

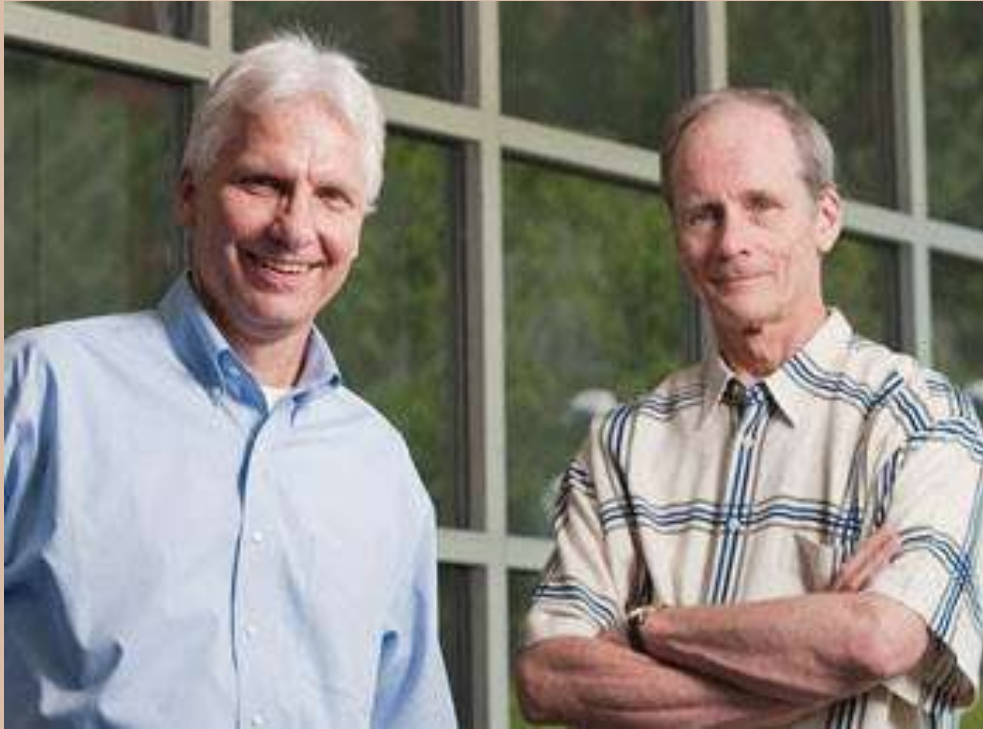
UNDERSTANDING MOTIVATION TO LEARN

*Boosting interest and
belief in good outcomes*

*Tatiana Malatincová, Ph.D.
Dept. of Psychology and
Psychosomatics FM MU*

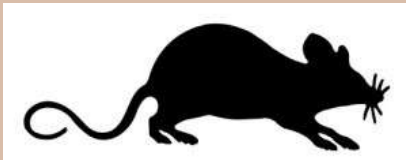
*HOW DOES
MOTIVATION AFFECT
LEARNING?*

SELF-DETERMINATION IN MOTIVATION



Autonomous vs. non-autonomous motivation

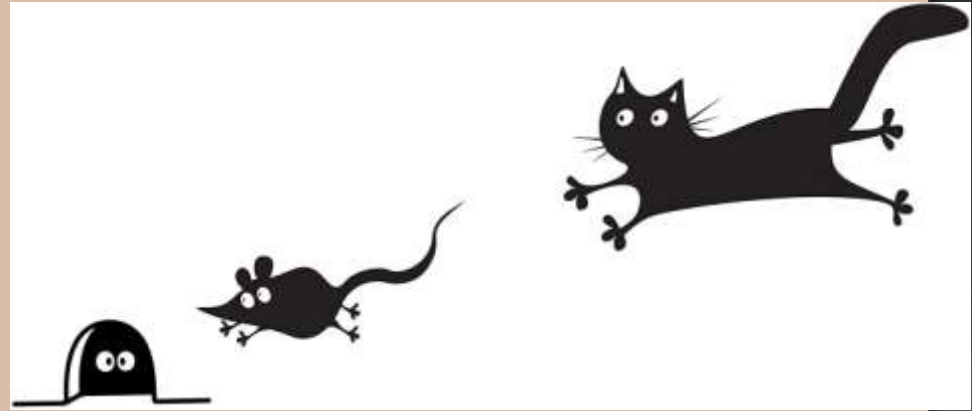
SELF-DETERMINATION IN MOTIVATION



EXTERNAL REGULATION

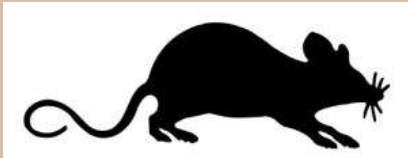
- *Incentives (rewards and punishment)*
- *External demands and expectations*

SELF-DETERMINATION IN MOTIVATION



Approach

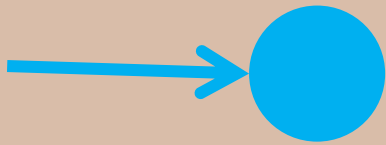
Avoidance



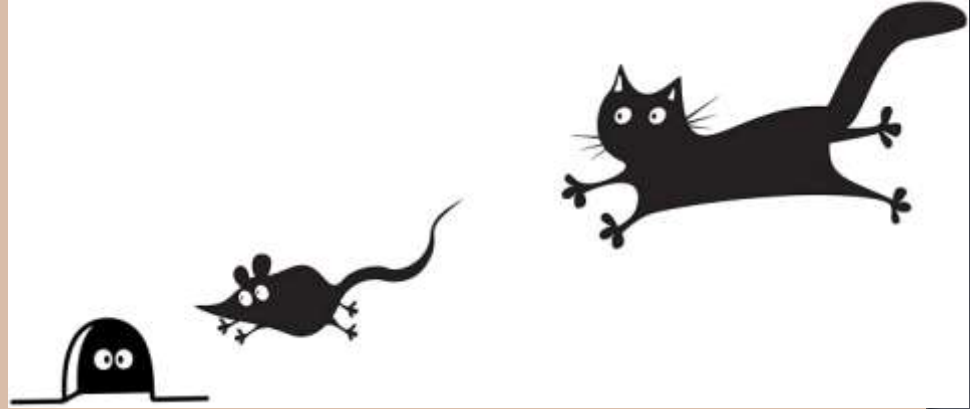
**EXTERNAL
REGULATION**

- *Incentives (rewards and punishment)*
- *External demands and expectations*

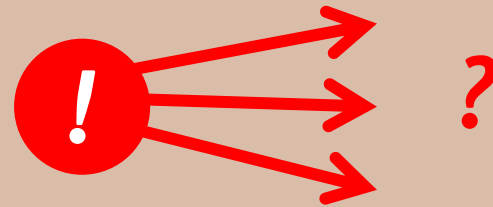
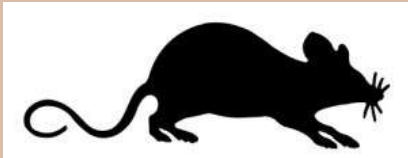
SELF-DETERMINATION IN MOTIVATION



Approach



Avoidance



**EXTERNAL
REGULATION**

- *Incentives (rewards and punishment)*
- *External demands and expectations*

SELF-DETERMINATION IN MOTIVATION



**INTROJECTED
REGULATION**

- *Internalized punishing and rewarding “voice”*
- *Self-control*
- *Protection of self-esteem*

**EXTERNAL
REGULATION**

- *Incentives (rewards and punishment)*
- *External demands and expectations*

SELF-DETERMINATION IN MOTIVATION



- *Personally important goals*
- *Intentional decision-making*

**IDENTIFIED
REGULATION**

- *Internalized punishing and rewarding “voice”*
- *Self-control*
- *Protection of self-esteem*

**INTROJECTED
REGULATION**

- *Incentives (rewards and punishment)*
- *External demands and expectations*

**EXTERNAL
REGULATION**

SELF-DETERMINATION IN MOTIVATION



- *In harmony with value system*
- *Feeling of “being who I am”*
- *Part of identity*

