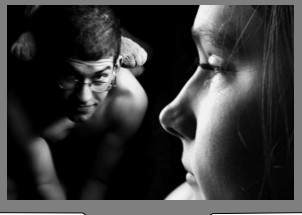


Introduction



Dr James Neill
Centre for Applied Psychology
University of Canberra

2011

Image source

1

Lecture 1: Overview



1. Unit outline
2. Introduction (Ch 1)
3. History (Ch 2)



2

Unit outline



3



Teaching staff

Dr. James Neill
(convener, lecturer & tutor)

Roxanne Foster
(tutor)

4

Contacting James Neill

- **Face to face:** Before or after tutorials and lectures or by appointment.
- **Office hours:** 11.30-12.15 Wed (before lectures) in lecture weeks (3B32)
- **Open discussion:** Moodle discussion forum, Twitter, or Wikiversity talk page
- **Private message:** Moodle message or email james.neill@canberra.edu.au
- **Phone:** 6201 2536

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Learning outcomes

Students will be able to:

integrate

theories and
current **research**
towards **explaining** the role of

motivation and emotions
in **human behaviour**.

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Syllabus

1. Drives and instincts
2. Theories of motivation, consciousness and volitional behaviour,
3. Self-control and self-regulation
4. Structure and function of emotions
5. Relationships between emotion and cognition
6. Regulation of emotions

7

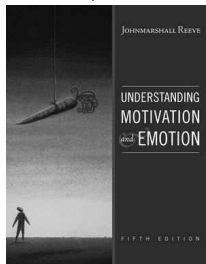
Timetable

1. Lectures:
Wednesdays
12.30-14.30 12B2 (W1-6, 9-14)
2. Tutorials:
Thursdays
12.30-14.30 5C58
16.30-18.30 2A12
fortnightly (depends on tutorial enrolment)

8

Textbook

Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.



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Equipment and materials

1. Computer + internet
2. Microphone (or headset with mic./earphones)
3. Webcam/video camera (optional)



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Unit websites



1. Moodle:

<http://learnonline.canberra.edu.au/course/view.php?id=5176>

2. Wikiversity:

http://en.wikiversity.org/wiki/Motivation_and_emotion

These sites are open access – i.e., freely and openly available without financial or other barriers.

Note: What you share is public.

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About lectures

- 12 x 2 hour weekly lectures based on Reeve (2009) textbook chapters
 - 1st half about motivation
 - 2nd half about emotion
- Lecture video and audio will be recorded and downloadable. Access via:
 - Calendar tool on Moodle site or
 - Announcements or
 - Lecture web pages

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Lectures - Topics

1. Introduction
2. Assessment task skills
3. Brain & physiological needs
4. Personal & social needs
5. I-E motivation and goal setting
6. Personal control & the self

13

Lectures - Overview

7. Nature of emotion
8. Aspects of emotion
9. Personality, motivation & emotion
10. Unconscious motivation
11. Growth psychology
12. Summary and conclusion

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About tutorials

1. 6 x 2hr x fortnightly tutorials
2. Follows and extends lecture and textbook chapter topics
3. Structure
 1. ~20% content review
 2. ~50% activities
 3. ~30% assessment skills

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Tutorials - Topics

1. Introduction
2. Needs
3. Self & goals
4. Emotion
5. Personality
6. Growth psychology

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Tutorial attendance

1. Tutorial attendance is strongly recommended but not compulsory.
2. Tutorials provide hands-on skills and activities which are directly related to the assessment exercises.
3. Tutorial non-attendance will make successful completion of the assessment exercises more difficult.

