

Augustana College

EDUC 245 Educational Psychology & Measurement

Concepts addressed:

How knowledge of human motivation and behavior should influence strategies for organizing and supporting individual and group work in the classroom K-6

Motivation energizes, directs and sustains behavior; it helps us accomplish our goals. Theories of motivation can be divided into two categories: behavior theories and cognitive theories. Behavior theories include behaviorists and humanists; the student is viewed as a machine (behavior is directed without thinking about it). Cognitive theories include Attribution theory, Self-efficacy theory, and Self-determination theory. In cognitive theory the person is viewed as a rational thinker. Intrinsic motivation (activities themselves are the reward and motivation) influences the learner to set goals, expend energy and persist until they accomplish their goal even when an immediate reward is not apparent. Extrinsically motivated (rewards and punishment are the motivators) individuals are not interested in the activity itself, but instead the reward it will bring.

Self-efficacy Theory: Learners belief in their capability to succeed (their sense of competence) determines their performance. Past success and failure, encouragement by teachers, modeling by peers (seeing peers succeed and make positive statements), and physiological cues (anxiety, heart racing) impact motivation.

Self-determination Theory: Intrinsic motivation comes from a determination to accomplish a goal (student has some choice and control regarding the things they do and the direction they take). Teachers can encourage this by helping the learner acquire the necessary skills, support self-initiating behavior, and promote self-regulating actions. The learner must be capable of meeting three needs: 1) competence needs - knows how to accomplish the goals, 2) relationship needs - connection to peers, teachers and parents, and 3) autonomy needs -initiates and regulates own actions

Attribution Theory: Motivation comes from past experiences with tasks (have they been successful or failed), causal attributions (effort, ability, luck) and expectations about what is likely to happen the next time a similar situation occurs (does the individual have control over the situation or not). Your prior beliefs and self-perceptions impact your future motivation level.

Behaviorist Theory: This model of motivation focuses on changing behavior through the use of reinforcement and consequences. If students are consistently reinforced for certain behaviors they may exhibit the desired behavior. We need to determine incentives and rewards in order to accomplish this change in behavior.

Maslow's Hierarchy of Needs

Deficiency Needs - Maslow's four lower-level needs are 1) Physiological needs (shelter, food, warmth, exercise) 2) safety needs (physical and psychological, such as knowing the teacher's expectations), 3) belongingness and love needs (having a best friend, getting along with peers) and 4) esteem needs (feeling good about themselves and believing that others also respect them). These needs must be satisfied before the individual can progress up the hierarchy to the Being Needs. Maslow's three higher-level needs are 1) know and understand (academic success), 2) aesthetic needs, and 3) self-actualization need (fulfilling your potential).

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