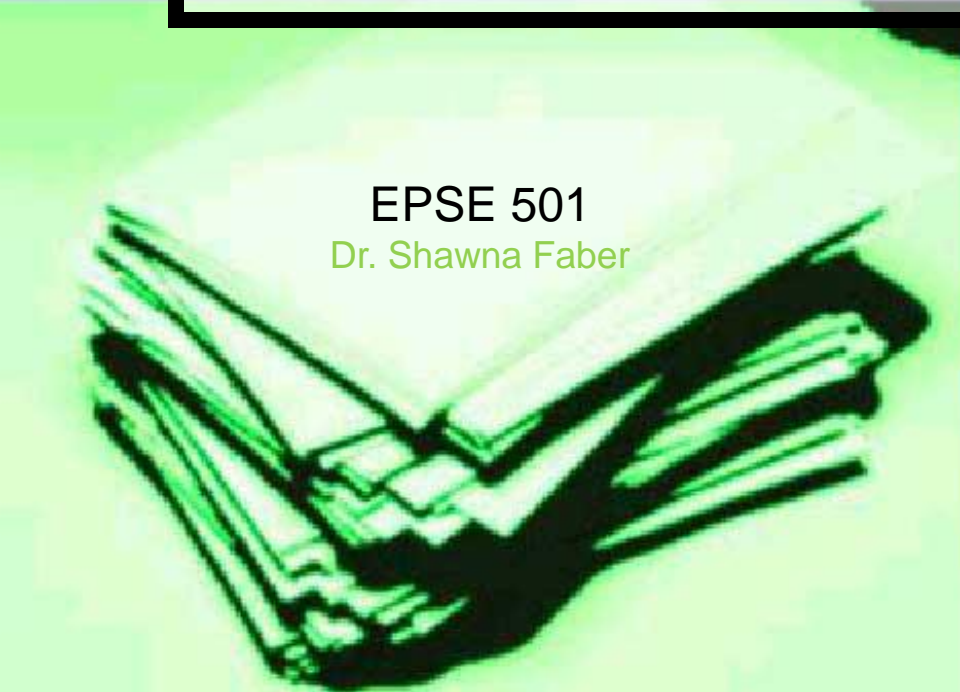




Motivation



EPSE 501
Dr. Shawna Faber



Agenda

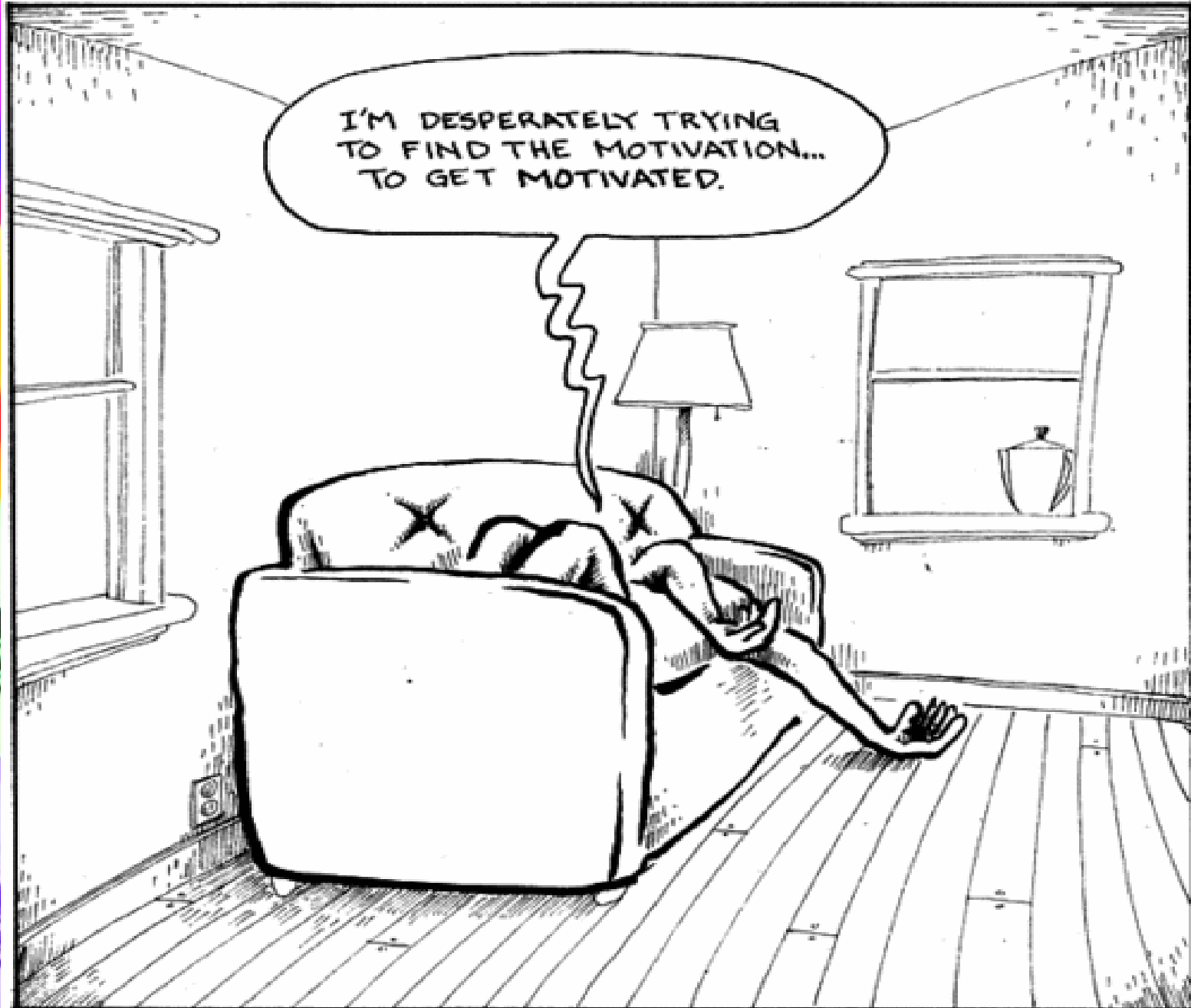
■ Motivation

- Theory
- Video
- Discussion



Too Much Coffee Man

BY SHANNON WHEELER



What is motivation?

- “an internal state that arouses, directs and maintains behaviour”
- What are the two main types of motivation?
 - **Intrinsic motivation**--the internal desire to be competent and do something for its own sake
 - **Extrinsic motivation**--influenced by external rewards and punishments



A vertical stack of three images on the left side of the slide. The top image is a clock with a blue face and black hands, set against a red background. The middle image is a clock with a yellow face and black hands, set against a blue background. The bottom image is an open book with white pages and a dark cover, set against a green background.

Which type of motivation would you mostly fall under?

- Our little experiment:
- We usually ascribe internal motivation to ourselves and external to others.
- How might this influence how we teach?

Increasing motivation in the classroom.

■ Extrinsic rewards

- Are these the most effective?
- When is it good/useful to use this Behaviourist approach?

- ## ■ Some theorists assert that the use of extrinsic rewards diminish intrinsic motivation. Do you believe this to be true?



HOW COME GROWN-UPS DON'T GO OUT TO PLAY?



GROWN-UPS CAN ONLY JUSTIFY PLAYING OUTSIDE BY CALLING IT EXERCISE, DOING IT WHEN THEY'D RATHER NOT, AND KEEPING RECORDS TO QUANTIFY THEIR PERFORMANCE.



