Motivation and learning

When is learning motivating? When is it not motivating?

- When was a memorable experience of motivation affecting learning?
- What factors were involved?
What engages students in a task?

- **Expectancies** (pp. 98-102)
  - “What will it take?” [task expectations]
  - “How good am I at...?” [efficacy beliefs]: *metacognition again!*

- **Values** (pp. 102-103: interest; 104-105)
  - “Is this interesting?”/“Does it mean a lot to me?” [attainment]
  - “Is it important?” [intrinsic]
  - “What will I gain?” [utility] “What will it “cost?”

**WHAT IS “IT?”**

Goals: What to learn (knowledge, understanding, ‘how to’); what arena (academic, social); when (proximal, distal); what "counts" (process, product)
Expectancies

- task expectations
  - how calibrated to experience? Age effects?

- self-efficacy beliefs:
  - accounts for 5-15% of variance in children’s school achievement

- ability beliefs: younger kids less accurate:
  - 1st graders: no correlation between reading ability ratings & performance
  - 6th graders: $r \geq .70$
  - young children: overly optimistic
  - react to failure w/ global negativity
Values

- learning values from school:
  - competitive vs. non-competitive (mastery) conditions:
    - competition decreases interest if children have comparative self-concept
  - value of an activity depends partly on one’s beliefs about own abilities
Learner’s appraisal of task outcome

relation between outcome & self-concept

- attributions:
  - internal vs. external
  - self-serving bias: good outcome = me; bad = not me
  - gender differences? Emotional traits?

- development:
  - 5-6-year-olds don’t differentiate effort, ability, outcome;
  - older kids: “entity” vs. incremental concepts of intelligence
    - performance: non-persistence, negativity in 1st-5th-graders w/ entity-concept (Cain & Dweck)
    - praising kids’ intelligence decreases motivation (entity beliefs) (Mueller & Dweck)
The glue: Affect

- myth of “cold” cognition
  - all tasks are affect-laden
  - impacts values and expectancies

- anxiety: curvilinear relation
  - what’s the brain mechanism? (Kaya’s research)
  - test anxiety: increases w/ age
  - school anxiety: extreme cases (1.7%)

- changing emotion around school outcomes:
  - first signs pos/nega emotion after success/failure: 30-36 mths.
  - social emotions (pride, shame) around 3 yrs.
Summary/Review

Motivation relates to goals, expectancies & values

Appraisal of task outcomes rests on attributions
  Attributions depend on concepts & beliefs (e.g., intelligence), that vary w/ age AND experience!

AFFECT ties together motivation & learning
  (How) can teachers improve student affect? Should this be part of teacher training? Or teacher self-selection?