Overview

• What Is Motivation?
• Needs: Competence, Autonomy and Relatedness
• Goal Orientations and Motivation
• Interests and Emotions
• Beliefs and Self-Schemas
• Motivation to Learn in Schools: On TARGET
Motivation in Learning and Teaching

What Is Motivation?

Needs, Competence, Autonomy, & Relatedness

Goal Orientations & Motivation

Interests & Emotions

Beliefs & Self-Schemas

Motivation on TARGET

Aparna Vyas, Shri Gujarati Samaj B.Ed. College, Indore
Motivation Defined

- Internal state that arouses, directs, and maintains behavior

- Locus of causality
  - Extrinsic – Behavior changes due to external reward & punishment
  - Intrinsic – Behavior is responsive to the learner’s own thoughts & feelings
Approaches to Motivation

• Behavioral
• Humanistic
• Cognitive
• Sociocultural
Behavioral Approach

• Careful observation for antecedents

• A system of external rewards and consequences used to encourage or discourage student behaviors

• Measure of the outcomes from incentives used to pattern behavior
Humanistic Approaches

• Purpose: to encourage the learner to tap into natural inner resources such as:
  – An intrinsic need for self-actualization
  – An inborn drive for self-determination
• Emphasis on individual choice
• Maslow’s hierarchy.
Maslow’s Hierarchy

Being or Growth Needs

Self-Actualization Needs
Aesthetic Needs
Know and Understand
Esteem Needs
Belongingness and Love Needs
Safety Needs
Physiological Needs

Deficiency Needs

Motivation increases as needs are met

Motivation decreases as needs are met
Cognitive Perspective

- Behavior is determined by our thinking
- Attribution theory: Perceived cause of successes or failures
- Emphasizes intrinsic motivation: People are viewed as active & curious
- Motivation is affected by plans, goals, schemas, & expectations
Weiner’s Attribution Theory

- **Locus** Internal/external
- **Stability** Stable/unstable
- **Responsibility** Controllable/uncontrollable
Weiner’s Theory of Causal Attribution

There are many explanations students can give for why they fail a test. Below are eight reasons representing the eight combinations of locus, stability, and responsibility in Weiner’s model of attributions.

<table>
<thead>
<tr>
<th>Dimension Classification</th>
<th>Reason for Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal-stable-uncontrollable</td>
<td>Low aptitude</td>
</tr>
<tr>
<td>Internal-stable-controllable</td>
<td>Never studies</td>
</tr>
<tr>
<td>Internal-unstable-uncontrollable</td>
<td>Sick the day of the exam</td>
</tr>
<tr>
<td>Internal-unstable-controllable</td>
<td>Did not study for this particular test</td>
</tr>
<tr>
<td>External-stable-uncontrollable</td>
<td>School has hard requirements</td>
</tr>
<tr>
<td>External-stable-controllable</td>
<td>Instructor is biased</td>
</tr>
<tr>
<td>External-unstable-uncontrollable</td>
<td>Bad luck</td>
</tr>
<tr>
<td>External-unstable-controllable</td>
<td>Friends failed to help</td>
</tr>
</tbody>
</table>

Sociocultural Conceptions of Motivation

• Emphasizes participation in communities of practice
• Legitimate peripheral participation leads to full recognition & inclusion
• Structured Learning Communities
• Authentic tasks carry high values
<table>
<thead>
<tr>
<th>Motivation Source</th>
<th>Behavioral</th>
<th>Humanistic</th>
<th>Cognitive</th>
<th>Sociocultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewards as incentives</td>
<td>Need for self-esteem, actualization</td>
<td>Attribution</td>
<td>Identity in expectation, belief</td>
<td></td>
</tr>
<tr>
<td>Intrinsic</td>
<td>Intrinsic</td>
<td>Intrinsic</td>
<td>Intrinsic</td>
<td></td>
</tr>
<tr>
<td>influencers as community, reinforcers</td>
<td>determination</td>
<td>goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Theorist**
- Skinner
- Maslow
- Weiner
- Lave
- Deci
- Graham
- Wenger
Expectancy x Value
Theories

Product of Cognitive & Behavioral Views

• Individual’s expectation of reaching a goal

• The value of that goal to the individual

Example: Bandura’s Self-Efficacy Theory
Key Questions

- Can I do it?
- Do I want to do it?
- What do I need to succeed?
- What will it cost me if I chose this over competing options?
Goal Orientations

• **Mastery** – Learn & improve for the sake of learning, no matter how awkward

• **Task-involved** – Progress measured through task-achievement

• **Performance** – Progress measured through performance to others

• **Ego-involved** – As judged by others

• **Social** – Success defined through connection with a social group
How Goals Improve Achievement

• Direct attention to the task at hand
• Mobilize effort
• Increase persistence
• Promote development of new knowledge & strategies
3 Goal Structures

• Cooperative – Use for complex learning & problem-solving tasks

• Competitive – Pair with self-evaluation

• Individualistic – Works best with larger chunks of time

For More Info, See Woolfolk, Table 10.7, p. 400
Effective Goals are ...