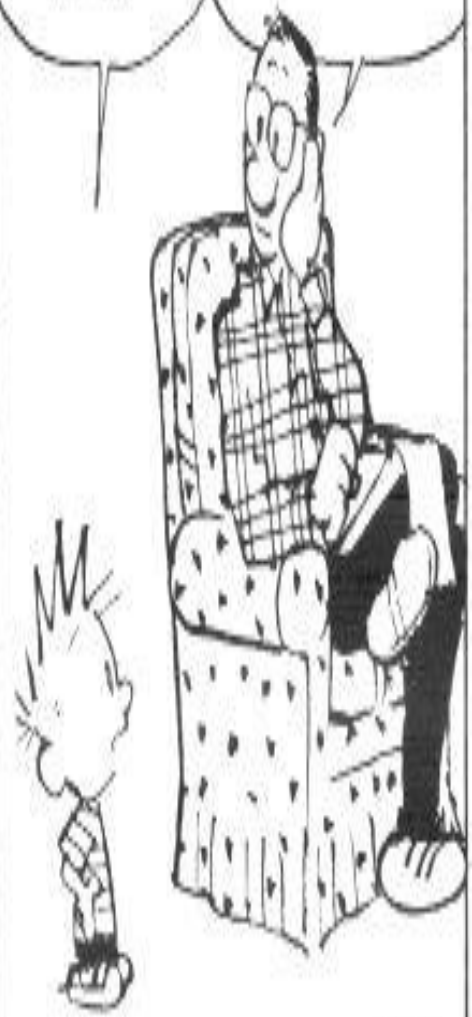
THAT SOUNDS LIKE A JOB.

..EXCEPT YOU DON'T GET PAID.



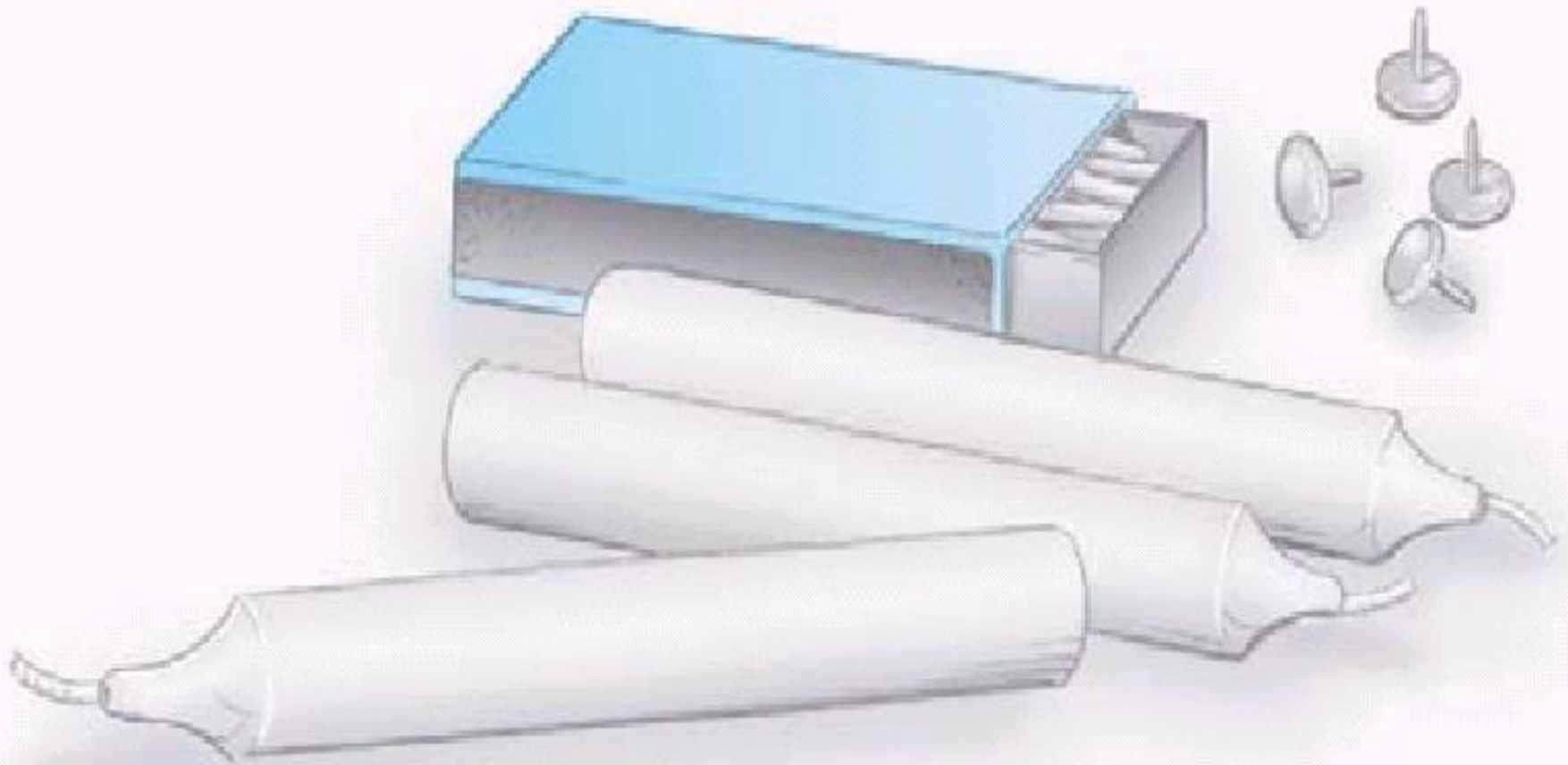
SO PLAY IS WORSE THAN WORK?