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Assessment - Overview

1. **Book chapter (55%):**
Due 9am Mon W13
2. **Multimedia (25%)**
Due 9am Mon W14
3. **Quizzes (20%)**
#s 1-10 due 9am Mon W9 - 10 Oct
#s 11-16 due 9am Mon W15 - 21 Nov

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Workload

Task	Expected time involved
Textbook chapter (55%)	50 hours: 8 hours to learn "how", 20 hours research, 22 hours preparation.
Multimedia (25%)	10 hours: 2 hours to learn "how", 6 hours preparation, 2 hours to record & finalise.
Quizzes (20%)	90 hours: 12 lectures (x 2 hours each; 24 hours), 6 tutorials (x 2 hours each; 12 hours), 16 chapters (x 3 hours each; 48 hours) and 6 hours completing the quizzes.

Generic skills

Generic skill	Description	Assessment
Communication	The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries	Textbook chapter, multimedia presentation
Working independently and with others	The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively	Textbook chapter, quizzes
Professionalism and social responsibility	The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment	Textbook chapter, multimedia presentation

Book chapter - Task

Author a free, online, "best-seller", book chapter about a specific motivation and/or emotion topic.

21

Book chapter – Key aspects

- | | |
|----------------------|--------------|
| 1.Topic | 6.Links |
| 2.Location | 7.Images |
| 3.Academic integrity | 8.Multimedia |
| 4.Collaboration | 9.References |
| 5.Word length | 10.Feedback |

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Book pitch

Motivation and Emotion:

"How to" improve your life
using psychological theory and research about motivation and emotion

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Book themes: Motivation

Motivation – How can we ...? e.g.,

- be more motivated?
- be more productive?
- procrastinate less?
- motivate others?
- eat a healthy diet?
- exercise enough?
- understand others' motivations?

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Book themes: Emotion

Emotion – How can we ...? e.g.,

- be happy?
- be emotionally intelligent?
- measure emotions?
- express emotions?
- understand the origin and causes of emotions?
- identify core emotions?

25

Book chapter - Marking criteria

1. **Theory** (30%): Effective use of key theoretical concepts, critical thinking & application of the theory.
2. **Research** (30%): Peer-reviewed research findings discussed in relation to theoretical aspects of the topic.
3. **Written expression** (30%): Interesting and readable, APA style, structure, layout, & learning features.
4. **Social contribution** (10%): Helping others through wiki contributions.

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Book chapter - Topic signup

- **Table of contents:** Possible topics are available – you can edit or suggest more
- **Lecture 2 and Tutorial 1:**
Discuss/expand the table of contents
- **Sign up or negotiate topic:** You can propose or sign up to a chapter topic any time by emailing your Wikiversity user name and your real name to the convener. **You should have a topic by the end of W3.**

27

Multimedia - Task

Create a 5 min. multimedia presentation (video) explaining the key points of your book chapter.



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Multimedia – Key aspects

1. Chapter summary
2. Style
3. Format
4. Length
5. Location
6. Copyright
7. Links

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Multimedia - Marking criteria

1. **Structure and content** (25%): Well-designed, logical overview of the book chapter key points
2. **Communication** (50%): Clear, well-paced, interesting, creative
3. **Production quality** (25%): Clear picture and sound. Easy to find and watch. Clear title, description, etc.

30

Quizzes - Task

Online quizzes about each of the 16 textbook chapters.

31

Quizzes – Key aspects

1. Due dates
2. Test bank
3. Two attempts
4. Errors? Bonus mark

32

Key dates

1. W03 – Sign up for chapter topic
2. W04 (Fri 9/9) - Final date to withdraw without penalty
3. W08 - Mid-semester break
4. W08 (Fri 7/10) – Final date to withdraw without incurring fail grade
5. W09 (Mon 10/10) – Quizzes 1-10 due
6. W13 (Mon 7/11) - Textbook chapter due
7. W14 (Mon 13/11) - Multimedia due
8. W15 (Mon 21/11) – Quizzes 11-16 due

