-regulation

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Slide 91

**Review and Discuss**

- How can you help students to overcome debilitating anxiety?
- How can you identify your students' facilitative levels of anxiety?
- How can you create a learning environment that captures and maintains facilitative anxiety levels?

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Slide 92

**HOW TO IMPROVE MOTIVATION IN SCHOOL**

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Slide 93

**Motivation in Learning and Teaching**

- Most educators agree that motivating students is one of the critical tasks of teaching
- In order to learn student must be cognitively, emotionally, and behaviorally engaged in productive class activities
- Students' motivation has a direct and powerful impact on their social interactions and academic achievements
- Motivation affects performance

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## Motivation

Slide 94

**Strategies to Improve Motivation**

- Help students understand the value of the task or learning a particular skill
  - Attainment value—why learning a particular content or skill is important
  - Interest value—make learning fun
  - Utility value—explain connections between classroom learning and the “real world”

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Slide 95

**Strategies to Improve Motivation**

- Use variety and familiarity to capitalize on student interests
- Help students set learning goals
- Emphasize self-comparison not social comparison
- Enhance students' self-efficacy through repeated successful experiences
- Provide students with choices

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Slide 96

**Strategies to Improve Motivation**

- Help students view themselves as in charge of their behavior and learning
  - Take responsibility for both successes and failures
- Focus on student effort
- Increase opportunities and expectations for success
- View intelligence and ability from an incremental viewpoint

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## Motivation

Slide 97

**Review and Discuss**

- Brainstorm additional ways to promote intrinsic motivation.

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Slide 98

**You try it...**

- On the next few slides, you will find brief descriptions of realistic educational situations. Take a few moments with each one to think of some strategies for improving motivation and which cognitive theory of motivation the strategy is based on.

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Slide 99

**Scenario One**

- Steven is a bright student. Steven earns A grades on his tests and quizzes. He participates in class and almost always can answer questions posed to him correctly. However, Steven is disorganized and almost never completes or turns in his homework on time. Consequently, his overall grades suffer. How can Steven be motivated to do his homework and turn it in?

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## Motivation

Slide 100

## Scenario Two

- Several students in Miss Brown's class have decided that they cannot learn how to use a word processing program. No matter what Miss Brown does, these students say they can't do it and do not even try. Miss Brown provides step-by-step instruction on the overhead, the text has step-by-step directions and screenshots with labels and arrows, and Miss Brown has attempted to tutor the students with one on one instruction. No matter what Miss Brown attempts, these students say they cannot do it. What can Miss Brown do to motivate her students to learn?

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Slide 101

## Scenario Three

- Mr. Keller is introducing a new and difficult concept to his science class. In the past, this particular class has been reluctant to attempt new or difficult things. What can he do this time around to make the lesson go smoother and motivate his students to learn?

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Slide 102

## Web Resources

- *What is Cognitive Motivation?*  
<http://www.wisegeek.com/what-is-cognitive-motivation.htm>
- *Google Scholar*  
<http://scholar.google.com/>
- *Educational Information Resource Center*  
<http://www.eric.ed.gov/>
- *OhioLINK Library Catalog*  
<http://olc1.ohiolink.edu/search/>

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Slide 103

**Psychological Review Resources**

- Website: <http://www.apa.org/pubs/journals/rev/index.aspx>
  - Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273.
  - Weiner, B. (1985). An attribution theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573.

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Slide 104

**Journal of Educational Psychology**

- Website: <http://www.apa.org/pubs/journals/edu/index.aspx>
  - Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260-267.
  - Middleton, M. J., & Midgley, C. (1997). Avoiding the demonstration of lack of ability: An underexplored aspect of goal theory. *Journal of Educational Psychology*, 89(4), 710-718.
  - Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 91(3), ~55.

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Slide 105

**Contemporary Educational Psychology**

- Website: [http://www.elsevier.com/wps/find/journaldescription.cws\\_home/622811/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/622811/description#description)
  - Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
  - Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68-81.
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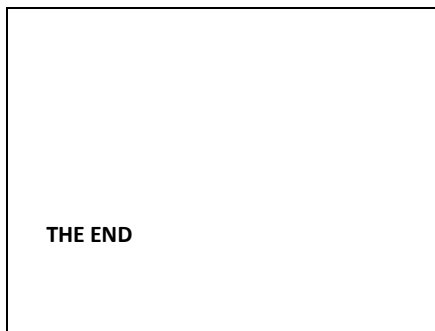
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Slide 112



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