BEING A GROWN-UP IS TOUGH.



Duncker (1945) Candle-wall problem

Affix the candle to the wall so that wax doesn't fall on the table using only these items:



Effects of rewards on performance

(Glucksberg, 1966)

Timed problem solving:

- 1st group—to establish average time for problem solving
- 2nd group—\$ if you are in the top 25%, more \$ for fastest

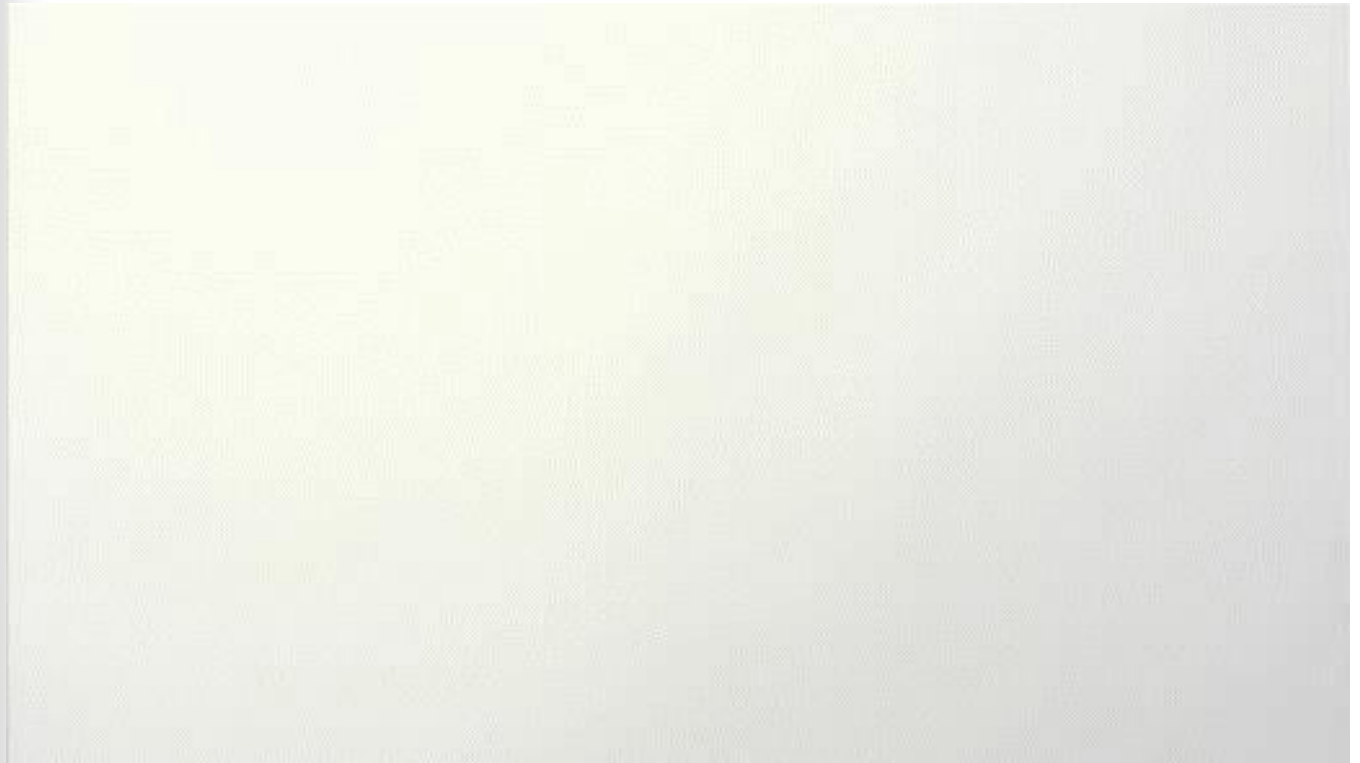
Money group (Extrinsic) took 3.5 minutes LONGER

