Education 173
Cognition and Learning in Educational Settings

Need Theories of Motivation
Fall Quarter 2007

Early Theories

- Drive Reduction
  - The organism tries to reduce its motivations by satisfying drives
  - Hull: Reduce "tissue deficit"
- Optimal Arousal
  - Yerkes-Dodson Law (1908)
  - Implies that the organism will seek an optimal state of activity, rather than a minimal one

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Cognitive Consistency

- Cognitive Dissonance Theory
  - Beliefs & behavior: Are they consistent?
  - Failed cult prophecy of doomsday
    - Cult members accommodated rather than rejected beliefs
    - "The aliens spared the planet"
- Self-Perception Theory
  - We observe *ourselves* and make inferences about what we believe, just as we do when we observe other people

Maslow's Theory of Needs

- Maslow Promoted the Study of Psychologically Healthy People
- Humanistic Psychology
- Hierarchy of Needs
- Precedence
- Behavior Can Serve Multiple Goals
- Relevance to Teaching and Learning?

Self Actualization Needs
Esteem Needs
Belonging Needs
Safety Needs
Physiological Needs

Carl Rogers' Client-Centered Thera

- Applied Humanistic Psychology to Psychotherapy
- Assumed: Actualizing Tendency
  - Self-Healing
  - Client, not patient
- Unconditional Positive Regard
- Active Listening
- Lasting Effects on Our Culture?

Achievement Motivation

- A Personality Trait
- Achievement Motivation
  - Also: Need for Achievement (nAch)
  - Individual differences
  - Cultural Differences
    - Renaissance Florence
- Thematic Apperception Test
  - Ambiguous pictures
  - Make up a story
  - Themes of achievement or avoidance?

Expectancy-Value Theory

- For Every Decision We Make, Each Option Includes:
  - An Expectancy
    - Probability of success
    - Probability of failure
  - A Value
    - Payoff for success
    - Cost of failure
- The Theory Recognizes Success and Failure as Possible Outcomes

Self-Worth Theory

- Desire to Be Viewed as Able
  - Covington's Self-Worth Theory
- Avoid Being Seen as Unable
  - Set very low goals
  - Set unrealistically high goals
  - Claim low effort
  - Claim low practice/preparation
  - Dismiss importance of the task
- Is Protecting Self-Worth Adaptive?

Implicit Theories:
How do we think about our abilities?

- Entity Theory
  - "I'm not good at math."
  - Assumes fixed ability
- Incremental Theory
  - "I'll get these problems if I
  - keep working at them."
  - Assumes potential for growth

Task/Ego Involvement:
How do we engage in tasks?
How do we judge our performance?

- Ego Involvement
  - Ability judged by social comparison
  - Fostered by competition
- Task Involvement
  - Ability judged by task performance alone
  - Fostered by cooperation
  - Encourages higher intrinsic motivation

Performance Orientation

Goal emphasis is on:
- Performing well in the eyes of others
- Appearing to be intelligent
- Avoiding failure or looking ignorant
- Performing better than others
- Attaining external rewards

Mastery Orientation

Goal emphasis is on:
- Learning
- Mastery
- Intrinsic interest
- The Value of Skills/Concepts Being Learned

Performance Orientation

- Ego Goals
- Ability-focused Goals
- Entity Theory
- Ego Involved
- Extrinsic Motivation

Mastery Orientation

- Mastery Goals
- Task-focused Goals
- Incremental Theory
- Task Involved
- Intrinsic Motivation

Factors that Encourage…

Performance Orientation

- Competitive Classrooms
- Standardized Testing
- Large Class Sizes
- Curricular breadth without depth
- Societal Pressure
  - Grades, college admission, accountability

Factors that Encourage…

Mastery Orientation

- Collaborative Classrooms
- Multiple/Differentiated Assignments and Assessments
- Intrinsically Motivating Tasks