

## Overview of Ch 10: Motivation in Learning and Teaching

- Behavioral Perspective
- Humanistic Perspective
- Cognitive Perspective
- Social Cognitive Perspective



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## Behavioral Perspective: Incentives & rewards



- Consequences (i.e. Reinforcement & punishment) encourage or discourage behaviors
- Motivation extrinsic
- Reflects reality?
- Problems?
- Incentives effective motivators when learning behavior does not occur spontaneously
- Rewards can enhance intrinsic motivation if tied to quality of performance not simple engagement

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## Humanistic Perspective: Needs

- Emphasis on personal choice & inborn needs for self-esteem & self-actualization
- Motivation intrinsic
- Maslow's Hierarchy
  - Deficiency needs
    - » Survival, Safety, Belonging, Self-esteem
    - » Pre-requisite for being needs
  - Growth (Being) needs
    - » Intellect / achievement, Aesthetics, Self-actualization
    - » Endlessly renewed



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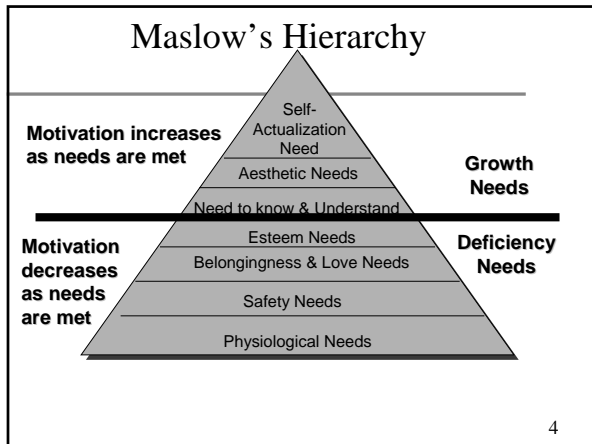
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### Maslow's Hierarchy Cont'd

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- Criticism
- Resultant motivation= need for growth – need for safety

Safety ← person → Growth

Enhance dangers	Minimize dangers
Minimize attractions	Enhance attractions

- Need for Self-determination
  - Autonomy
  - Origins and pawns

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### Cognitive Perspective: Thoughts

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- Behavior regulated by our perceptions & attributions
- Motivation intrinsic
- Attribution Theory: 3 dimensions of causal attributions
  - Locus: Internal/external. Influences self esteem.
  - Stability: Stable/unstable. Influences expectations.
  - Responsibility: Controllable/uncontrollable. Influences emotional reactions.

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## Cognitive Perspective Cont'd

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### —Examples of Attributions

I am good at studying for multiple choice tests, so I will do well on the next Educational Psychology Exam

Essay tests are always hard for me, so I won't do well in American Literature

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## Social Cognitive Perspective: Self efficacy & motivating goals

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- Motivation = Expectancy of reaching goal X Value of goal. Cognitive & behavioral aspects.
- Self-efficacy: "I can"
  - Learned helplessness
  - Self-fulfilling prophecies
  - Effects of anxiety

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## Social Cognitive Perspective Cont'd

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- Motivating goals
  - Specific
  - Meaningful
  - Moderately difficult
  - Proximal
  - Focused on learning
    - » Learning goals / task-involved learners
    - » Performance goals / ego-involved learners

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## Lessons for Teachers

- Behavioral: Use incentives. Careful about rewards.
- Humanistic: Meet lower level needs first
- Cognitive: Stress connection between effort & accomplishment
- Social Cognitive:
  - Convey high expectations
  - Teach students study strategies, time management, prioritization, and organizational skills
  - Guide students in setting appropriate goals
  - Emphasize students' progress & make specific suggestions for improvement
  - expose students to models who struggle to overcome mistakes, persist, monitor & plan & reevaluate & finally succeed

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