<center>**Motivation**</center>

Slide 1) Motivation

Slide 2) Motivation Basics
- **What is Motivation?**
- *An internal state that arouses, directs, and maintains behavior.*
-

Motivation is a willingness to expend a certain amount of energy or effort to achieve a goal.

Misconceptions:
- "Students are not motivated."
    - Yes, students are motivated but not in the ways in which teachers want.
- "Teachers can directly motivate students."
    - Motivation must come from within the student. Teachers can create circumstances and environments which influence students to behave in certain ways.

Slide 3) How Does Motivation Affect Learning and Behavior?
- **Directs behavior toward goals**
- **Increases effort and energy expended**
- **Commencement in activities is sooner**
- **Increases persistence in activities**
- **Enhances thought processes**
- **Determines what consequences are reinforcing**
- **Leads to improved performance**

Ultimately, motivation directs, energizes, and maintains learning and behavior.

Slide 4) Types of Motivation

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**

With intrinsic motivation, there are inherent positive consequences (e.g., becoming more knowledgeable, competent, or independent).

Examples: interest, enjoyment, valuing a task

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

With extrinsic motivation, students engage in an activity in order to earn the reward which tends to not be related to the activity or learning.

Behavior changes may be temporary, students may develop materialistic view of learning, and intrinsic motivation may be lessened.

Examples: grades, approval of others**,** recognition from others, rewards

Behavioral view of learning

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.	

Slide 8) Effects of I vs. E Motivation on Student Learning
- **Intrinsic**
    - **Eager to learn**
    - **Enjoy learning**
    - **Welcome challenges**
    - **Process information effectively**
- **Extrinsic**
    - **Reluctant to engage in learning tasks**
    - **Dislike learning**
    - **Avoid challenges**
    - **Process information superficially**

Slide 9) The Effectiveness of Intrinsic and Extrinsic Sources of Motivation
- **The relationship between intrinsic and extrinsic motivation is complex.**
- **Sometimes motivation can start out extrinsic and lead to intrinsic.**
    - **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.**
- **People can be intrinsically and extrinsically motivated at the same time.**
- **Ideally, intrinsic motivation should be used, but sometimes extrinsic motivation, in the form of attendance policies for example, can be effective.**

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?**

Slide 11) Cognition and motivation

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?**

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.**

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.**

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**

Behavior determined by thinking—not reward or past punishment

People respond to perceptions or interpretations not to external or physical events or conditions

People are active and curious—search for information to solve **personally relevant problems**

Emphasize intrinsic 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.**

Slide 17) Cognitive theories of motivation

Slide 18) What cognitive factors affect motivation?
▸ **Intrinsic and extrinsic sources**
▸ **Past experiences and current information**

Intrinsic and extrinsic sources of motivation have already been discussed. Specifically here these sources refer to how one thinks about those sources: think about gaining new knowledge or being more competent, think about the reward for finishing a task. There is little reference to feeling without first thinking.

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.**

Slide 20) What are the current Cognitive Theories of Motivation?
- **Social Cognitive Theory: Self-efficacy**
- **Self-Determination Theory**
- **Attribution Theory**
- **Expectancy Value Theory**

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.**

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?**

Self-efficacy is the belief in one's capability to successfully perform a skill or accomplish a task. It is subject specific.

Sources:
- Mastery: students need repeated success on tasks
- Emotional arousal: students rely on emotions felt when preparing for and engaging in a task
- Vicarious experiences: watch others "like them" experience success and failure
- Persuade/convince students that they have the ability to perform, express confidence in students' abilities

Self-efficacy vs. self-concept vs. self-esteem
Self-efficacy
- Evaluative judgments regarding one's capability to perform a task in a specific subject
- "I can solve quadratic equations."

Self-concept
- Non-evaluative judgment of one's self, "who one is"
- "My favorite subject is math."

Self-esteem
- Evaluative judgment of components of self-concept
- "I'm pretty smart at math."

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**

To help students increase their levels of self-efficacy
- teach to mastery (about 80% correct)
- reassure students that they can be successful and remind them of others just like them who have been successful
- have students work in small groups on challenging task that are achievable only with effort and perseverance.