33

Introduction to the study of motivation

Reading:
Reeve (2009), Ch 1, pp. 1-23

34

Motivation = Energy + Direction

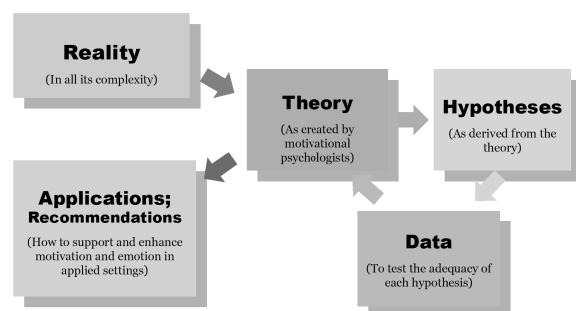
Processes that give behaviour **energy and direction.**

- **Energy:** Behaviour is relatively strong, intense and persistent
- **Direction:** Behaviour is aimed toward achieving a particular purpose or goal



35

Motivational science: The function & utility of good theory



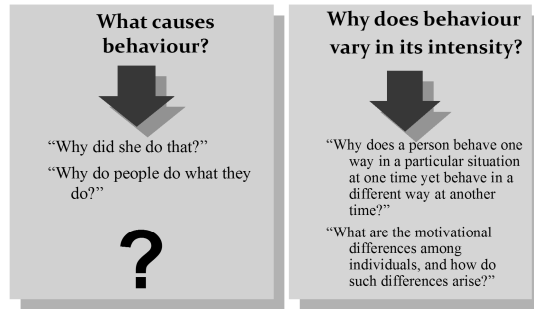
Based on Reeve (2009), Figure 1.1

36

Motivational reasons to exercise

Why Exercise?	SOURCE OF MOTIVATION	Illustration	Reeve (2009), Table 1
Fun, enjoyment	INTRINSIC MOTIVATION	Children exercise spontaneously—they run and jump and chase, and they do so simply for the sheer fun of it.	
Personal challenge	FLOW	Athletes get “in the zone” when their sport optimally challenges their skills.	
Forced to do so	EXTERNAL REGULATION	Students exercise because their coach tells them to do so.	
Paid to do so	EXTRINSIC MOTIVATION	A coach or instructor is paid to exercise and to help others exercise.	
Accomplish a goal	GOAL	Runners see if they can run a mile in 6 minutes or less.	
Value its health	VALUE	People exercise to lose weight or to strengthen the benefits strengthen the heart.	
Inspired to do so	POSSIBLE SELF	People watch others exercising and becomes inspired to do the same.	
A standard of excellence	ACHIEVEMENT STRIVINGS	Snow skiers race to the bottom of the mountain trying to beat their previous best time.	
Satisfaction from a job well done	PERCEIVED COMPETENCE	As exercisers make progress, they feel more competent, more effective.	
An emotional kick	OPPONENT PROCESS	Vigorous jogging can produce a runner’s high (a rebound to the pain).	
Good mood	POSITIVE AFFECT	Beautiful weather can pick up exercisers’ moods and invigorate exercise spontaneously, as they skip along without knowing why.	
Alleviate guilt	INTROJECTION	People exercise because they think that is what they should, ought to, or have to do to feel good about themselves.	
Relieve stress	PERSONAL CONTROL	After a stressful day, people go to the silence depression gym, which they see as a structured, controllable environment.	
Hang out with friends	RELATEDNESS	Exercise is often a social event, a time simply to enjoy hanging out with friends.	

Two perennial questions



Based on Reeve (2009, pp. 5-8)

38

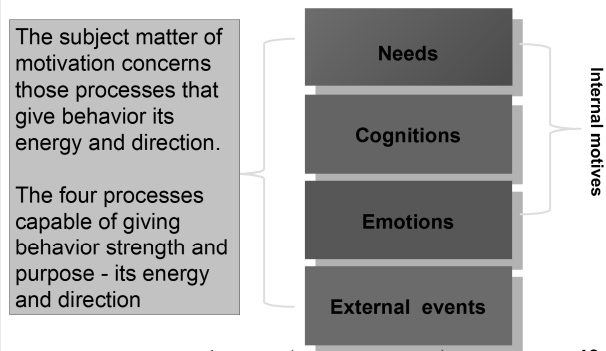
Specific questions that constitute the core problems to be solved in motivation study

1. What starts behaviour?
2. How is behaviour sustained over time?
3. Why is behaviour directed towards some ends but away from others?
4. Why does behaviour change its direction?
5. Why does behaviour stop?