**INTEGRATED
REGULATION**

- *Personally important goals*
- *Intentional decision-making*

**IDENTIFIED
REGULATION**

**INTROJECTED
REGULATION**

- *Internalized punishing and rewarding “voice”*
- *Self-control*
- *Protection of self-esteem*

**EXTERNAL
REGULATION**

- *Incentives (rewards and punishment)*
- *External demands and expectations*

SELF-DETERMINATION (AUTONOMY)

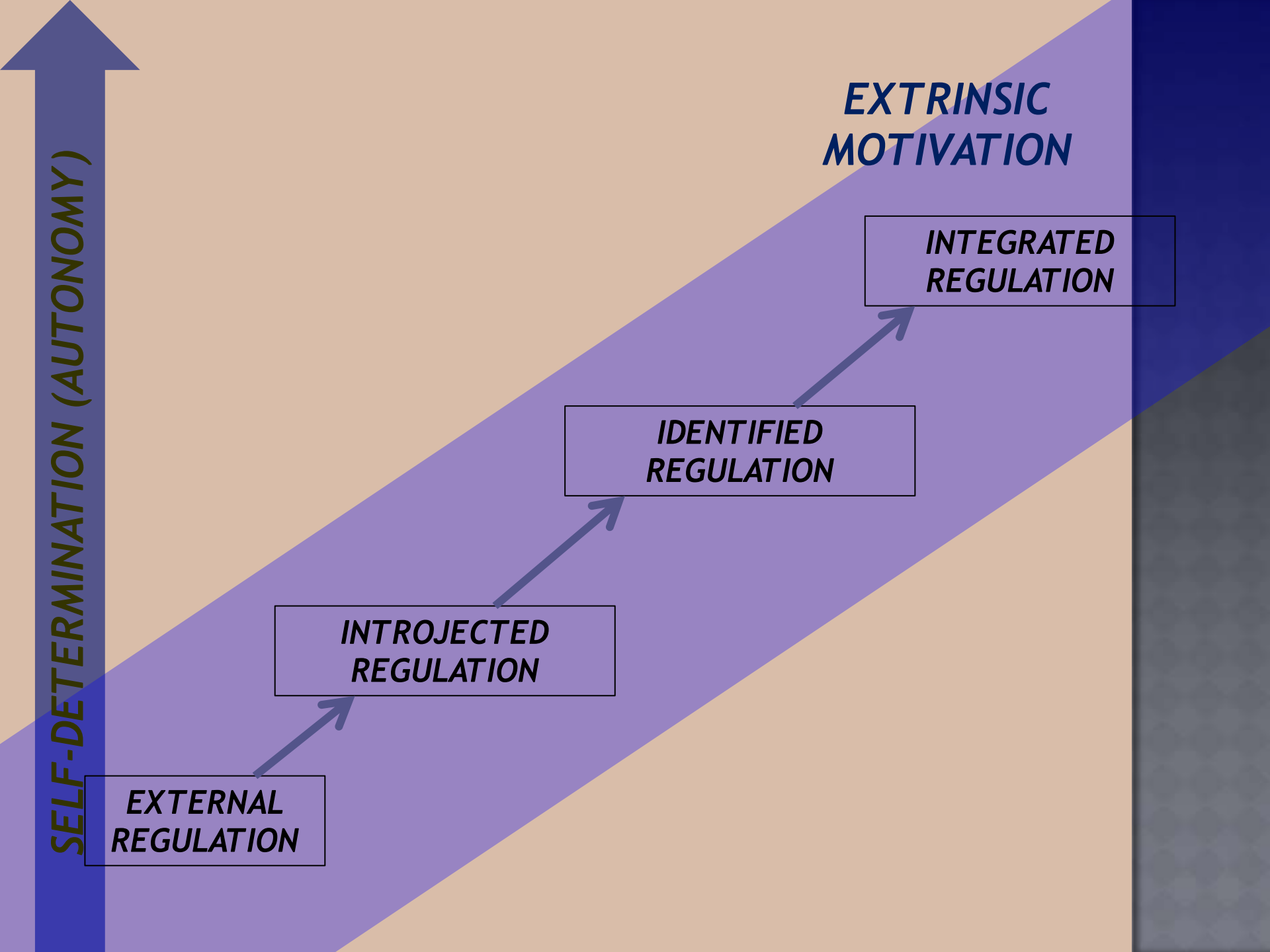
**EXTRINSIC
MOTIVATION**

**EXTERNAL
REGULATION**

**INTROJECTED
REGULATION**

**IDENTIFIED
REGULATION**

**INTEGRATED
REGULATION**



SELF-DETERMINATION (AUTONOMY)

