

Motivation and Learning

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WATS

Learning Goals

- Describe Maslow's hierarchy of needs.
- Explain Attribution Theory
- Explain the difference between intrinsic and extrinsic motivation.
- Explain the three psychological needs according to self-determination theory, and what educators can do to foster those needs.
- Explain the process of self-regulation, including what makes an effective goal.

Importance of Motivation

- Students with positive motivation in school:
 - Have positive attitudes toward school
 - Cause fewer behavioral problems
 - Develop a deeper understanding of the material
 - Persist on difficult assignments
 - Excel in academics

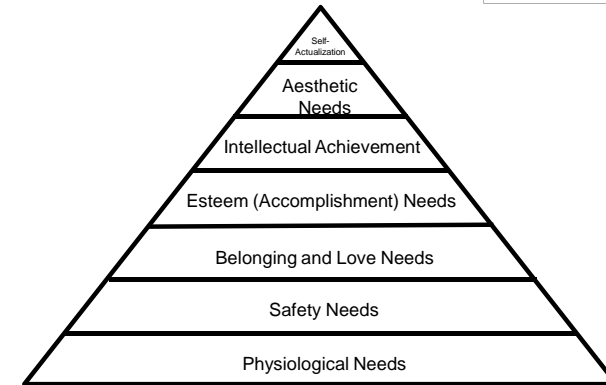
Importance of Motivation

- Individuals with positive motivation in religion:
 - Have a secure, accepting, and satisfying relationship with God (Kneezel, 2004)
 - Have higher life satisfaction, higher self esteem, and more meaning in life (O'Connor & Vallerand, 1990)
 - Attend church more, have more family worship, and donate more money to the church (Strahan & Craig, 1995).

Activity

- You are shipwrecked on a deserted island. Put the following needs in order based on the sequence in which you would be motivated to satisfy them.
 - **Intellectual achievement** (the need to know and understand)
 - **Safety needs** (freedom from physical/emotional threat)
 - **Self-actualization needs** (self-fulfillment)
 - **Physiological needs** (hunger, thirst, shelter)
 - **Esteem/Accomplishment needs** (recognized and approved by others)
 - **Aesthetic appreciation** (need for symmetry, order, beauty)
 - **Belonging** (love and acceptance from family/peers)

Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs

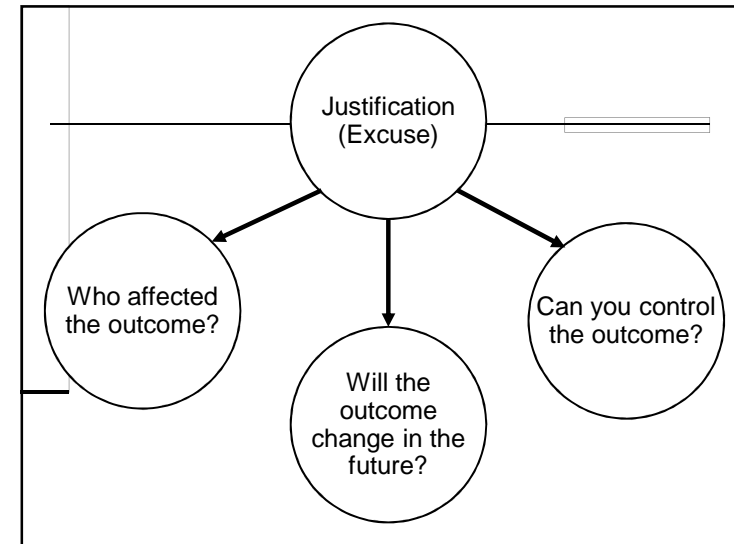


Maslow's Hierarchy of Needs

- **Deficiency Needs: Filling something that you lack**
 - Physiological
 - Safety
 - Belonging
 - Self-Esteem
- **Being Needs: Psychological growth**
 - Intellectual Achievement
 - Aesthetic Appreciation
 - Self-Actualization

Attribution Theory

- How individuals interpret events influences their thinking and behavior
- Achievement can be interpreted based on:
 - Effort
 - Ability
 - Task difficulty
 - Luck