Based on Reeve (2009, pp. 5-6)

39

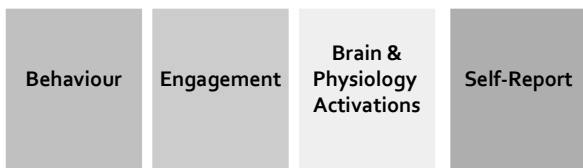
Four motivational sources



Based on Reeve (2009, Figure 1.2, p. 8)

40

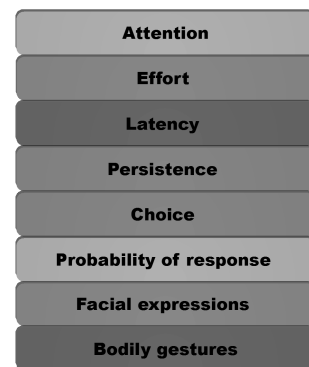
Measuring motivation: Expressions of motivation



Based on Reeve (2009, pp. 10-13)

41

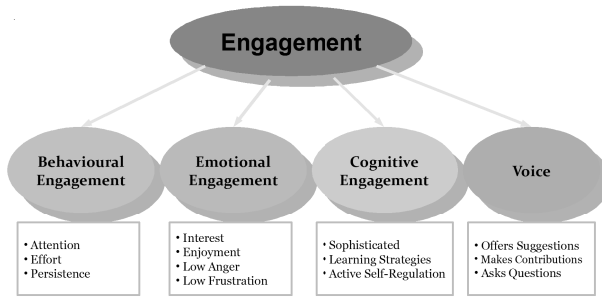
Behavioural expressions of motivation



Based on Reeve (2009, Table 1.2, p. 11)

42

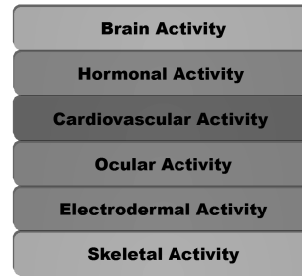
Four inter-related aspects of engagement



Based on Reeve (2009, Figure 1.3, p. 12)

43

Brain & physiological activity as expressions of motivation



Based on Reeve (2009, Table 1.3, p. 13)

44

Themes in the study of motivation

There is nothing so practical as a good theory.

To flourish, motivation needs supportive conditions.

Motivation study reveals the contests of human nature.

Based on Reeve (2009, pp. 13-14)

Motivation benefits adaptation.



Motivation includes both approach (pull) & avoidance (push) tendencies.

Motives affect behaviour by directing attention.

Motive strengths vary over time and influence the stream of behavior.

Types of motivation exist.

45

Motives vary over time & influence the ongoing stream of behaviour

Motivation is a dynamic process—always changing, always rising and falling - rather than a discrete event or static condition.

How Motives Influence Behaviour for a Student Sitting at a Desk

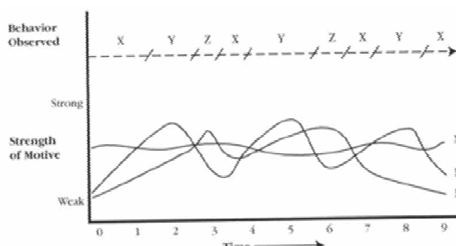
Environmental Event	Aroused Motive	Motive-Relevant Course of Action	Motive's Urgency Attention-Getting Status
BOOK	Interest	Read chapter.	*
COLA	Thirst	Drink beverage.	**
FAMILIAR VOICES	Affiliation	Talk with friends.	***
HEADACHE	Pain avoidance	Take aspirin.	*****
LACK OF SLEEP	Rest	Lie down, nap.	*
UPCOMING COMPETITION	Achievement	Practice skill.	**

Note: The number of asterisks in column 4 represents the intensity of the aroused motive. One asterisk denotes the lowest intensity level, while five asterisks denote the highest intensity level.

