Motivation
Days 7 & 8 - Chapters 11 & 12
Attributions, Goals, Intrinsic Motivation

Objectives

Demonstrate an understanding of social cognitive theory by filling out the column on your chart.

What is self-efficacy and why is it important that students have it? How can we facilitate the development of self-efficacy in our classrooms?

What is self-regulation and how can classrooms and teachers foster it?

Social Cognitive Theory

Social cognitive theory has roots in behaviorism, but adds reasoning and motivation

Social learning: Learning that occurs as a result of social interaction

Bandura believed that individuals had as much effect on their environment as their environment had on them: reciprocal causation

Woolfolk Objectives

11.1 Define the basic principles of social cognitive theories of learning and motivation including triarchic reciprocal causality, self-efficacy and agency, and modeling

11.2: Discuss the roles of observation and self-efficacy in learning.

11.3: Describe important components of self-regulated learning.

11.4: Apply self-regulated learning principles to teaching.
Bobo doll video experiment

Basic Assumptions

- People can learn by observing others.
- Learning is an internal process that may or may not lead to a behavior change.
- Behavior eventually becomes self-regulated.
- Reinforcement and punishment have indirect effects on learning and behavior.

Reciprocal Causation

Modeling

- There are two types of models:
  - Live models: Real people we observe doing something
  - Symbolic models: Real or fictional characters portrayed in books, films, etc.
Modeling

Behaviors learned through modeling include:
- Academic skills
- Aggression
- Morality

Characteristics of Effective Models

Characteristics of effective models include:
- Competence
- Prestige and power
- Gender-appropriate behaviors
- Behavior relevant to the observer’s own situation

vs. Behaviorism

Shared belief
Definition of learning
Punishment
Consequences to self vs. model

Nonoccurrence of reinforcement
Control of environment
The role of mental processes
Take out a piece of paper
Anagram activity

aewtr
ihrca
zopai
libub
jonma
zearp
turfa

The Role of Self-Efficacy

- Self-efficacy: Belief that one is capable of executing certain behaviors or reaching certain goals

- Students’ sense of self-efficacy affects:
  - Choice of activities
  - Goals
  - Effort and persistence
  - Learning and achievement

Bandura

- Social Learning Theory - 1960s
  - Observation
  - Modeling
  - Vicarious Reinforcement

- Social Cognitive Theory - Current
  - Expectations
  - Beliefs

Predictors of Success

- Self-Efficacy – Future – Specific Expertise

- Self-Concept – Present – General Thought

- Self-Esteem – Immediate – Feeling
What Factors Influence Self-Efficacy?

- Previous successes and failures
- Messages received from others
- Success and failures of others
- Success and failures of an entire group

Fostering High Self-Efficacy

- Provide competence promoting feedback
- Promote mastery on challenging tasks
- Define success in terms of improvement or task accomplishment
- Be sure errors occur within an overall context of success

What About Teachers’ Self-Efficacy?

- Teachers with high self-efficacy:
  - Are more willing to experiment with new strategies
  - Have higher expectations for their students and set higher goals
  - Put more effort into their teaching and are more persistent in helping students learn

Self-Regulated Learning

Set Goals & Devise Plans
Apply Strategies & Regulate Learning
Analyze the Task
Self Regulating Students

- Know themselves
- Know and apply successful strategies
- Recognize & Differentiate contexts
- Manage their own volition

Self-Regulation

- Self-regulated students:
  - Set goals for themselves and engage in behaviors and cognitive processes that lead to goal completion
- Self-regulated behavior is:
  - Self-chosen behavior that leads to the fulfillment of personally chosen standards and goals

Fostering Self-Regulation

- Help students set challenging goals
- Have students observe and record their own behavior
- Teach students instructions they can give themselves
- Encourage students to self-evaluate
- Teach students to reinforce themselves
- Allow students to practice learning on their own
- Provide strategies to solve interpersonal problems