INTRINSIC MOTIVATION

INTERNAL REGULATION

- *Interest*
- *“Natural” engagement*
- *Inherent joy*

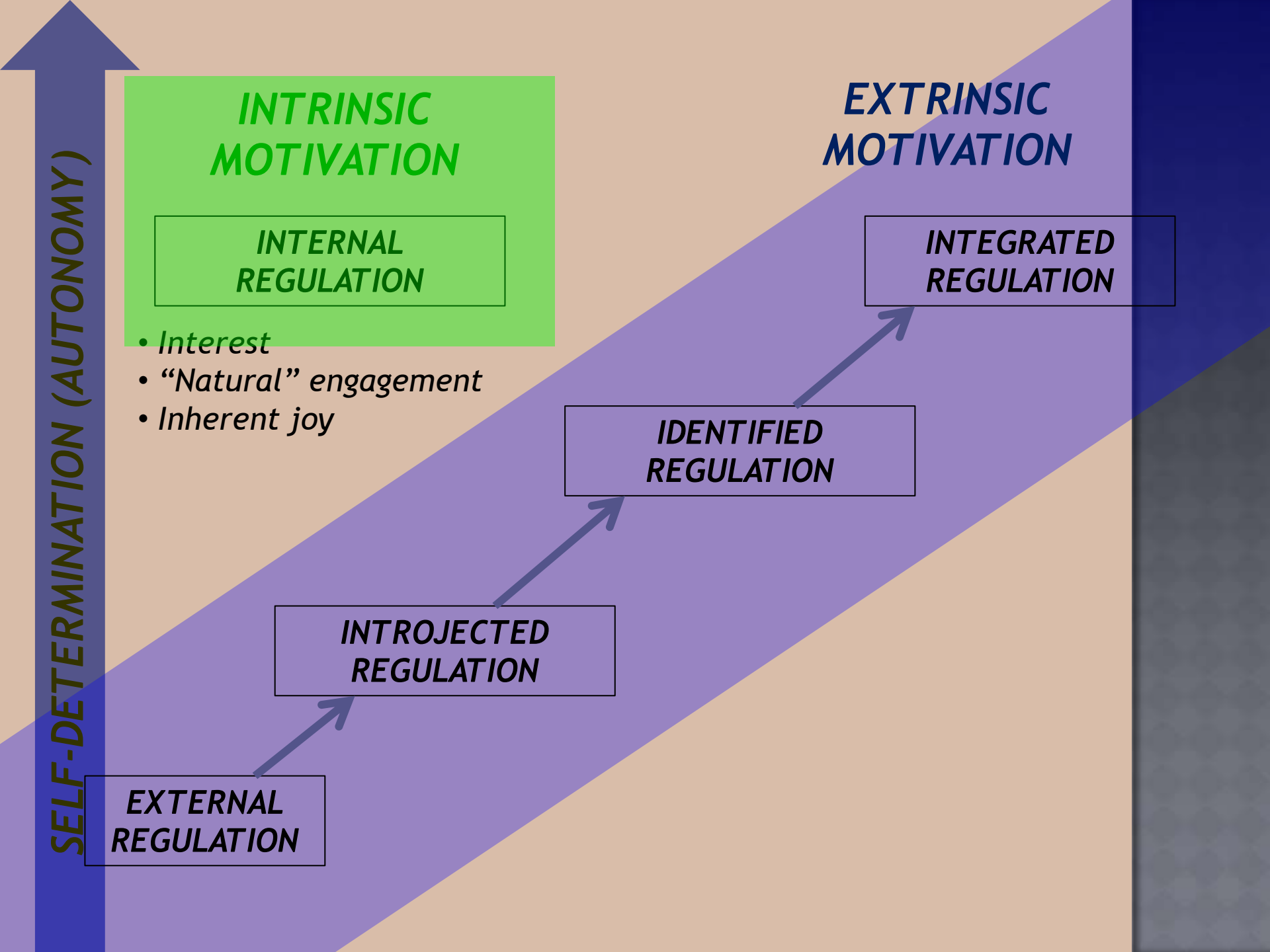
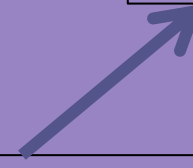
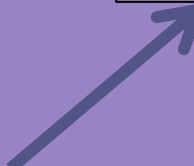
EXTRINSIC MOTIVATION

