



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







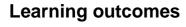
## **Contacting James Neill**

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- 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



Students will be able to:

integrate

theories and

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

motivation and emotions

in human behaviour.

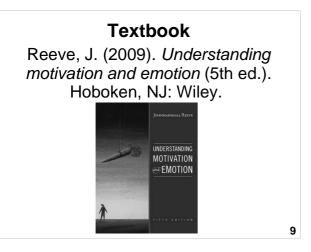
### **Syllabus**

- 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

#### Timetable

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- 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)



# 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
  - ■1<sup>st</sup> half about motivation
  - 2<sup>nd</sup> 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

## **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

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#### **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

## **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

|                              | Workload   |
|------------------------------|--|
| Task                         | Expected time involved   |
| Textbook<br>chapter<br>(55%) | <b>50 hours</b> : 8 hours to learn "how", 20 hours research, 22 hours preparation.   |
| Multimedia<br>(25%)          | <b>10 hours</b> : 2 hours to learn "how", 6 hours preparation, 2 hours to record & finalise.   |
| Quizzes<br>(20%)             | <b>90 hours</b> : 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,<br>ideas and opinions effectively and<br>communicate within and across<br>professional and cultural boundaries      | Textbook chapter,<br>multimedia<br>presentation |
| Working<br>independently and<br>with others | The ability to plan their own work, be<br>self-directed, and use interpersonal<br>skills and attitudes to work<br>collaboratively                     | Textbook chapter,<br>quizzes                    |
| Professionalism and social responsibility   | The capacity and intention to use<br>professional knowledge and skills<br>ethically and responsibly, for the<br>benefit of others and the environment | Textbook chapter,<br>multimedia<br>presentation |

## **Book chapter - Task**

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

### **Book chapter – Key aspects**

1.Topic6.Links2.Location7.Image3.Academic integrity8.Multin4.Collaboration9.Refer5.Word length10.Feed

6.Links 7.Images 8.Multimedia 9.References 10.Feedback

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## Book pitch

## **Motivation and Emotion:**

**"How to"** <u>improve your life</u> 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?

## **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?

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## **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. **26**

## **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.

### **Multimedia - Task**

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



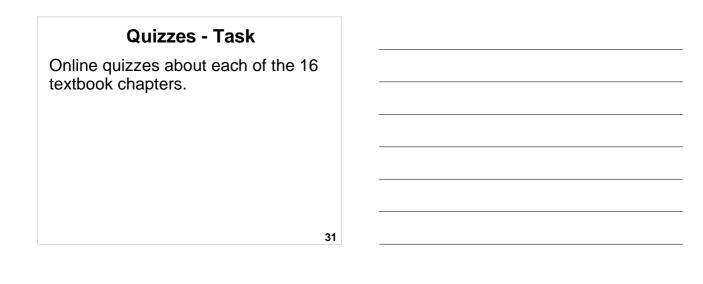
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## Multimedia – Key aspects

- 1.Chapter summary 6.Copyright2.Style 7.Links3.Format4.Length5.Location
- 29

#### Multimedia - Marking criteria

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



#### **Quizzes – Key aspects**

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

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## 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

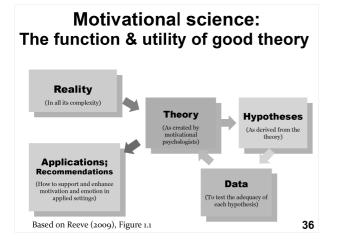
Reading: Reeve (2009), Ch 1, pp. 1-23

## 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

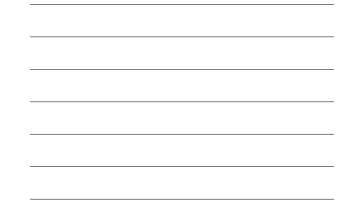


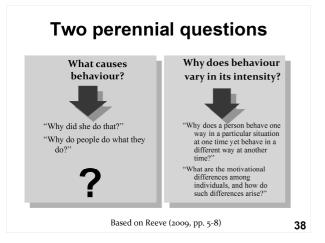




#### Motivational reasons to exercise

| Why Exercise?                        | SOURCE OF<br>MOTIVATION  | Illustration  | Reeve (2009), Table 1   |
|--------------------------------------|--------------------------|---|---|
| Fun, enjoyment                       | INTRINSIC MOTIVATION     | Children exercise spontaneou<br>jump and chase, and they do       | isly—they run and<br>so simply for the sheer fun of it.       |
| Personal challenge                   | FLOW                     | Athletes get "in the zone" wh<br>optimally challenges their ski   | en their sport  |
| Forced to do so                      | EXTERNAL REGULATION      | Students exercise because the                                     |   |
| 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 the heart.                         | t or to strengthen the benefits strengthen                    |
| Inspired to do so                    | POSSIBLE SELF            | People watch others exercisin                                     | g and becomes inspired to do the same.                        |
| Astandard of<br>excellence           | ACHIEVEMENT<br>STRIVINGS | Snow skiers race to the botto<br>previous best time.              | m of the mountain trying to beat their                        |
| Satisfaction from<br>a job well done | Perceived competence     | As exercisers make progress,                                      | they feel more competent, more effective.                     |
| An emotional kick                    | OPPONENT PROCESS         | Vigorous jogging can produc                                       | e a runner's high (a rebound to the pain).                    |
| Good mood                            | POSITIVE AFFECT          | spontaneously, as they skip a                                     |   |
| Alleviate guilt                      | INTROJECTION             |   | think that is what they should, ought to, or                  |
| Relievestress                        | PERSONAL CONTROL         | After a stressful day, people g<br>see as a structured, controlla | to to the silence depression gym, which they ble environment. |
| Hang out with friends                | RELATEDNESS              | Exercise is often a social ever<br>friends.                       | nt, a time simply to enjoy hanging out with                   |