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**

Students who have high self-efficacy
- set goals and select activities in the areas in which they are most capable
- engage in deep processing, not just memorization
- work longer and persist at difficult tasks
- face challenges with excitement and curiosity (not anxiety)

Teacher efficacy
- Teachers believe as group that they can make a difference in students' lives. When teachers believe that they are capable of teaching/reaching all students, the students achieve at higher levels and have higher self-efficacy.

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**

To increase student self-efficacy, teachers should
- Emphasize progress
- Make specific suggestions for improvement
- Stress the connection between effort and accomplishment
- Help students set learning goals
- Model mastery orientations

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.**

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**

Self-determination is the belief that one is in control and can make choices.

Needs
- Competence: success experiences
- Relatedness: feel like a member of a group, affiliation
- Autonomy: independence

Slide 28) Self-determination
- ▶ **Classrooms that support self-determination**
  - ◦ **Greater student interest**
  - ◦ **Preference for challenge, conceptual learning, and creativity**
- ▶ **Need to make choices and decisions**
  - ◦ **Intrinsically motivating**

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**

Provide information for students so they know the conditions which must be met in order to accomplish goals

Choices: let students make rules, select topics and due dates, select activities

Provide information for improvement

Focus on inherent value regardless of competition and extrinsic rewards

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.**

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**

Perceived cause of success/failure

Slide 32) Attribution Theory
> ▸ **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?**

Dimensions:
Locus—where
- Internal
  - o Success/failure attributed to factors internal to the person
  - o Examples—ability, personality characteristics, effort
- External
  - o Success/failure attributed to factors external to the person
  - o Examples—teacher behaviors, difficulty of task, luck

Stability—likelihood of re-occurrence
- Stable
  - o Success/failure attributed to something not expected to change in the near future
  - o Examples—physical appearance, ability
- Unstable
  - • Success/failure attributed to something that is changeable
  - • Examples—luck, fatigue, mood

Controllability—responsibility
- Controllable
  - o Success/failure attributed to something person can control or change
  - o Examples—effort, mistakes, willful behaviors
- Uncontrollable
  - o Success/failure attributed to something person can't control or change
  - o Examples—illness, racism, sexism

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.**

To maintain self-esteem

They get stuck in failure

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

Chart from: http://www.edpsycinteractive.org/topics/motivation/motivate.html

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?**

Slide 36) Why are attributions important?
- ▶ **Explanatory beliefs influence**
  - ◦ **Learning outcomes**
    - · **Expectations**
    - · **Performance**
    - · **Choices**
  - ◦ **Well-being outcomes**
    - · **Emotions**
  - ◦ **Social outcomes**
    - · **Help seeking behaviors**

Learning outcomes—performance, persistence, course selection

Well-being—emotions, self-esteem

Social—help seeking behavior

Over time, attributions develop into relatively stable personality patterns like mastery orientations, learned industriousness, optimism, or learned helplessness that either facilitate or inhibit learning, motivation, and personal/social development

Learning Outcomes: Expectations
- Success
    - Stable—expectations of future success
    - Unstable—current success rate has less effect on future expectations
- Failure
    - Stable—expectations of future failure
    - Unstable—current success rate has less effect on future expectations

Learning Outcomes: Performance/Effort
Failure due to lack of effort
- Try harder in the future
- Persist longer in the face of difficulties

Failure due to innate ability
- Give up easily
- Regress
- May develop learned helplessness

Learning Outcomes: Performance
- When compared to students of equal ability who expect to fail, students who expect success
    - Get better grades
    - Approach problem solving tasks more logically and systematically
    - Self-fulfilling prophecy

Learning Outcomes: Choices
- Students who expect success are more likely to pursue learning in the area and take advanced courses

Well-being Outcomes: Emotions
Success
- Internal—pride and satisfaction
- External—gratitude

Failure
- Internal—guilt and shame
- External—anger

Social: Help seeking
- Success as internal and controllable
    - Success result of own doing, seek support to facilitate future learning
- Failure as uncontrollable
    - Unlikely to seek support even when readily available

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**

The most optimistic students attribute success to stable factors (ability) and failures to unstable factors (lack of effort or inappropriate strategies)

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**

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?**

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**

Need for achievement theory has led to the more general expectancy-value theory—discussed with Affective Factors in Motivation

Expectancy value theories—motivation is the product of two forces

Glasser: students need to experience success in school in order to later be motivated to succeed in life

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 & Eccless, 1992, 2000).**
- ▸ **Task Value answers "Why should I do this task?"**

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**

When task value is low but the expectation for success is high, then you see students engage in an activity with minimal effort and no real motivation for learning.