Attribution Theory

- Three dimensions of an attribution:
 1. Locus: Internal vs. External
 - Self esteem
 2. Stability: Stay same vs. Change
 - Expectations for future
 3. Controllability: Can control vs. Cannot control
 - Positive affect (feelings) or negative feelings

Motivation Introduction

- **Agree or Disagree:** "People are active organisms, with evolved tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self."
 - *Summary:* People have evolved the tendency to positive growth and to overcome challenges that help them to develop themselves.
- **Agree or Disagree:** God created human beings for positive growth and to overcome challenges that help them to develop.
- **Agree or Disagree:** God created human beings in such a way that they are naturally curious and eager to learn.

Motivation Introduction

- *God created human beings in such a way that they are naturally curious and eager to learn.*
 - **If False:** Rewards and Punishments are necessary to motivate learners.
 - **If True:** How can we create a learning environment that supports this natural desire?
- If this statement is true, then why are rewards and punishments so frequent in our educational contexts?

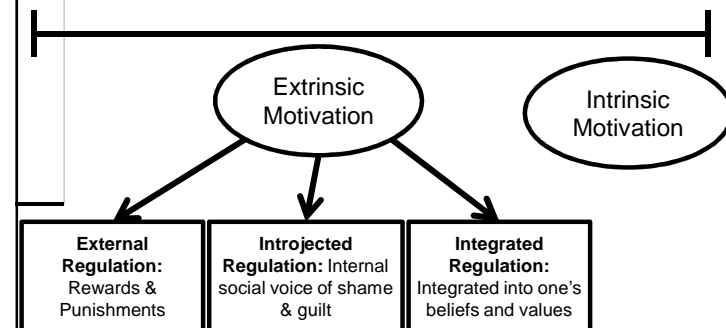
Motivation Introduction

- **Motivation:** Selection, energization and direction of behavior
 - Selection: **WHAT** you choose to do
 - Energization: **EFFORT** put into the behavior
 - Direction: **HOW** you engage in behavior
- **Intrinsic Motivation:** Do an activity for inherent satisfaction in the activity
- **Extrinsic Motivation:** Do for a reason external to the activity

Motivation Introduction

- There are two approaches to motivating others:
 - **Behaviorist** approaches to motivation assume that people lack motivation
 - The role of the educator is to provide motivation on behalf of the student
 - This results in extrinsic motivation in the form of rewards and punishments
 - **Self-Determination Theory** assumes that intrinsic motivation is inherent to humans
 - The role of the educator is to create a learning environment that supports intrinsic motivation

Motivation Continuum



Intrinsic vs. Extrinsic Motivation

Intrinsically Motivated Learners*

- Are more curious
- Learn material more meaningfully
- Perform better in school
- Persist in the face of challenges

Extrinsically Motivated Learners

- Conform behavior to teacher's desires in the short-term
- Positive behaviors stop when external rewards stop
- Focus only on passing exams, NOT understanding what is learned

*Similar positive results are found in workplaces, religious groups, and athletics

Intrinsic vs. Extrinsic Motivation

- Rewards **hurt** intrinsic motivation when they are:
 - Tangible
 - Expected
 - Tied to performance
 - Given for tasks that are already intrinsically motivating

Basic Motivational Principles

- Make learning interesting
 - Use analogies: Relate what is taught to something similar that is well-known
 - Tell stories to demonstrate concepts
- Make learning relevant to the students' lives
 - Relate learning concepts to students' relevant experiences (Q&A discussion is effective)
- Provide a rationale for uninteresting tasks
- Make uninteresting tasks fun

Self Determination Theory

- Three psychological needs must be met for individuals to be intrinsically motivated:
 - **Relatedness**: Feel close and connected to others
 - **Competence** (Success): Feel successful
 - **Autonomy** (Choice): Activities reflect an individual's choices of activities, values, interests, and beliefs
 - Reframed to Nigerian context: **Relevance**: Activities meet a person's felt need

Self-Determination Theory: Creating an Environment that Fosters Intrinsic Motivation

- **Relatedness:** Show that you value students and their well-being

Self-Determination Theory: Creating an Environment that Fosters Intrinsic Motivation