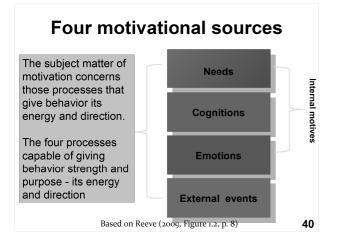




#### Specific questions that constitute the core problems to be solved in motivation study

- 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?

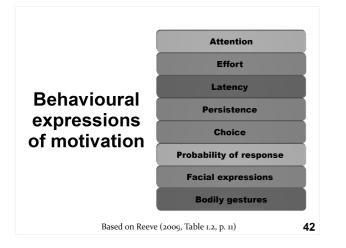
Based on Reeve (2009, pp. 5-6)

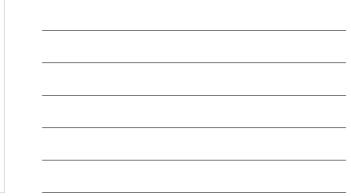


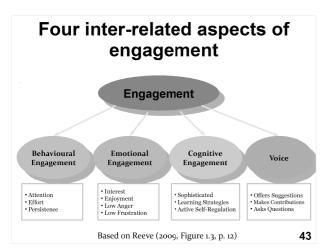


## Measuring motivation: Expressions of motivation



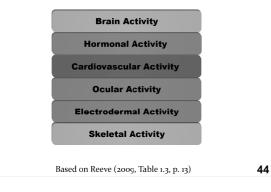








# Brain & physiological activity as expressions of motivation



# Themes in the study of motivation

Motivation includes

both approach (pull) & avoidance

(push) tendencies.

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. Motives affect behaviour by direction

directing attention.

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

Types of motivation exist.

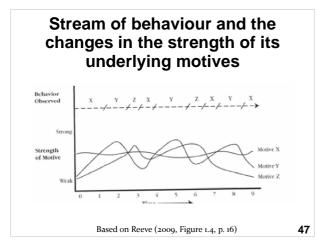
# Motives vary over time & influence the ongoing stream of behaviour

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

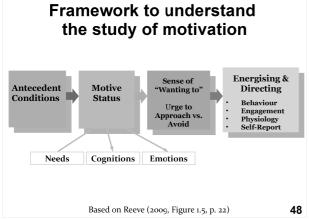
How Motives Influence Behaviour for a Student Sitting at a Desk

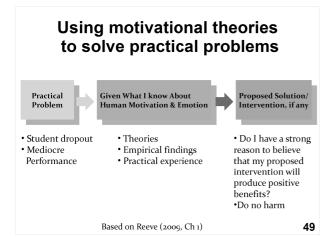
| Environmental<br>Event      | Aroused<br>Motive | Motive-Relevant<br>Course of Action                            | Motive's Urgency<br>Attention-Getting Status |
|-----------------------------|-------------------|--|--|
| Воок                        | Interest          | Read chapter.  | *  |
| Cola                        | Thirst            | Drink beverage.  | *  |
| FAMILIAR VOICES             | Affiliation       | Talk with friends.   | ***  |
| HEADACHE                    | Pain avoidance    | Take aspirin.  | ****   |
| LACK OF SLEEP               | Rest              | Lie down, nap.   | *  |
| UPCOMING<br>COMPETITION     | Achievement       | Practice skill.  | **   |
|                             |                   | ents the intensity of the arou<br>the highest intensity level. | sed motive. One asterisk denotes             |
| the lowest intensity level, |                   | e (2009, Table 1.4, p.   | 15) <b>46</b>                                |

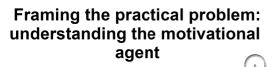








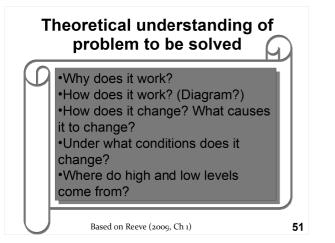




What is the phenomena?
What is its opposite?
Where does it come from?
Is it malleable or fixed?
What does it related to, or predict?