INTEGRATED REGULATION

IDENTIFIED REGULATION

INTROJECTED REGULATION

EXTERNAL REGULATION



SELF-DETERMINATION (AUTONOMY)

INTRINSIC MOTIVATION

INTERNAL REGULATION

- *Interest*
- *“Natural” engagement*
- *Inherent joy*

EXTRINSIC MOTIVATION

INTEGRATED REGULATION

IDENTIFIED REGULATION

INTROJECTED REGULATION

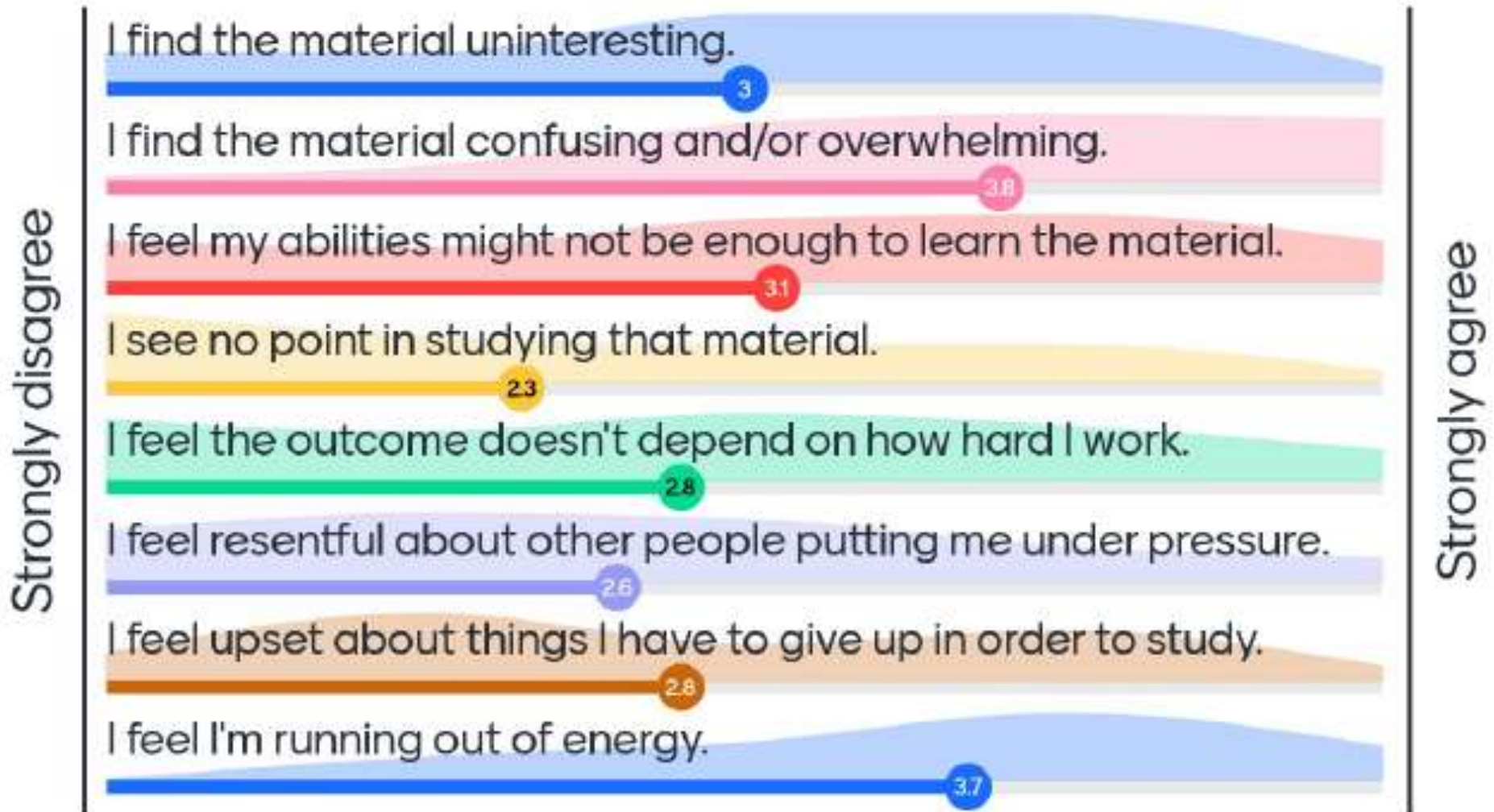
EXTERNAL REGULATION

- *No intention*
- *Stereotypical, automated behaviour*
- *No feeling of competence or control*