Done again with the box separated from other items—the \$ group did much better....Why?

Ease of task vs. creativity
-extrinsic rewards hamper creativity



Drive:



<http://www.youtube.com/watch?v=u6XAPnuFjJc>



Intrinsic motivation

- How can teachers increase intrinsic motivation?
 - Explain WHY what they are learning is important
 - Create curiosity
 - Use variety
 - Provide games and simulations
 - Set goals for learning
 - Relate learning to student needs

Increasing Intrinsic Motivation con't

- Help student develop plan of action
- Help students learn to reward **themselves and each other**



Achievement

- **Achievement motivation**--the desire to accomplish something, to reach a standard of excellence and to expend effort to excel.
- Achievement oriented individuals:
 - have a stronger hope for success than fear of failure
 - are moderate rather than high or low risk takers
 - and persist for appropriate lengths of time in solving difficult problems.



Influences on Achievement

Our beliefs about ourselves influences:




- what we attempt to do,
- how long we will persist
- and how successful we will be







Intelligence Theory

- Students who believe that intelligence is malleable generally have higher motivation for academic tasks.
 - Fixed intelligence “theory” can lead to:
 - higher levels of anxiety
 - Lower achievement
 - Lower motivation
 - What does this mean in the classroom?
 - believing that learning new material increases one’s intelligence can increase motivation and academic mastery
- 
- 
- 

Praise as motivation:

Can be both effective and ineffective.

The best praise is:

- specific
- provides information about competence or the value of accomplishments
- is given in recognition of noteworthy effort (or success at difficult tasks)
- Orients students towards better appreciation of their own effort and achievement



Influences on Motivation

- Do others have an influence on your motivation?
 - How much?
 - Do some people have more influence than others? Why?
 - Does context matter?
 - What else motivates?





Reading Discussion

■ Groups:

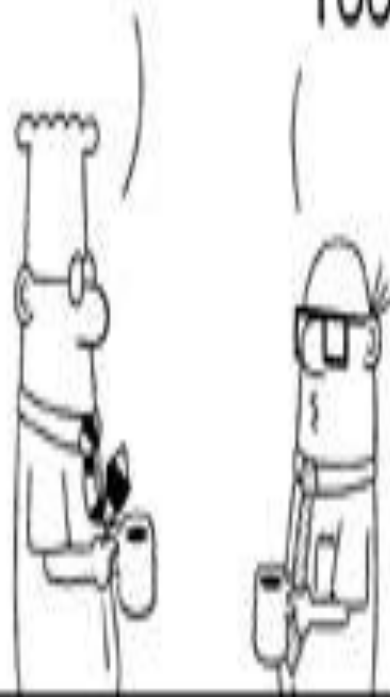
1. Todd, Iren, Sheela, Carrie
2. Renuka, Robyn, Sharissa, Cherie
3. Amy, Peter, Belinda, Davinder, Jen
4. Oli, Angela, Kaitlin, Simon

■ Question:

- How does what we have seen or discussed about motivation NOT fit/agree with the article you read?

I GOT
PROMOTED
TO LEAD
ENGINEER.

ME
TOO.



WOW.
BUZZ
KILL.

RIGHT
BACK
AT YOU.



IF YOU THINK
ABOUT IT, ALL
MOTIVATION
IS TEMPORARY.