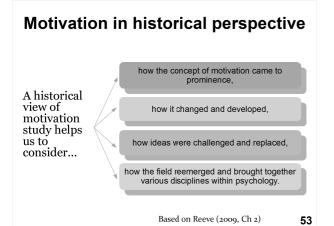
Identifying the motivational agent underlying the problem (e.g., goals, efficacy, or helplessness)

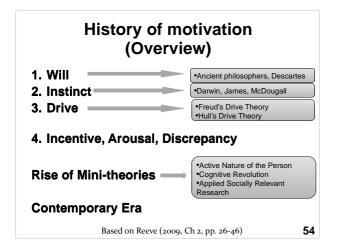
Based on Reeve (2009, Ch 1)



## Motivation in historical perspective

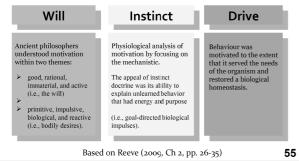
Reading: Reeve (2009), Ch 2, 24-46





## 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.



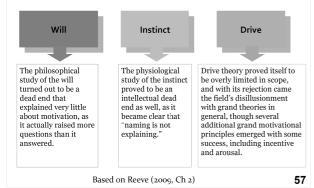


## Summary of Freud's drive theory

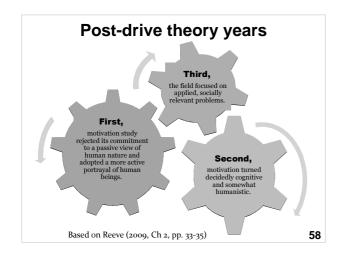
| Drive's  | Drive's  | Drive's  | Drive's  |
|--|--|--|--|
| Source   | Impetus  | Object   | Aim  |
| A bodily deficit<br>occurs<br>(e.g., blood sugar<br>drops & a sense of<br>hunger emerges). | The intensity of<br>the bodily deficit<br>grows & emerges<br>into<br>consciousness as a<br>psychological<br>discomfort, which<br>is anxiety. | Seeking to reduce<br>anxiety & satisfy<br>the bodily deficit,<br>the person<br>searches out &<br>consumes a need<br>satisfying<br>environmental<br>object (e.g.,<br>food). | If the<br>environmental<br>object successfully<br>satisfies the bodily<br>deficit,<br>satisfaction occur<br>& quiets anxiety,<br>at least for a<br>period of time. |



## Decline of grand theories of motivation

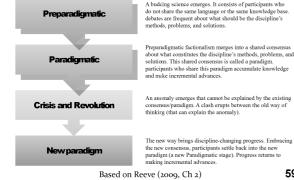








#### Outline of the typical development of a scientific discipline



A budding science emerges. It consists of participants who do not share the same language or the same knowledge base, debates are frequent about what should be the discipline's methods, problems, and solutions.

Preparadigmatic factionalism merges into a shared consensus about what constitutes the discipline's methods, problems, and solutions. This shared consensus is called a paradigm. participants who share this paradigm accumulate knowledge and make incremental advances.

An anomaly emerges that cannot be explained by the existing consensus/paradigm. A clash erupts between the old way of thinking (that can explain the anomaly).

Rise of the mini-theories

Unlike grand theories that try to explain the full range of motivation, mini-theories limit their attention:

1. Motivational phenomenon (e.g., the flow experience) 2. Spec. circumstances that affect motivation

(e.g., failure feedback)

3. Groups of people (e.g., extraverts, children, workers)

4. Theoretical questions (e.g., what is the relationship b/w cog. & emotion?)

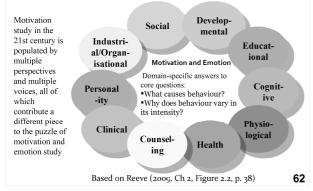
Based on Reeve (2009, Ch 2, pp. 35-38)

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| <b>\bb</b> | reviated list of the mini-theori                              | es |
|------------|---|----|
|            | 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)                        | 6  |



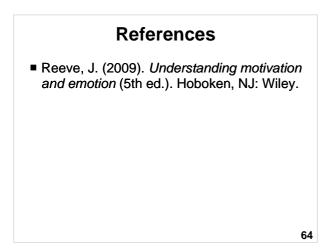
# Relationship of motivation study to psychology's areas of specialisation





#### The many voices in motivation study

| Motivation's new  | Perspective:     | Motives emerge from                                 |
|---|------------------|---|
| paradigm is one in<br>which behaviour is                                | Behavioral       | Environmental incentives                            |
| energised and   | Neurological     | Brain activations                                   |
| directed not by a<br>single grand cause                                 | Physiological    | Hormonal activity                                   |
| but, instead, by a  | Cognitive        | Mental events and thoughts                          |
| multitude of multi-<br>level and co-acting<br>influences.               | Social-cognitive | Ways of thinking guided by exposure to other people |
| Most motivational<br>states can be (and                                 |                  | oups, organizations, and<br>tions                   |
| indeed need to be)<br>understood at                                     | Evolutionary     | Genes and genetic<br>endowment                      |
| multiple levels - from<br>a neurological level, a<br>cognitive level, a | Humanistic       | Encouraging the human potential                     |
| social level, and so on.  | Psychoanalytical | Unconscious mental life                             |



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