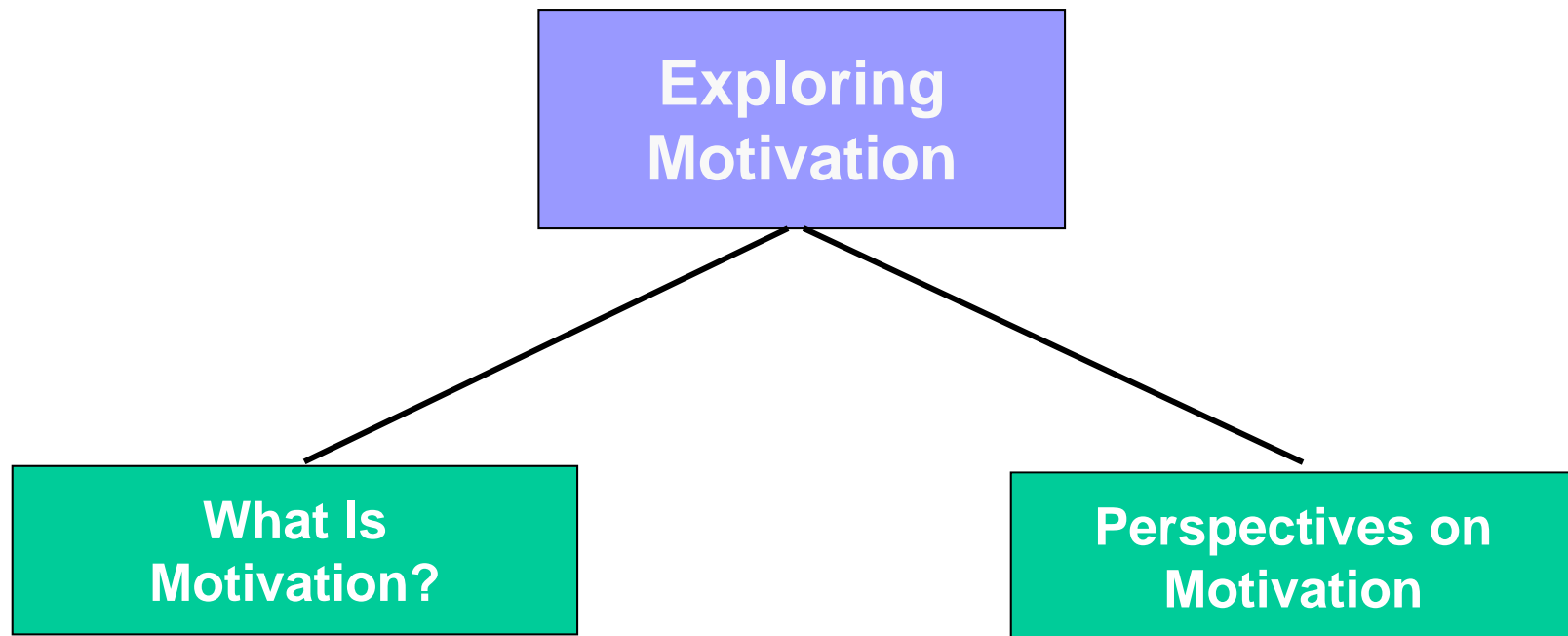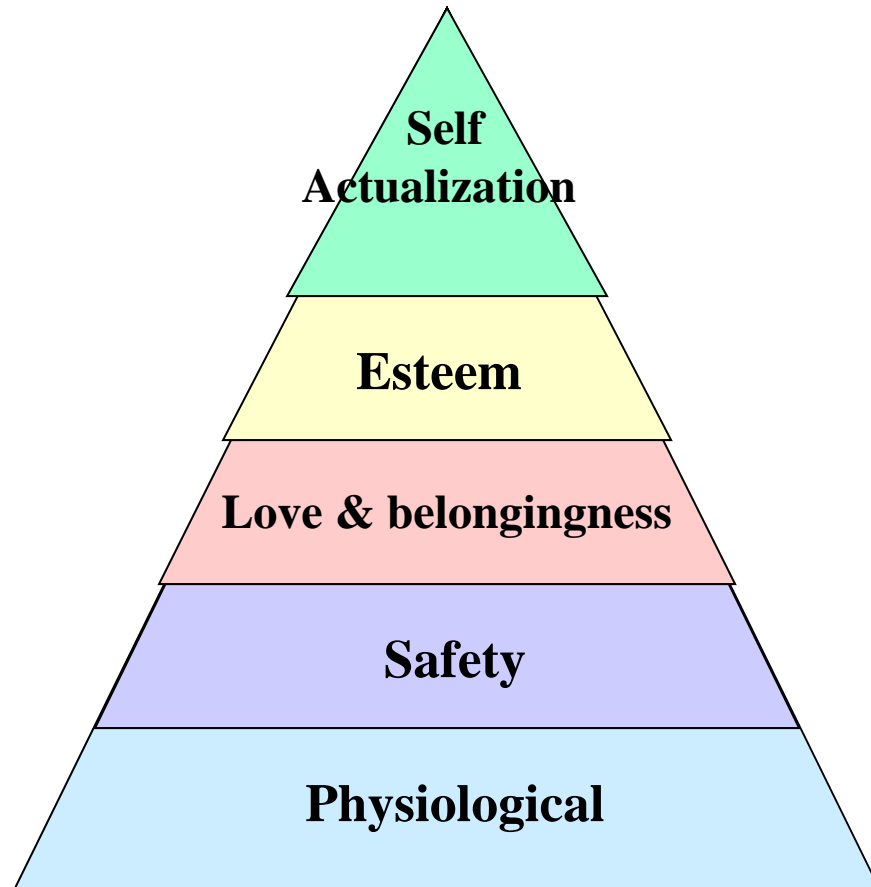# Motivation, Teaching, and Learning