- To foster feelings of success:
 - Provide **optimal challenges:** The level of the activity matches learners' ability to perform the task
 - Before a lesson, ask three questions:
 - *Do my learners have the ability to learn this information?*
 - *Is this information too simple for the learners?*
 - *Do my learners have the background knowledge necessary to master this information?*

Self-Determination Theory: Creating an Environment that Fosters Intrinsic Motivation

- To foster feelings of success (Continued):
 - Provide feedback
 - Provide feedback about what learners are doing well
 - Provide feedback about what learners are doing incorrectly **PLUS** what they can do to improve
 - Learners sometimes learn more from mistakes than from correct answers
 - Provide feedback promptly

Self-Determination Theory: Creating an Environment that Fosters Intrinsic Motivation

- **Autonomy:**
 - Identify and support students' interests in the learning process
 - Make learning interesting
 - NOTE: the *interestingness* should be directly related to what is learned
 - Explain rationales for uninteresting tasks

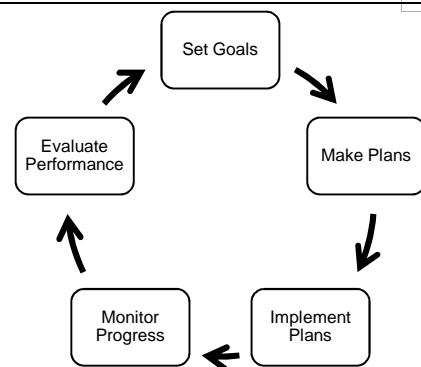
Self Determination Theory Conclusion

- For a learning environment that fosters learners' natural curiosity and desire to learn:
 - Material to be learned must be interesting and relevant for learners
 - **Autonomy:** Make learning interesting by teaching based on learners' interests, needs, and natural curiosity
 - Use your creativity to make uninteresting tasks fun
 - Provide a rationale for uninteresting tasks
 - **Relatedness:** Build positive relationships with learners
 - **Competence:** Help learners to have successful experiences

Self Regulation

- **Self-Regulation:** The process of accepting responsibility and control for one's learning
- Self Regulated Learners:
 1. Set goals for their learning
 2. Implement appropriate strategies to meet their goals
 3. Monitor their progress toward their goals

Self Regulation



Set Goals

- The best goals are specific, moderately difficult, and likely to be reached in the near future.
 - **Specific:** Definite outcome
 - **Moderately difficult:** 50% chance of failure
 - **Near Future:** Short-term goals

Self Regulation

- Make Plans
 - Two parts:
 - **When, how, where**, and for **how long** will you work to meet your goal?
 - Identify the challenges that can prevent you from achieving your goals **and** how you will overcome those challenges.
 - *The more difficult the goal, the more important it is to make a plan about how to achieve the goal.*
- Implement Plans
 - Just Do It!

Self Regulation: Monitor Progress to Goals

- At the end of every month, ask yourself how far you are in accomplishing your goals.
 - Are you following your plan? Why or why not?
 - Is your plan working? Why or why not?
 - If it is not working, how can you adjust your plan to make it work?

Self Regulation: Evaluate Your Performance

- After exams, evaluate whether you met your semester goals
 - Were you successful in meeting your goals?
 - If Yes: What made you successful
 - If No: What made you not successful?
 - NOTE: Only identify factors that you have control over
 - What can you change next term to be more successful?

Make Plans to Achieve Goals

- Specifically when, where, how, and for how long will you work to achieve the goal?
- How will you overcome obstacles to your goal?
- *The more difficult the goal, the more important it is to make a plan about how to achieve the goal.*

Monitor Progress to Goals

- Midway to the goal's end, evaluate your progress in achieving you goal
 - Are you following your plan?
 - What changes need to be made to your plan to achieve the goal?
 - What unexpected challenges have you faced? How will you solve those problems?

Evaluate Performance

- After the goal, ask yourself:
 - Did I meet my goal?
 - What helped me meet my goal?
 - OR: What prevented me from meeting my goal?
 - What is my new goal?
 - What did I learn that I should do to help me meet this goal?