Motivation & Emotion

Unit outline

James Neill
Discipline of Psychology
University of Canberra
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Unit description

This unit covers:
- motivation
  such as brain processes, extrinsic and intrinsic motivation, goal-setting, and the self
- emotion
  including biological and cognitive perspectives, core emotions, and emotional regulation
and considers their application to everyday life.

Learning outcomes

1. Identify the major principles of motivation and emotion;
2. Integrate theories and current research towards explaining the role of motivation and emotions in human behaviour; and
3. Critically apply knowledge of motivation or emotion to an in-depth understanding of a specific topic in this field.

Graduate attributes

Professional
- communicate effectively;
- display initiative and drive, and use their organisation skills to plan and manage their workload;
- employ up-to-date and relevant knowledge and skills;
- use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems.

Global citizen
- adopt an informed and balanced approach across professional and international boundaries;
- communicate effectively in diverse cultural and social settings;
- make creative use of technology in their learning and professional lives;

Lifelong learner
- adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas;
- be self-aware;
- evaluate and adopt new technology.

Flexible delivery

- Lectures
  - Virtual live + recorded (Wed)
- Tutorials
  - Virtual live + recorded (Wed)
- On campus (Thu)
### Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Title</th>
<th>Reading (Chens, 2018)</th>
<th>Week</th>
<th>Lecture</th>
<th>Title</th>
<th>Reading (Chens, 2018)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>01</td>
<td>Introduction</td>
<td>Unit outline, Ch 01</td>
<td>8</td>
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<td>Motivations, similarities</td>
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<td>02</td>
<td>Historical development &amp; assessment tools</td>
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<td>3</td>
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<td>Brain &amp; psychological needs</td>
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<td>10</td>
<td>08</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
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<td>4</td>
<td>04</td>
<td>Correlates motivation &amp; psychological needs</td>
<td>Ch 05, 06</td>
<td>11</td>
<td>09</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
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<td>5</td>
<td>05</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
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<td>10</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
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<td>6</td>
<td>06</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
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<td>11</td>
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<td>Ch 08, 15, 16</td>
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<td>7</td>
<td>07</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
<td>14</td>
<td>12</td>
<td>Emotions, control &amp; the self</td>
<td>Ch 08, 15, 16</td>
</tr>
</tbody>
</table>

**Lectures**

- 12 x 2 hour weekly lectures based on the 17 textbook chapters
- 1st half (W1-7) = motivation
- 2nd half (W9-13) = emotion
- Virtual live + recorded
- Wednesday 10:30 (UCLearn - Virtual Room)

**Tutorials**

- 12 x 1 hour weekly tutorials
- key content review
- activities
- assessment task skills
- Attendance strongly recommended
- Virtual live + recorded + on campus
- Headset + webcam recommended

**Tutorials - Timetable**

**Wednesday**
- 13:30 Virtual
- 17:30 Virtual

**Thursday**
- 11:30 On campus (12B16)
- 13:00 On campus (12B16)

If you can’t make your scheduled tutorial, try to come along at another time or watch the recording.
**Textbook - Access**


- E-book ($81.25)
- Hard copy ($168.00)

UC Library:
- 2 copies on 3 day loan
- 1 copy on 3 hour loan

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**Textbook - Table of contents**

- Chapter 01: Introduction
- Chapter 02: Motivation in Historical Perspective
- Chapter 03: The Motivated and Emotional Brain
- Chapter 04: Physiological Needs
- Chapter 05: Extrinsic Motivation
- Chapter 06: Psychological Needs
- Chapter 07: Implicit Motives
- Chapter 08: Goal Setting and Goal Striving
- Chapter 09: Mindsets
- Chapter 10: Personal Control Beliefs
- Chapter 11: The Self and Its Strivings
- Chapter 12: Nature of Emotion: Six Parrennal Questions
- Chapter 13: Aspects of Emotion
- Chapter 14: Individual Emotions
- Chapter 15: Growth Motivation and Positive Psychology
- Chapter 16: Unconscious Motivation
- Chapter 17: Interventions