Perspectives on Motivation

Processes that energize, direct, and sustain behavior

The behavioral perspective emphasizes ***external rewards and punishments*** as keys in determining student motivation.

Perspectives on Motivation

The humanistic perspective stresses students' capacity for personal growth, freedom to choose their own destinies, and positive qualities.
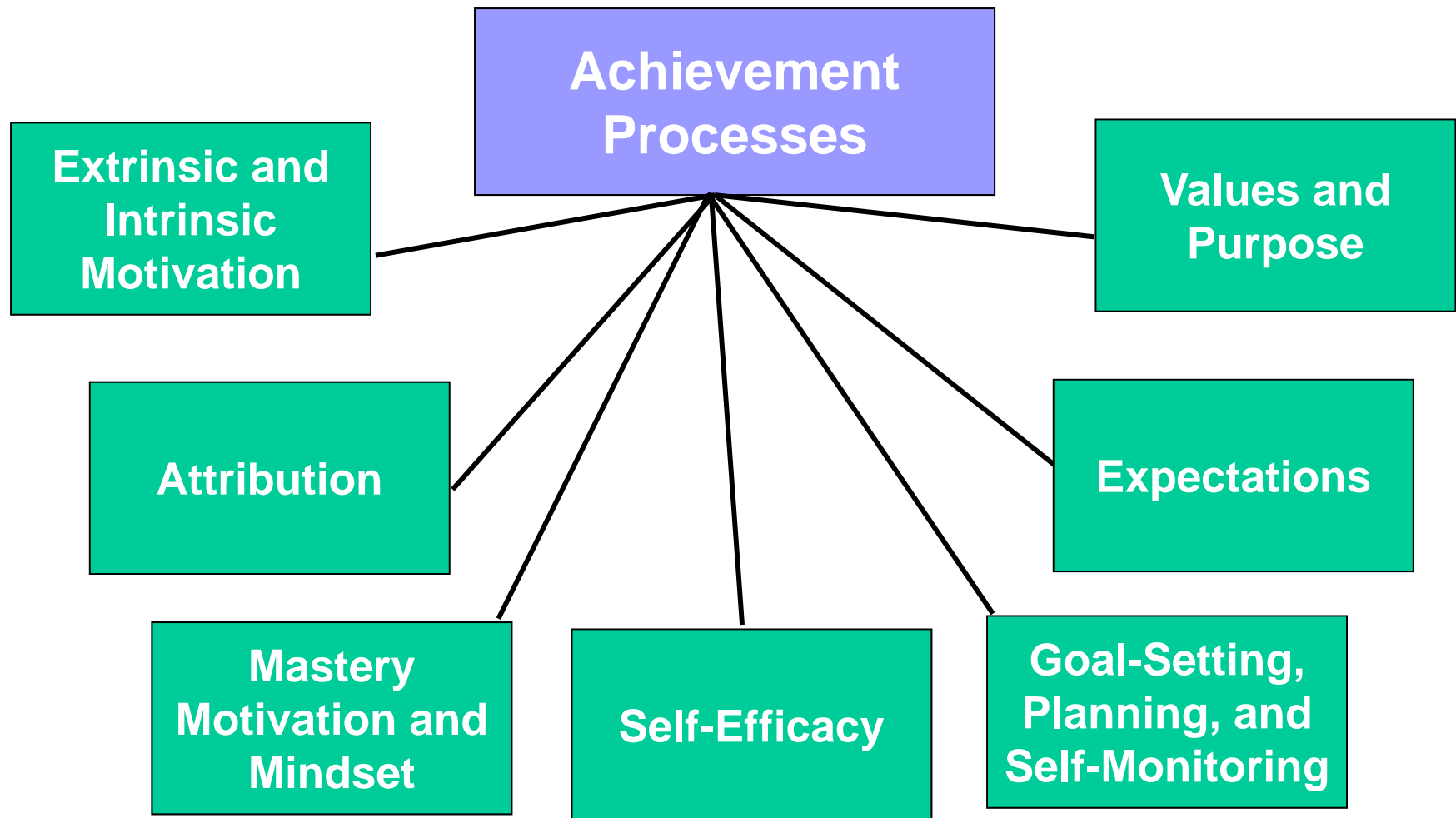
"Hierarchy of Needs"

Perspectives on Motivation

The cognitive perspective focuses on students' *competence motivation*, their internal motivation to achieve, their attributions, and their beliefs that they can effectively control their environment.