When the task value is high but the expectation for success is low, then you see students procrastinate, try to "look" competent to others, and very little motivation for learning.

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**

Slide 44) Chart

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.	

Slide 45) Expectancy-Value Theory
  ▸ **Task value**
    ◦ **Attainment value**
    ◦ **Intrinsic or interest value**
    ◦ **Utility value**
  ▸ **Authentic tasks**

Academic tasks—interesting or boring; have a subject content; involve facts, concepts, opinions, or principles

Task value—motivation in a specific situation is determined by expectations of success and the value attached to that success

Attainment value—importance of doing well on the task

If a person believes he/she is good at something, he/she will expect to do well at that activity. For example, Tom thinks he is a good musician and he expects that he will win the talent contest. It is important to him that he wins because it will confirm his believe about his musical ability.

Intrinsic or interest value—enjoyment obtained from the task
  • Intrinsic value refers to a person's willingness to engage in a task because it is interesting to them.
  • Students interest can be increased by giving them choices and the more prior knowledge they have about a topic, the more interest they'll have in it.

Utility value—contribution of a task to meeting goals

- Utility value refers to the perception that a topic or activity is or will be useful for meeting future goals.

Authentic tasks—some connection to real-life challenges; problem-based learning—students meet an ill-structured problem before they receive any instruction; increase task value

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.**

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**

Slide 48) Chart

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.	

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.**

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**

Goal: direction or purpose of behavior

Setting appropriate goals increases motivation

When setting goals, they need to be clear, specific, moderately challenging, and attainable in a short amount of time. Emphasis needs to be on learning and improving.

Slide 51) Goal Orientations
- **Learning or mastery**
- **Performance or ability**
- **Work avoidance**
- **Social***
- **Affective***

A learning or mastery goal deals with a person focuses on mastery of a task, on improvement, or an increased understanding

A performance goal refers to a person wishes to look competent and receive favorable judgments' from others

A performance-avoidance goal refers to an attempt to avoid looking incompetent

*Social and Affective goals discussed with Affective Factors in Motivation

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**

Engage in activities that help students to learn (e.g., pay attention, process information deeply, persevere)

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**

Students may avoid tasks because they are challenging

Feel anxiety over tests and other tasks

Concern with getting good grades (not learning)

Desire short easy tasks

Slide 54) Goal Orientations
- **Work Avoidance Goals**
  - **Avoid doing work**
  - **Do as little work as possible**
  - **No desire to look smart or to learn**

Very common among middle school students

Instead of working, engage in off-task behaviors, seek teacher help on easy tasks, pretend not to understand tasks, socially loaf in groups

Find little value or interest in school and/or academic tasks, have low self-efficacy for learning, see no long-term benefits for learning

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?**

Slide 56) Affect and motivation

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?**

Hot cognition—thoughts and memories are **emotionally charged**

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?**

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.**

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**

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**

Most students desire to increase positive feelings and decrease or avoid negative ones

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?**

Slide 63) Needs, Goals, and Beliefs

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*

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**

Slide 66) Maslow's Hierarchy of Needs
Deficiency needs **(lower-level needs)**
    1.) Survival
    2.) Safety
    3.) Belonging
    4.) Self-esteem

Being needs **(higher-level needs)**
    5.) Intellectual achievement
    6.) Aesthetic appreciation
    7.) Self-actualization