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**Websites**

- **UCLearn:**
  [https://uclearn.canberra.edu.au/courses/11508](https://uclearn.canberra.edu.au/courses/11508)
- **Wikiversity:**
  [https://en.wikiversity.org/wiki/Motivation_and_emotion](https://en.wikiversity.org/wiki/Motivation_and_emotion)

These sites are open access – i.e., freely and publicly available

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**Drop-in**

30 mins before and after lectures and tutorials

- **Wed**
  - 10:00 – 10:30 - Virtual Room
  - 12:30 – 13:30 - Virtual Room
  - 14:30 – 15:00 - Virtual Room
  - 17:00 – 17:30 - Virtual Room
  - 18:30 – 19:00 - Virtual Room

- **Thu**
  - 12:30 – 13:30 - On-campus, 12B16
  - 14:00 – 14:30 - On-campus, 12B16

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**Discussion**

- UCLearn discussion
- #emot22 (Twitter)
- Wikiversity talk pages

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**Assessment - Overview**

- **Quizzes** 30%
- **Multimedia** 20%
- **Book chapter** 45%
- **Topic development** 5%
- **Major project**
Assessment - Overview

1. **Topic development** (5%)  
   Week 05 Mon 9am  
   5 hours

2. **Book chapter** (45%)  
   Week 12 Mon 9am  
   45 hours

3. **Multimedia**  
   Week 14 Mon 9am  
   10 hours

4. **Quizzes** (30%)  
   90 hours  
   **Total: 150**

Major project: Tasks

Create a:
- select a topic (topic selection)
- plan for the chapter (topic development)
- written resource (book chapter)
- visual resource (multimedia presentation)

about a specific motivation or emotion topic.

Major project: Theme

**Motivation and Emotion:**
Understanding and improving our motivational and emotional lives using psychological science  
(i.e., theory and research)

Student feedback - Examples

**Best aspects?**
- Choosing own topic
- Using a new medium
- Learning to use wiki
- More relevant to real life than an essay
- Include ePortfolio; showcase to employers

**Worst aspects?**
- (Overly) challenged by learning how to edit online and creating multimedia
- If you wish to negotiate alternative assessment, contact the unit convener

https://en.wikiversity.org/wiki/Motivation_and_emotion/Evaluation
Topic selection - Tasks
- Weight 0% - submission optional
- Register Wikiversity account
- Sign up to an approved topic
- Due: W04 Mon 9am
- Submit URL via UCLearn
- No late submissions or extensions
- Feel free to add comments or questions
- Selection will be checked and feedback provided

Topic development - Tasks
- Weight: 5%
- Create Wikiversity user page
- Develop chapter plan:
  - headings
  - key points with citations
  - figure
- Social contribution
  - Comment on another chapter
  - Summarise social contributions on your Wikiversity user page
- Due: W05 Mon 9am
- Submit URL via UCLearn
- No late submissions or extensions

Topic selection - Sign up
- One topic per author.
- Preapproved topics are available – or propose own topic.
- Aim to sign up by the end of Week 2.
- Develop chapter plan Weeks 3 and 4.

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic

Topic examples - Motivation
- Search Wikiversity to see what has already been covered
- Email the convener a unique:
  - Title
  - Subtitle (in the form of a question(s))
  - Wikiversity username
- If approved, topic will be added with your username
- If not approved, feedback will be provided

https://en.wikiversity.org/wiki/Motivation_and_emotion/Book

Topic examples - Emotion
- Search Wikiversity to see what has already been covered
- Email the convener a unique:
  - Title
  - Subtitle (in the form of a question(s))
  - Wikiversity username
- If approved, topic will be added with your username
- If not approved, feedback will be provided
**Topic development - Marking criteria**

- Title, sub-title (10%)
- User page (10%)
- Social contribution (10%)
- Headings (10%)
- Key points (30%)
- Figure (10%)
- References (10%)
- Resources (10%)

Discussed in Tutorial 1 & 2

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic

**Book chapter - Task**

- Create an interesting, professional, freely available, 4000 word max. online book chapter about a specific, unique motivation or emotion topic.
- Apply psychological theory and research knowledge to help people live more effective motivational and emotional lives.
- Contribute meaningfully to the development of other book chapters (social contribution).