Perspectives on Motivation

The social perspective
stresses the *need for affiliation*
or relatedness that involves
establishing, maintaining,
and restoring warm, close,
personal relationships.

Motivation, Teaching, and Learning

Achievement Processes

Extrinsic and Intrinsic Motivation

Values and Purpose

Attribution

Expectations

Mastery Motivation and Mindset

Self-Efficacy

Goal-Setting, Planning, and Self-Monitoring

Extrinsic vs. Intrinsic Motivation

Extrinsically motivated students …
- Do something to obtain something else.
- Are influenced by **rewards and punishments**.

Intrinsically motivated students …
- Are **internally motivated** to doing something for its own sake.
- Increase motivation when they are given some **personal choice.**

Intrinsic Motivation *cont.*

Types of Intrinsic Motivation

✓ *Self-determination & personal choice* – students want to believe they are doing something because of their own will

✓ *Optimal experiences & flow* – occurs when students develop a sense of mastery and are absorbed in a state of concentration

✓ *Interest* – linked to deep learning

✓ *Cognitive engagement and self-responsibility* - encourage students to become cognitively engaged by embedding subject material in meaningful contexts

Developmental Shifts in Intrinsic Motivation

Intrinsic motivation decreases as students move from elementary school to middle school/Jr High. Why?

✓ school grading practices reinforce an external motivation orientation

✓ middle schools are more impersonal, more formal

✓ middle schools are more evaluative

✓ middle schools are more competitive

✓ students compare themselves more to other students because they are graded in terms of their relative performance

Attribution Theory
Bernard Weiner

Attribution theory: In their effort to make sense of their own behavior or performance, individuals are motivated to discover its underlying causes.

Locus: Students who perceive their success as being due to internal factors (i.e., effort) are more likely to have higher self-esteem.

Stability: If a student attributes a positive outcome to a stable cause, there is an expectation of future success.

Controllability: Failure due to external factors causes anger. Failure due to internal factors may cause guilt.

Attribution Theory

Combination of Causal Attributions	Reason Students Give for Failure
Internal-Stable-Uncontrollable	Low aptitude
Internal-Stable-Controllable	Never study
Internal-Unstable-Uncontrollable	Sick the day of the test
Internal-Unstable-Controllable	Did not study for this particular test
External-Stable-Uncontrollable	School has tough requirements
External-Stable-Controllable	The instructor is biased
External-Unstable-Uncontrollable	Bad luck
External-Unstable-Controllable	Friends failed to help

Achievement Goal Orientation

Mastery Orientation
- Students focus on the task rather than their ability
- Generate solution-oriented strategies

Helpless Orientation
- Students focus on their personal inadequacies

Performance Orientation
- Students are concerned with the outcome rather than the process

Goal Theory (Mastery Motivation)

Theory into Practice

Susan struggles with math. She often tells her teacher that she can't do the assigned homework. During class, she often just stares out of the window. Not surprisingly, she does not do well.

Q: *What goal orientation is Susan demonstrating?*

Shana struggles with math. She tries very hard, however, asking for help when she needs it, completing her homework to the best of her ability, and studying hard for tests. When she does better than her usual score, she is very happy.

Q: *What goal orientation is Shana demonstrating?*

Goal Theory (Mastery Motivation)

Theory into Practice

Sally does well in math. She aces most tests and competes with Steve, who also does well, to see who will get the highest score. She excitedly pumps her fist in the air and whoops with pleasure each time she earns the highest score in the class.

Q: *What goal orientation is Sally demonstrating?*

Steve does well in math. He aces most tests. He often works on things that are beyond what his classmates are doing, because he enjoys the challenge and wants to learn more. When he does not understand a concept, he tries to work it out and asks for help if he needs it. He shakes his head when Sally does her fist-pumping routine.

Q: *What goal orientation is Steve demonstrating?*

Self-Efficacy

Students with high efficacy …

- Eagerly approach challenging tasks, more likely to persist.
- Have higher academic aspirations, spend more time on homework.
- Are more likely to associate learning activities with optimal experience.

Goal Setting, Planning, Self-Monitoring

Effective goal setting …

- Includes both long-term and short-term goals.
- Short-term goals enable students to track their progress.
- goals should be challenging, optimally matched to the student's skill level.

Expectations

Students' & teachers' expectations …

- How hard students work depends on how much they expect to succeed.
- How hard students work is also tied to how much they value the learning goal in question.
- Teachers with high expectations promote higher achievement

Values and Purpose

Values …

- Are beliefs in and attitudes about the way we think things should be.
- Helping students to see a purpose in school and finding their calling in life should promote achievement.