Based on Reeve (2009, Table 1.4, p. 15)

46

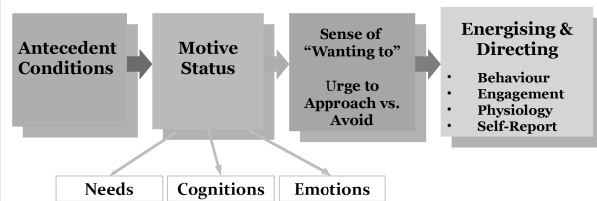
Stream of behaviour and the changes in the strength of its underlying motives



Based on Reeve (2009, Figure 1.4, p. 16)

47

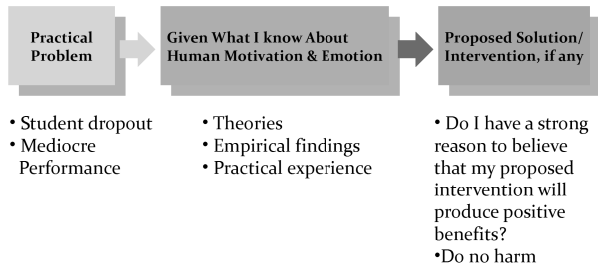
Framework to understand the study of motivation



Based on Reeve (2009, Figure 1.5, p. 22)

48

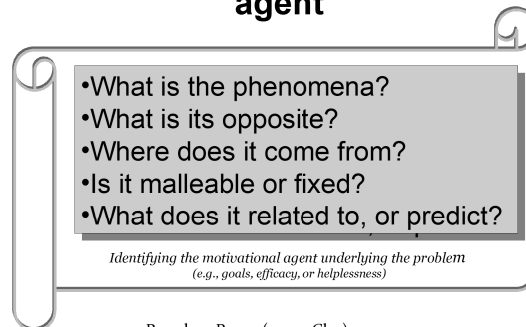
Using motivational theories to solve practical problems



Based on Reeve (2009, Ch 1)

49

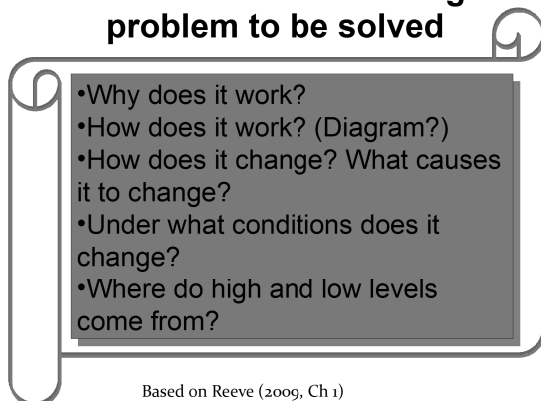
Framing the practical problem: understanding the motivational agent



Based on Reeve (2009, Ch 1)

50

Theoretical understanding of problem to be solved



Based on Reeve (2009, Ch 1)