Seven levels of human needs from basic physiological requirements to the need for self-actualization
  • Physiological or survival needs: basic needs for survival
  • Safety: need for safe and secure in environments
  • Belonging (social needs): need for affectionate relationships and be accepted as part of a group
  • Self-esteem: need to feel good about oneself and believe others perceive one favorably
  • Intellectual: need to know self and world around oneself
  • Aesthetic: appreciate order and beauty in environment
  • Self-actualization: achieve self-fulfillment and reach one's full potential
Being or growth needs never completely satisfied, endlessly renewed

Slide 67) Maslow's Hierarchy of Needs

Slide 68) Humanistic Approach
- ▸ **Criticisms**
- ▸ **Educational implications**
  - ◦ **Deficiency needs must be met before children can learn**

Criticisms
- Difficult to determine which needs are not met
- Lacks research evidence
- Other needs have been identified but not accounted for in Maslow's theory

Educational implications
- enables to look at whole person—physical, emotional, and intellectual needs are interrelated
- students with deficiency needs will not seek knowledge and understanding
- student needs and teacher goals may conflict
- nonacademic needs can impact academic goals
- nurture student needs
- create challenging experiences
- create caring and welcoming community

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?**

Slide 70) Self-Determination: Need for Competence, Autonomy, and Relatedness
- ▸ **When students experience self determination, they are <u>intrinsically</u> motivated**
  - ◦ *<u>Self-Determination in the Classroom</u>:* **associated with greater student interest and curiosity, sense of competence, creativity, conceptual learning, and preference for challenge.**
  - ◦ *<u>Information and Control</u>:* **events affect motivation through the individual's perception of the events as controlling behavior or providing information.**

Autonomy supporting classrooms: students make choices, intrinsic motivation

Controlling classrooms: try to meet external expectations, no autonomy

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**

Teachers need to provide feedback and praise. Challenges are motivating.

To maintain positive self-perceptions students will avoid work, refuse to engage in a task, cheat, or regress in order to protect self-image when encountering difficult task.

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**

Need to feel connections with others—teachers and peers care for each other

Slide 73) Need for Autonomy
- ▸ **Need to feel capable of making choices and decisions**
- ▸ **Feel can act successfully on one's own**

Independence, believe can change environment, responsibility for learning and errors

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**

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**

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**

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**

Want teacher approval
- Students try to get good grades or set other performance goals to get teacher approval
- Student may self-handicap, regress, or engage in other tasks/skills to get teacher approval

Want low achieving peer approval
- Exert little effort in school or subject
- Set work avoidance goals

Students with high approval needs
- Often experience low self-esteem

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**

Students seek out friendly relationships and want to form/maintain friendly relationships

Desire to become part of a cohesive group, achieve social status and prestige among peers

Assist and support others

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?**

Slide 80) Beliefs
- ▸ **What students think about learning/knowing and about themselves – their competence and the causes for success and failure**

Slide 81) Beliefs and Self-Perceptions
- ▸ **Beliefs about Knowing: Epistemological Beliefs**
- ▸ **Beliefs about Self-Worth**
- ▸ **Encouraging Self-Worth**

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.**

Entity view—intelligence is fixed, stable, and uncontrollable; choose performance goals

Incremental view—intelligence is unstable but controllable

Both influence motivation

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**

Mastery-oriented—assume responsibility for successes and failures

Failure-avoiding—set performance goals, try to protect self-image

Failure-accepting—expect failure, cycle of self-prophecies

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**

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?**

Slide 86) Interests, Curiosity, and Emotions

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**

To engage students, tap into their interests; linked with success in school

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**

Slide 89) Emotions and Anxiety
- ▶ **Achievement goals influence achievement emotions**
  - ◦ **Mastery Goal oriented**
  - ◦ **Performance-Approach oriented**
  - ◦ **Performance-Avoidance oriented**

Anxiety is a temporary state, normal when challenged or when feel threatened
- Too little anxiety leads to boredom, stagnation, and disengagement
- Too much anxiety is debilitating, performance interrupted, attention altered, students disengage
- Facilitative anxiety is just right; students approach class work carefully and reflect before responding
  - o To achieve
    - ▪ Set realistic expectations
    - ▪ Match instruction with cognitive level
    - ▪ Teach to mastery
    - ▪ Teach learning strategies
    - ▪ Focus on self-comparison and self-assessment
    - ▪ Allow students to correct errors

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**

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?**

Slide 92) How to improve motivation in school

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**

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"**

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**

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**

Slide 97) Review and Discuss
- ▶ **Brainstorm additional ways to promote intrinsic motivation.**

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.**

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?**

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?