- Specific
- Moderately challenging
- Attainable
- Focused on the task
- Supported by social relationships
- Reinforced with feedback
- Accepted by the student
Reflection Questions

• What goal have you set for yourself recently?

• What improves your personal goal setting practices?

• How does goal setting affect your motivation?
Interest and Emotions

• Student interests are linked with success in school
• Use fantasy to stimulate challenge and interest
• Ensure that “interesting details” are legitimately tied to learning
Arousal: Excitement & Anxiety

- **Arousal**: excitement, alertness, attention
- **Curiosity**: novelty and complexity
- **Anxiety**: uneasiness, tension, stress
- Strategies for coping with anxiety:
  - Problem-solving
  - Emotional management
  - Avoidance
Keep Best Level of Arousal

– Introduce variety
– Arouse curiosity
– Surprise them
– Wiggle break

Strategies that Support or Undermine Motivation
Beliefs About Self

• Self or other-determination
• Classroom environment & self-determination
• Learned helplessness
• Self-worth
  – Mastery-oriented
  – Failure-avoiding
  – Failure-accepting
Beliefs about Self-Efficacy

• Self-efficacy, self-concept, and self-esteem

• Sources of self-efficacy
  – Mastery experiences
  – Vicarious experiences
  – Social persuasion

• Efficacy and motivation

• Teacher efficacy
Reflection Questions

• How will you deal with a student who is exhibiting learned helplessness?

• One of your students is avoiding failure by not doing assignments. How will you approach this challenge?
Lessons for Teachers

• Emphasize students’ progress
• Make specific suggestions for improvement
• Stress connection between effort and accomplishment
• Set learning goals for your students
• Model mastery orientation
On TARGET for Learning

Task motivation
Autonomy
Recognition
Grouping
Evaluation and feedback
Time for learning

For More Info, See Woolfolk, Table 10.6, p. 397
Tasks for Learning

• Task operations: risk and ambiguity
• Task value
  – Attainment value
  – Intrinsic or interest value
  – Utility value
• Authentic tasks – Problem-based
Supporting Autonomy

– Give “bounded” choices
– Autonomy Supporting Teachers
  • Listen more
  • Hold instructional materials less
  • Give fewer directives; Ask more questions
  • Resist giving the answers to problems
Grouping, Evaluation, and Time

- Group by individual needs
- Match group’s goal structure to desired outcome
- Emphasize understanding over finishing
- Have students self-evaluate
- Help students to self-regulate the time
- Allow ample time for challenging activities
Strategies to Encourage Motivation

• Necessary Classroom Conditions
  – Organized classroom
  – Free from interruptions
  – Safe-to-fail environment
  – Challenging but reasonable work
  – Authentic, worthwhile tasks
Diversity

Meeting Diversity in motivation requires encouraging students & designing tasks to capitalize on individual and cultural Needs - Goals - Interests - Beliefs

Respect must be given to each student’s language, culture, economic privilege, personality, knowledge & experience
Convergences

All students need:
• Confidence through positive expectations
• Attainment & intrinsic value
  – Connect task to needs of students
• Instrumental value
• To stay focused through difficulties
• A sense of belonging
Summary

• Motivation is an Internal State that Arouses, Directs, and Maintains Behavior
• Students have needs of Competence, Autonomy & Relatedness
• Goal Orientations Affect Motivation
• Motivation is Influenced by Interests & Beliefs
• Beliefs and Self-Schemas Determine Effort
• Motivation to Learn in Schools is on TARGET
Review Questions

• Define motivation.
• What is the difference between intrinsic and extrinsic motivation?
• How does locus of causality apply to motivation?
• What are the key factors in motivation according to a Behavioral viewpoint? Humanistic? Cognitive? Sociocultural?
Review Questions

• Distinguish between deficiency needs and being needs in Maslow’s theory.
• What are expectancy X value theories?
• What is legitimate peripheral participation?
• What are the basic needs that affect motivation? How does self-determination affect motivation?
• What kinds of goals are most motivating?
Review Questions

• Describe task-oriented, performance, work-avoidant, and social goals.
• What makes goal setting effective in the classroom?
• How do interests & emotions affect learning?
• What is the role of arousal?
• How does anxiety interfere with learning?
Review Questions

- What is the role of arousal in learning?
- How does anxiety interfere with learning?
- How do beliefs about ability affect motivation?
- What are the sources of self-efficacy?
- How does efficacy affect motivation?
- How does self-determination affect motivation?
- How does self-worth affect motivation?
Review Questions

• Define motivation to learn.
• What does TARGET stand for?
• How do tasks affect motivation?
• Distinguish between bounded & unbounded choices.
• How can recognition undermine motivation and a sense of self-efficacy?
Review Questions

• List 3 goals structures & distinguish among them.
• What are some effects of time on motivation?
• View video clip “Motivating Through Problem-Based Learning” (2:21) (Assignment ID EPV6)
• Design a motivation project.
• Discuss the following questions before designing the project.
  – What issues concern students in this school?
  – What areas of the curriculum do students have the most difficulty understanding?
  – What product would best demonstrate students' understanding of this issue or event?
  – What project could develop students' independence and willingness to learn on their own?