51

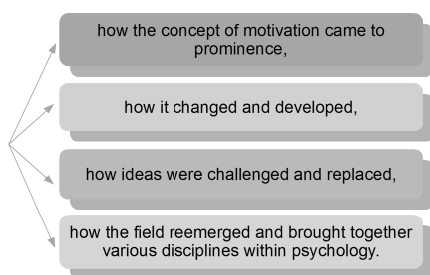
Motivation in historical perspective

Reading:
Reeve (2009), Ch 2, 24-46

52

Motivation in historical perspective

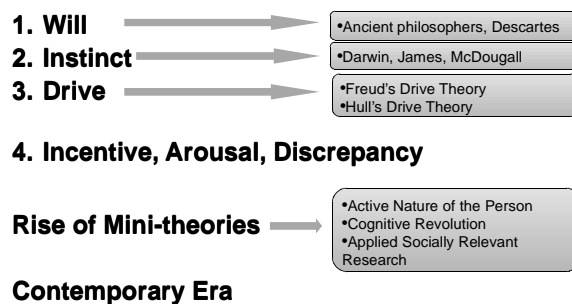
A historical view of motivation study helps us to consider...



Based on Reeve (2009, Ch 2)

53

History of motivation (Overview)

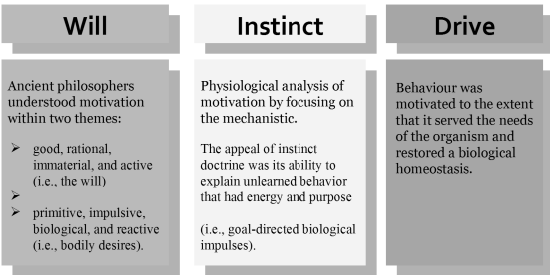


Based on Reeve (2009, Ch 2, pp. 26-46)

54

Grand theories of motivation

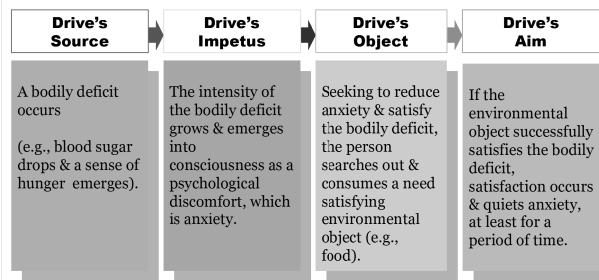
All-encompassing theories that seek to explain the full range of motivated action - why we eat, drink, work, play, compete, fear certain things, read, fall in love, and so on.



Based on Reeve (2009, Ch 2, pp. 26-35)

55

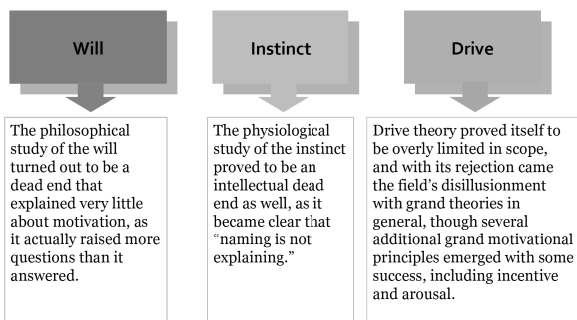
Summary of Freud's drive theory



Based on Reeve (2009, Ch 2, Figure 2.1, p. 31)

56

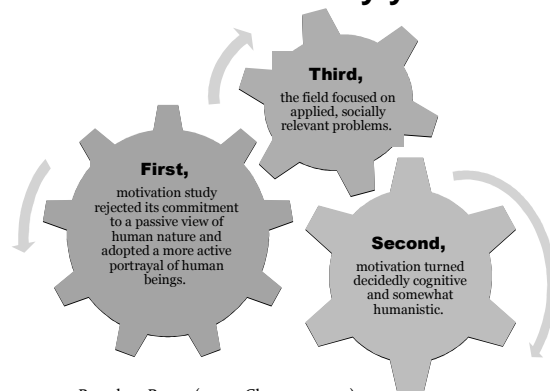
Decline of grand theories of motivation



Based on Reeve (2009, Ch 2)