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?**

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/*

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.**

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.**

Slide 105) Contemporary Educational Psychology

▸ **Website: 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.**

Slide 106) Educational Psychologist

▸ **Website: http://www.tandf.co.uk/journals/titles/0046-1520.asp**
  ◦ **Elliot, A. J. (1 999). Approach and avoidance motivation and achievement goals. *Educational Psychologist, 34(3),* I69-189.**
  ◦ **Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist, 26,* 207-231.**

Slide 107) Review of Educational Research

▶ **Website: http://rer.sagepub.com/**
  ◦ **Pajares, F. (1996). Self Efficacy beliefs in academic settings.** *Review of Educational Research, 66(4),* **543-578.**

Slide 108) Educational Psychology Review
▶ **Website: http://www.springerlink.com/content/104855/**
  ◦ **Maehr, M. L. (2001). Goal theory is not dead- Not yet, anyway: A reflection on the special issue.** *Educational Psychology Review, 13(2),* **177-185.**

Slide 109) Development Review
▶ **Website:**
  http://www.elsevier.com/wps/find/journaldescription.cws_home/622817/description#description
  ◦ **Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A theoretical analysis.** *Developmental Review, 12(3)***, 265-310.**

Slide 110) Books
▶ **Ames, C. (1992). Achievement goals and the classroom motivational climate. In D. H. Schunk & J. L. Meece (Eds.),** *Student perceptions in the classroom* **(pp. 327-348). Hillsdale, NJ: Lawrence Erlbaum.**
▶ **Atkinson, J. W. (1964).** *An introduction to motivation.* **Princeton, NJ: Van Nostrand.**
▶ **Bandura, A (1969).** *Principles of behavior modification.* **New York : Holt, Rinehart, & Winston.**
▶ **Bandura, A (1986).** *Social foundations of thought and action: A social cognitive theory.* **Englewood Cliffs, NJ: Prentice-Hall.**
▶ **Bandura, A. (1997).** *Self-efficacy: The exercise of control.* **New York : W. H. Freeman and Company.**
▶ **Deci, E. (1980).** *The psychology of self-determination.* **Lexington: D.C. Heath.**
▶ **Deci, E., & Ryan, R M. (1985).** *Intrinsic motivation and self-determination in human behavior.* **New York: Plenum.**
▶ **Eccles, J. S., Adler, T. F., Futterman, R, Goff, S. B., Kaczala, C. M., Meece, J. L., et al. (1983). Expectancies, values and academic behaviors. In J. T. Spence (Ed.),** *Achievement and achievement motivation* **(pp. 75-146). San Francisco: W. H. Freeman.**
▶ **Eggen, P., & Kauchak, D. (2007).** *Educational Psychology: Windows on Classrooms.* **Upper Saddle River: New Jersey: Pearson Education, Inc.**

Slide 111) Books
▶ **Elliot, A J. (1995). Approach and avoidance achievement goals: An intrinsic motivation analysis.** *Dissertation Abstracts International: Section B: The Sciences and Engineering, 55(7-B),* **3061.**
▶ **Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R C. Calfee (Eds.),** *Handbook of Educational Psychology* **(pp. 63--84). New York: Macmillan library Reference USA.**
▶ **Nicholls, J. G. (1989).** *The competitive ethos and democratic education.* **Cambridge, MA: Harvard University Press.**
▶ **Weiner, B. (1986).** *An attribution theory of motivation and emotion.* **New York: Springer-Verlag**
▶ **Weiner, B. (1992).** *Human motivation: Metaphors, theories, and research.* **Newbury Park, CA: Sage.**

‣ **Zimmerman, B. J. & Schunk, D. H. (2001).** *Self-regulated learning and academic achievement: Theoretical perspectives* **(2nd edition). Mahwah, NJ: Lawrence Erlbaum Associates.**

Slide 112) The End.