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter

**Book chapter - Marking criteria**

- Weight: 45%
  - Overview (5%)
  - Theory (20%)
  - Research (25%)
  - Integration (10%)
  - Conclusion (5%)
  - Written expression (25%)
  - Social contribution (10%)

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter

**Multimedia - Task**

- Create a stand-alone, online, publicly available multimedia presentation focusing on key problems and answers, up to 3 minutes
- Any style, format, or platform – as long as it has a unique URL and includes audio and image

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Multimedia

**Multimedia - Marking criteria**

- Weight: 20%
  - Overview (10%)
  - Content (10%)
  - Conclusion (10%)
  - Audio (30%)
  - Video (30%)
  - Meta-data (5%)
  - Licensing (5%)

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Multimedia

**Quizzes**

- Weight
  - 30% (6 quizzes x 5% each)
- Availability
  - Due fortnightly (one quiz per module)
- Content
  - Based mainly on corresponding textbook chapters as well as lectures and tutorials
  - 10 multiple-choice questions per quiz, drawn randomly from a larger test bank

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Quizzes
Quizzes

- **Time limit**
  - 10 minutes per quiz

- **Attempts**
  - One attempt per quiz is permitted
  - All 6 quizzes count towards final mark

- **Reviewing results**
  - Results (questions and answers) will be available for review immediately after submitting, but not later on

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Quizzes

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Quizzes

- **Academic integrity**
  - Open book
  - Complete independently, on your own
  - Do not share answers

- **Bonus marks**
  - Email the unit convener if you identify a quiz: error or improvement
  - Accepted revisions will earn bonus quiz marks

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Quizzes

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Quizzes

<table>
<thead>
<tr>
<th>Week</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>0: Practice</td>
</tr>
<tr>
<td>01-02</td>
<td>1: Introduction</td>
</tr>
<tr>
<td>03-04</td>
<td>2: Needs</td>
</tr>
<tr>
<td>05-06</td>
<td>3: Goals and self</td>
</tr>
<tr>
<td>07-09</td>
<td>4: Emotion</td>
</tr>
<tr>
<td>10-11</td>
<td>5: Individual emotions</td>
</tr>
<tr>
<td>12-13</td>
<td>6: Growth and interventions</td>
</tr>
</tbody>
</table>

https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Quizzes

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Key dates

- W02 (Fri) – Recommended topic selection
- W04
  - Mon Item - Quiz 1 due
  - Mon Item - Topic selection due (optional)
- Fri – Census day - Last day to withdraw w/out penalty
- W05 (Mon Item) – Topic development due
- W06 (Mon Item) – Quiz 2 due
- W08
  - No classes – Mid semester break
  - Mon Item - Quiz 3 due
- Fri – Last day to withdraw without incurring fail
- W11 (Mon Item) – Quiz 4 due
- W12 (Mon Item) – Book chapter due
- W13 (Mon Item) – Quiz 5 due
- W14 (Mon Item) – Multimedia due
- W15 (Mon Item) – Quiz 6 due
- W17 (Mon) - Results released

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References

Introduction to motivation and emotion

James Neill
Discipline of Psychology
University of Canberra
2022

Motivational science
- Motivational science does not pay much attention to inspirational quotes, famous people, news articles, personal opinion etc. (because e.g., New Year’s Eve resolutions feel good, but have a low success rate).
- Instead, answers to motivational questions are sought via objective, empirical evidence gained from well-conducted and peer-reviewed research.
- Hypotheses about how motivation works need to have their scientific merit tested.

Function and utility of theory

Using motivational theories to solve practical problems

Key questions
Why aren't we just pink blobs?
Why do we ever do anything?
Key questions

Theory  Practice

Why do we do what we do?  How can we change what we do?

Why do we feel the way we feel?  How can we change what we feel?

Based on Reeve (2015, pp. 6-9)

Motivation = Energy + Direction + Persistence

= internal process that give behaviour energy, direction, and persistence.

- **Energy** (Strength): Behaviour strength, intensity, resilience.
- **Direction** (Purpose): Behaviour aimed to achieve particular purposes or outcome.
- **Persistence** (Endurance): Behaviour sustained over time and place.

