

Motivation

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ISW Day 3

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Models for motivation

With our time together we will:

- Wax about classification and contributing factors to motivation
- Reject some ideas, embrace others
- Integrate new ideas with existing practice and models

Thanks for choosing motivation!

- I haven't been able to run it since 2019!?

Models for motivation

All models are wrong but some are useful.

When I was young someone told me that there are two types of motivation:

- **intrinsic** motivation (which is good)
- **extrinsic** motivation (which is bad)

Intrinsic vs extrinsic

A student uses an online homework system. The page turns red when they get the answer wrong and green when they get the answer correct. The student enjoys the green colour and works as quickly as possible, employing ChatGPT, to get all the correct answers.

Is this student

- ① **Intrinsically motivated**
- ② **Extrinsically motivated**

Intrinsic vs extrinsic

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This motivation is maybe pointed in the wrong direction.
This behaviour is unlikely to lead to success.

Intrinsic vs extrinsic

A biology student works hard to get an “A” in calculus with the goal of being accepted to a good medical school.

Is this student

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Intrinsic vs extrinsic

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This kinda sounds like a good thing to me ...

... and I wouldn't be surprised if they outperform a student motivated simply by learning

Intrinsic vs extrinsic

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Intrinsic vs extrinsic

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Is this student

- ① **Intrinsically motivated**
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Lesson: The distinction between the traditional concepts of intrinsic and extrinsic motivation is rarely as dichotomous as theory posits. You should be able to explain some of the shortcomings of this model to a non-technical friend.

Value

What we traditionally called intrinsic and extrinsic motivation are together part of what we'll call **value** or sometimes **subjective value**.

Value is a learner's perception of the importance of the task.

Some sources of value are:

- intrinsic benefits
- relevance
- context and rationale
- variety and novelty
- enthusiastic role models
- choice and control
- positive relationships and sense of belonging
- extrinsic benefits

Is value alone enough?

“If you wish to build a ship, do not divide people into teams and send them to the forest to cut wood. Instead, teach them to long for the vast and endless sea.”

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That's all good, but what if ...

- ... you feel cutting wood is absolute agony?
- ... you don't think you can succeed at cutting wood?
- ... you think you'll hurt yourself cutting wood?

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- ... you don't think you can succeed at cutting wood?
- ... you think you'll hurt yourself cutting wood?

Suddenly, the vast and endless sea doesn't seem so appealing.

The Value-Expectancy-Cost model of motivation

In our new model, value is one of three aspects of motivation.
The other two are:

Expectancy is a learner's expectation for success in accomplishing the task.

Cost is the barriers to success for a learner.

Value-Expectancy-Cost

Sources of expectancy

- perception of abilities & skills
- prior successes
- support and scaffolding
- clear expectations
- appropriate challenge
- feedback
- perceptions of others' expectations
- perceived task difficulty

Sources of cost

- effort and time needed for this activity
- effort and time needed for other activities
- higher valued alternatives
- psychological and physical reactions to the activity

Value-Expectancy-Cost

Imagine a student missing exactly 1 of these 3 components.
In your groups,

- name your student
- describe how your student feels
- describe what kinds of actions your student will take
- are they motivated? will they be successful?

Which group are you?

- ① Group 1: low value, high expectancy, low cost
- ② Group 2: low expectancy, high value, low cost
- ③ Group 3: high cost, high value, high expectancy

Value-Expectancy-Cost

Lesson: Define each of the three components in the Value-Expectancy-Cost model and explain why each is necessary for motivation.

Expectancy

We often overlook expectancy in discussions around motivation.

Student perception of success should factor into all components of a lesson. Take, say, BOPPPS.

How do we increase student expectancy during:

- ① Group 1: Bridge-in and Learning Objectives
- ② Group 2: Pre-assessment and Participatory Learning
- ③ Group 3: Post-assessment and Summary

Expectancy

Lesson: Motivation, in particular expectancy, should be a part of every lesson component. You should be able to list ways to inject more motivation during the beginning, middle, and end of a lesson.

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A few sources

Based on:

Ch 3 of the book How Learning Works

<https://firstliteracy.org/wp-content/uploads/2015/07/How-Learning-Works.pdf>

Yarborough, C. B., & Fedesco, H. N. (2020). Motivating students. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu//cft/guides-sub-pages/motivating-students/>

See also

- <https://psycnet.apa.org/record/2004-11156-004>
- https://en.wikiquote.org/wiki/Antoine_de_Saint-Exupery#Disputed

Thanks!

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Real motivation comes in the moment. Motivation is not just about content. It's about challenge and support and community.

Ultimately, all people want is to work on (and win at) fun problems with their friends.