AMOTIVATION

AUTOMATICITY

STUDENTS' PROBLEMS WITH MOTIVATION



BASIC PSYCHOLOGICAL NEEDS

RELATEDNESS

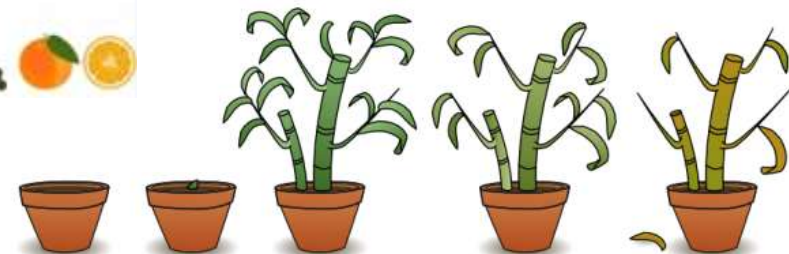


CONTROL



ISOLATION

INCOMPETENCE



AUTONOMY

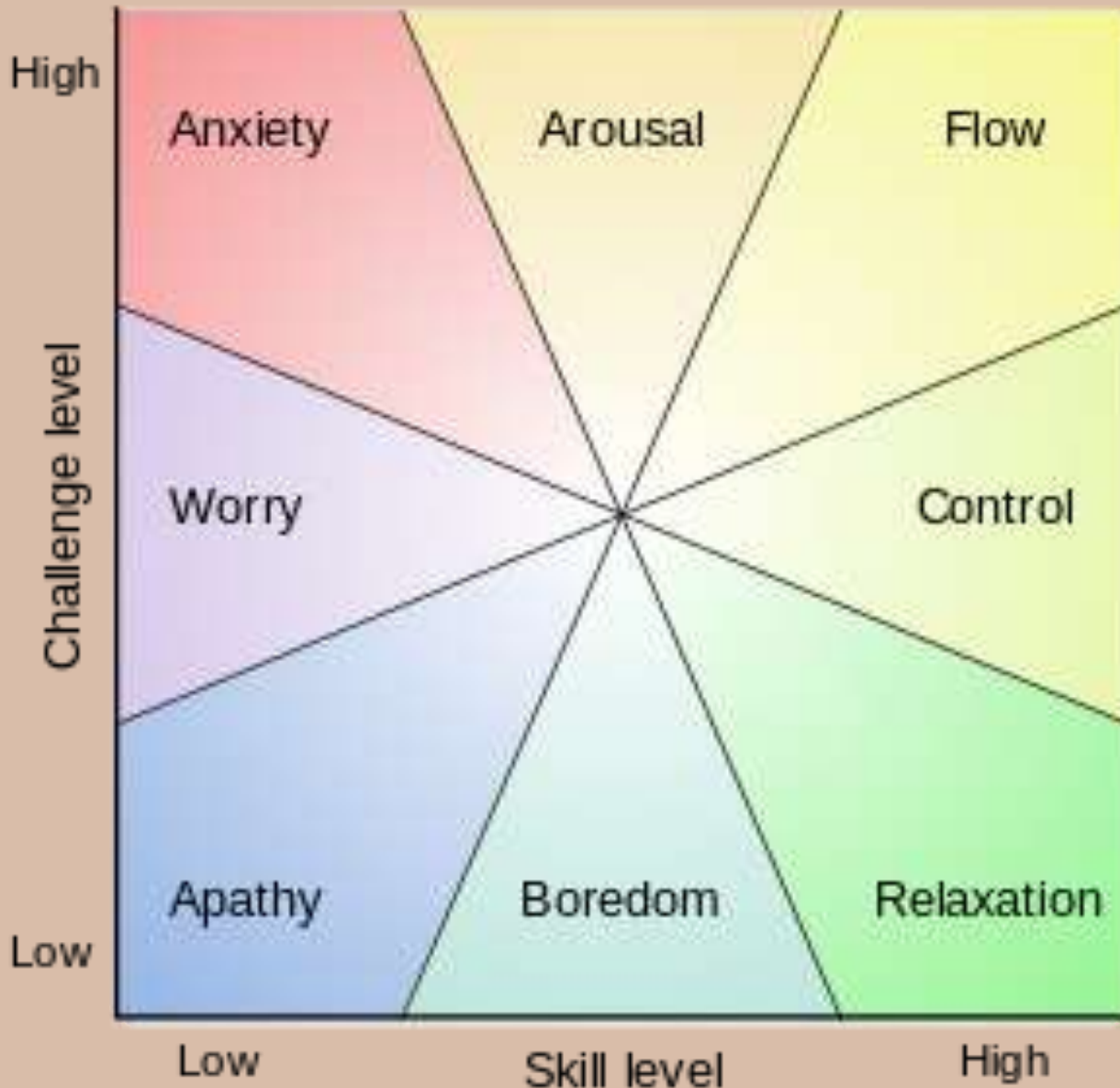


COMPETENCE



WHAT IS “FLOW”?

WHAT IS "FLOW"?



INTRINSIC MOTIVATION AND FLOW

TO ACHIEVE FLOW...

- ***Skill must be in equilibrium with challenge***
- ***Sense of control***
- ***Immediate feedback and response***
- ***Progress obvious***
- ***Conflicts immediately and actively resolved***
- ***Skills/knowledge enhanced = people enjoy learning if it is both efficient and effective***

→→ PERFECT SELF-REGULATION

***DOES HIGH SELF-ESTEEM HELP
YOU LEARN BETTER?***

COMPETENCE BELIEFS

COMPETENCE BELIEFS

- ◎ *Personal control and hope*
- ◎ *Self-efficacy*
