

Motivation and Learning

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Learning Goals

- 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).

Importance of Motivation

- Studying motivation can help educators by:
 - Promoting engagement in the learning context
 - Creating an environment that supports learners' motivation
 - Fostering motivation to help learners develop positive attitudes and skills

Motivation Introduction

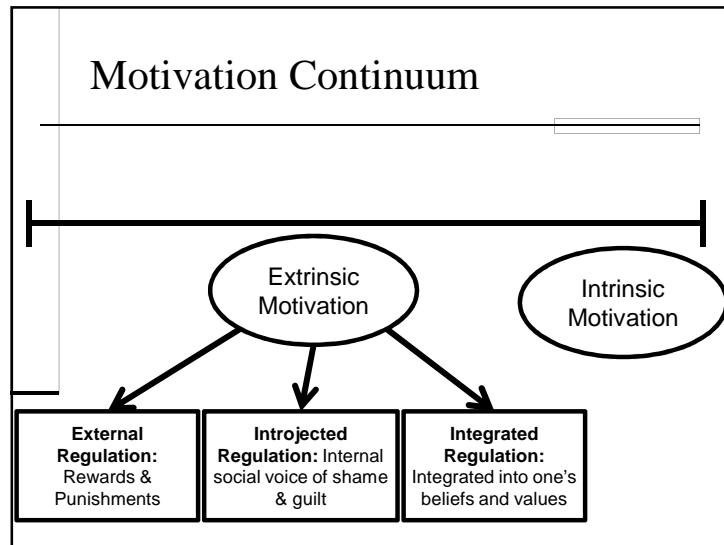
- **True or False:** God created human beings in such a way that they are naturally curious and eager to learn.
 - If False: Rewards and Punishments are necessary to motivate learners.
 - If True: How can we create a learning environment that supports this natural desire?
- If this statement is true,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



Intrinsic vs. Extrinsic Motivation

Intrinsically Motivated Learners*

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

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

- *If you give rewards for behaviors that are already intrinsically motivating, will it increase, decrease, or not change intrinsic 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
 - 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

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 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

- To foster feelings of success (Continued):
 - 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

■ **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
- Improve ownership through choices in the learning process
- Use non-controlling language

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

■ **Autonomy (Continued)**

- Structure lessons and activities to support learners':
 - Interests
 - Needs
 - Preferences
 - Personal goals

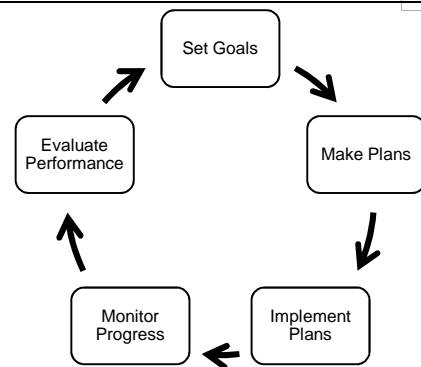
Self Determination Theory Conclusion

- 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

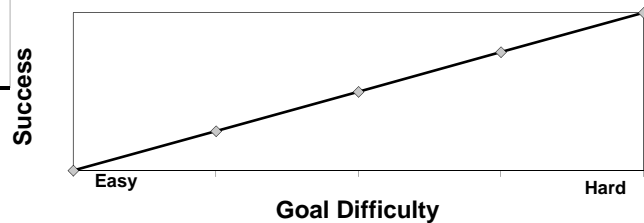


Goals

- **Goal:** Outcome one is striving to accomplish
- Three properties influence the effectiveness of the goal
 1. Time to achieve the goal: Short vs. Long-term
 2. Generality of the goal: General vs. Specific
 3. Difficulty of the goal: Easy vs. Difficult

Goal Generality

- Best goals are:
 - Specific: Define exactly how to achieve
 - Opposed to: *Do your best*
 - Difficult



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?