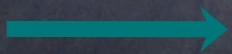
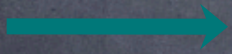
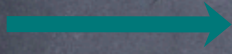
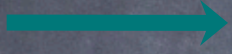
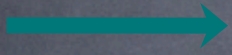


Motivation and learning

- 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?

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



- 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?"

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?