Objectives

- List 3 dimensions of attributions and explain differences between persons high and low in self-esteem
- Explain some of the ways motivation is complex
- Explain 2 big questions most theories address and be able to identify as the source of motivation problems
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 (next lecture)

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

Maslow’s Hierarchy

<table>
<thead>
<tr>
<th>Deficiency Needs</th>
<th>Motivation decreases as needs are met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Needs</td>
<td></td>
</tr>
<tr>
<td>Belongingness and Love Needs</td>
<td></td>
</tr>
<tr>
<td>Esteem Needs</td>
<td></td>
</tr>
<tr>
<td>Know and Understand</td>
<td></td>
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<tr>
<td>Aesthetic Needs</td>
<td></td>
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<tr>
<td>Self-Actualization Needs</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Being or Growth Needs</th>
<th>Motivation increases as needs are met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Needs</td>
<td></td>
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</tbody>
</table>

Making attributions

- Explaining bad grades to parents: My grades in English and math are bad because . . .
- Explaining bad grades to your friend: My grades in English and math are bad because . . .
- What kind of attribution did you make to your parents?
- What kind of attribution did you make to your friend?
- Was there a difference in the attribution made? What changed?
### Weiner’s Attribution Theory

#### Objectives

- Explain 2 big questions most theories address and be able to identify as the source of motivation problems
- Give examples of how achievement goals influence classroom behaviors
- Explain the effects of anxiety on performance

#### Weiner’s Attribution Theory

- **Locus:** Internal/external
- **Stability:** Stable/unstable
- **Responsibility:** Controllable/uncontrollable

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#### Dimension Classification

<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>
Motivation Framework

1. Can I do it?
   Efficacy and competence-related beliefs

2. Is it worth it?
   Students’ math-related goals and values

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?

Achievement Goal Theory

- The achievement goals students adopt are differentially related to cognition, affect, and behavior
- Two achievement goals are the focus of most of the research:
  - **Mastery goals** – learning and understanding
  - **Performance goals** – demonstrating ability, often in relation to others
- Goals can arise from individual or context

Goal Theory Predictions

- **Mastery Goals**
  - Mastery pattern
    - Seek challenging tasks
    - Maintain effort in face of failure
- **Performance Goals**
  - Avoid
  - Approach
  - Helpless pattern
    - Avoid challenge
    - Withdraw effort in face of failure
Expectancy x Value Theory

Expectancy × Task Value → Choice, Performance, Effort, Engagement

Extrinsic vs. Intrinsic Motivation

- **Extrinsic**
  - Motivation promoted by factors not within individuals

- **Intrinsic**
  - Motivation promoted by an internal desire to do something

Basic Human Needs

- Competence and Self-Worth
- Self-Determination
- Relatedness
Affect & Its Effects

Affect is closely related to motivation.

Anxiety in the Classroom

Feelings of uneasiness and apprehension concerning a situation with an uncertain outcome

Is normal and often helps

Can also harm

What Are Sources of Anxiety for Students?

Keeping Students’ Anxiety at a Facilitative Level

Realistic expectations

Adjust instruction

Teach for mastery

Explicitly teach strategies

Use criterion-referenced assessment

Provide specific feedback

Allow students to correct errors
Motivation is influenced by environments

| T | Task - How are learning tasks structured? What are students asked to do? |
| A | Autonomy - What opportunities are there for students to participate in classroom decisions? |
| R | Recognition - How are students recognized and rewarded in the classroom? For getting the highest score? Putting in effort? Improvement? |
| G | Grouping - How are students and their learning experiences organized in the classroom? |
| E | Evaluation - What is the nature of evaluation and assessment in the classroom? |
| T | Time - How is classroom time spent? How are decisions about how to allocate time related to students’ learning needs? |

**TARGET Activities**

- Get in small groups and consider a recent lesson (or your class structure more generally) and identify how each TARGET dimension was addressed in that lesson. What alternative strategies could have been used?
- Post individually on EEE in response to your group members’ posts