57

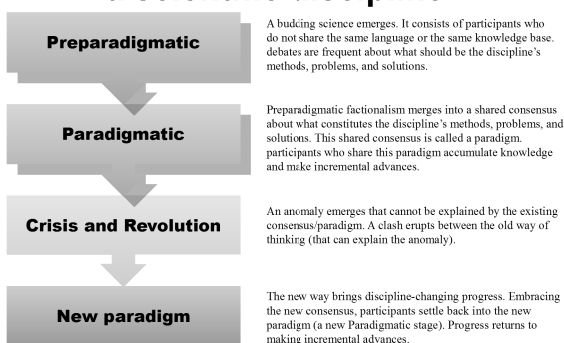
Post-drive theory years



Based on Reeve (2009, Ch 2, pp. 33-35)

58

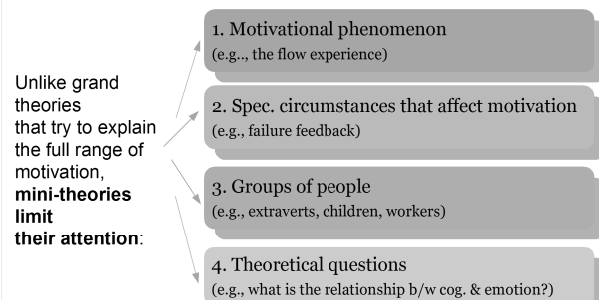
Outline of the typical development of a scientific discipline



Based on Reeve (2009, Ch 2)

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Rise of the mini-theories



Based on Reeve (2009, Ch 2, pp. 35-38)

60

Abbreviated list of the mini-theories

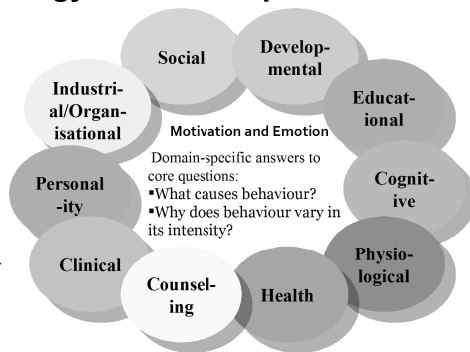
Achievement motivation theory (Atkinson, 1964)
Attributional theory of achievement motivation (Weiner, 1972)
Cognitive dissonance theory (Festinger, 1957)
Effectance motivation (White, 1959; Harter, 1978a)
Expectancy x value theory (Vroom, 1964)
Goal-setting theory (Locke, 1968)
Intrinsic motivation (Deci, 1975)
Learned helplessness theory (Seligman, 1975)
Reactance theory (Brehm, 1966)
Self-efficacy theory (Bandura, 1977)
Self-schemas (Markus, 1977)

Based on Reeve (2009, Ch 2, pp. 35-38)

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Relationship of motivation study to psychology's areas of specialisation

Motivation study in the 21st century is populated by multiple perspectives and multiple voices, all of which contribute a different piece to the puzzle of motivation and emotion study



Based on Reeve (2009, Ch 2, Figure 2.2, p. 38)

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The many voices in motivation study

- Motivation's new paradigm is one in which behaviour is energised and directed not by a single grand cause but, instead, by a multitude of multi-level and co-acting influences.
- Most motivational states can be (and indeed need to be) understood at multiple levels - from a neurological level, a cognitive level, a social level, and so on.

Perspective:	Motives emerge from...
Behavioral	Environmental incentives
Neurological	Brain activations
Physiological	Hormonal activity
Cognitive	Mental events and thoughts
Social-cognitive	Ways of thinking guided by exposure to other people
Cultural	Groups, organizations, and nations
Evolutionary	Genes and genetic endowment
Humanistic	Encouraging the human potential
Psychoanalytical	Unconscious mental life

Based on Reeve (2009, Ch 2, p. 43)

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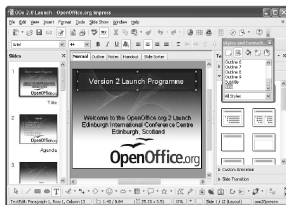
References

- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.

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- <http://www.openoffice.org/product/impress.html>



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