- ◎ *Growth mindset*

COMPETENCE BELIEFS

- ◎ *Personal control and hope*
- ◎ *Self-efficacy*
- ◎ *Growth mindset*

***BOTH FOR BEING ABLE TO
PERFORM AND BEING ABLE TO
SELF-REGULATE AND CHANGE!***

COMPETENCE BELIEFS

- ◉ *Personal control and hope*
- ◉ *Self-efficacy*
- ◉ *Growth mindset*

LEARNED!!!



POWER OF BELIEFS - WHAT OTHER THOUGHTS MIGHT DISCOURAGE YOU FROM LEARNING?

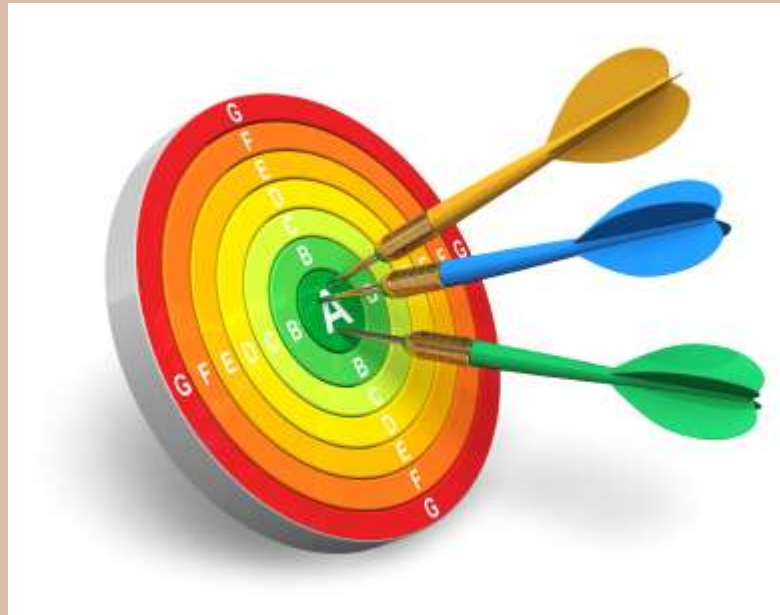
- ◉ *Positive and negative associations with the person I think I should become vs. the person I think I should not be*
- ◉ *Hidden “conflicts” from the past (e.g. resentment)*
- ◉ *Beliefs about the importance of emotions of situational factors in learning and working*
- ◉ *Defensive thinking (protection of fragile self-esteem above active control over life)*

Ego-defensive strategies

Associated with avoidance behaviours and low perceived control over success/failure:

- *Spending more time complaining how difficult life is than actually trying*
- *Dismissing every piece of advice as “cannot be done”, “you don’t understand”, “easier said than done”, etc.*
- *Defensive about mistakes and failures – blaming others or circumstances, pointing out that others did even worse, looking for any “alternative explanations” for mistakes, etc.*
- *Placing too much emphasis on successes and praise*
- *Self-handicapping*
- **Self-defensive strategies can inhibit learning completely – avoidance of motivation towards improvement (denying there is room for improvement)**

WHAT CRITERIA DO YOU USE TO EVALUATE YOUR SUCCESS...?



- *Objective*
- *Individual (subjective)*
- *Social (normative)*

MASTERY V. PERFORMANCE



PERFORMANCE V. MASTERY

- **Social norms**
- **The aim is to PROTECT OR ENHANCE SELF-IMAGE**
- **The most important thing is to SHOW YOU ARE BETTER (OR NO WORSE) THAN OTHERS**
- **Objective and individual norms**
- **The aim is to DEVELOP SKILLS**
- **The most important thing is to MAKE PROGRESS IN LEARNING**

Performance v. Mastery × *Approach v. Avoidance*

Towards or Away?

	Absolute/Intrapersonal MASTERY	Normative PERFORMANCE
APPROACHING	"Achieve personal best"	"Be better than others / Win"
AVOIDANCE	"Avoid performing below best"	"Avoid losing"

Performance v. Mastery × Approach v. Avoidance

Towards or Away?

APPROACHING		“Better than Lose / Win”
AVOIDANCE	“Avoid performing below best”	“Avoid losing”



PERFORMANCE V. MASTERY

- **Knowledge/skill is a tool**
 - **Interested in simple feedback (How did I do compared to others?)**
 - **Errors and mistakes are signs of failure - better be avoided**
 - **Strategies used to minimize number of errors when tested**
- **Knowledge/skill is the goal**
 - **Interested in complex feedback (What mistakes did I make?)**
 - **Errors and mistakes signal room for improvement - necessary for learning - no mistakes = too easy for learning**
 - **Strategies used to maximize learning**

PERFORMANCE-ORIENTED

- Chooses materials to maximize success at exams
- Inquires what will be on the test; skips topics which are too difficult and unlikely to be tested
- Only interested in number of points/grade/other people's grades/praise
- Seeks praise, makes excuses, is defensive
- Starts studying before exam and stops after exam

MASTERY-ORIENTED

- Chooses materials to maximize understanding
- Asks questions about concepts; consults teacher; bothered by gaps in understanding
- Interested in feedback regardless of grade, which has little informative value
- Seeks constructive criticism
- Learning schedule independent of testing

Promoting Mastery orientation

- **1. LEARNING OPPORTUNITY NEEDED = optimum challenge and autonomy-supportive environment (individual development of competence). Otherwise progress difficult.**
- **2. CONSTRUCTIVE FEEDBACK NEEDED. Otherwise reference criteria lacking.**
- **3. GROWTH MINDSET needed. Otherwise no effort.**

***WHICH PEOPLE SUCCEED IN
CHANGING THEIR FUNCTIONING
FOR THE BETTER?***

THANK YOU!!!