Motivation: Sources

**Antecedent conditions**
- External events
- Social contexts

**Internal motives**
- Needs
- Cognitions
- Emotions

Energised, goal-directed, and persistent (motivated) action

Based on Reeve (2015, Figure 1.2, p. 9)

Motivation: Sources

**Needs**
- Internal conditions that are essential for maintenance of life and nurturance of growth and well-being.

**Cognitions**
- Mental events (e.g., thoughts, beliefs, expectations, plans, goals, strategies, appraisals, attributions, and self-concept).

**Emotions**
- Coordinated feeling-arousal-purposive-expressive reactions to the significant events in our lives (e.g., an opportunity, a threat, a loss).

Based on Reeve (2015, p. 6-7)
Examples of motivational theory: Reasons to exercise

<table>
<thead>
<tr>
<th>Why exercise?</th>
<th>Source of motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun, enjoyment</td>
<td>Intrinsic motivation</td>
</tr>
<tr>
<td>Personal challenge</td>
<td>Flow</td>
</tr>
<tr>
<td>Forced to do so</td>
<td>External regulation</td>
</tr>
<tr>
<td>Accomplish a goal</td>
<td>Goal</td>
</tr>
<tr>
<td>Health benefits</td>
<td>Value</td>
</tr>
<tr>
<td>Inspired to do so</td>
<td>Possible self</td>
</tr>
<tr>
<td>Pursuit of a standard of excellence</td>
<td>Achievement strivings</td>
</tr>
<tr>
<td>Satisfaction from a job well done</td>
<td>Perceived competence</td>
</tr>
<tr>
<td>An emotion kick</td>
<td>Opponent process</td>
</tr>
<tr>
<td>Good mood</td>
<td>Positive affect</td>
</tr>
<tr>
<td>Alleviate guilt</td>
<td>Introjection</td>
</tr>
<tr>
<td>Relieve stress</td>
<td>Personal control</td>
</tr>
<tr>
<td>Hang out with friends</td>
<td>Relatedness</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, Table 1.1)

Motives vary over time & influence the ongoing stream of behaviour

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

e.g., motives influencing behaviour of a student sitting at a desk

<table>
<thead>
<tr>
<th>Environmental Event</th>
<th>Aroused Motive</th>
<th>Motive-Referent Course of Action</th>
<th>Motive's Urgency Attention-Getting Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOK</td>
<td>Interest</td>
<td>Read a chapter.</td>
<td>**</td>
</tr>
<tr>
<td>COLA</td>
<td>Thirst</td>
<td>Drink beverage.</td>
<td>*</td>
</tr>
<tr>
<td>FAMILY VOICES</td>
<td>Affiliation</td>
<td>Talk with friends.</td>
<td>***</td>
</tr>
<tr>
<td>HEADACHE</td>
<td>Pain avoidance</td>
<td>Take aspirin.</td>
<td>****</td>
</tr>
<tr>
<td>LACK OF SLEEP</td>
<td>Rest</td>
<td>Lie down, nap.</td>
<td>*</td>
</tr>
<tr>
<td>UPCOMING COMPETITION</td>
<td>Achievement</td>
<td>Practice skill.</td>
<td>**</td>
</tr>
</tbody>
</table>

Note: The # 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)

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

Based on Reeve (2015, Figure 1.6, p. 20)

Expressions of motivation

Motivation itself cannot be directly measured; but expressions of motivation can be measured.

- Behaviour
- Engagement
- Psycho-physiology
- Brain activations
- Self-report

Based on Reeve (2015, pp. 12-15)

Expressions of motivation: Behaviour

- Effort
- Persistence
- Latency
- Choice
- Probability of response
- Latency
- Facial expressions
- Bodily gestures

Based on Reeve (2015, Table 1.2, p. 13)

Expressions of motivation: Engagement

- Behaviour
- Emotion
- Cognition
- Agency

- On-task behaviour
- Emotion
- Interest
- Low anger
- Low frustration
- Sophisticated learning strategies
- Active self-reflection
- Offers suggestions
- Makes contributions
- Asks questions

Based on Reeve (2015, Figure 1.3, p. 13)
Expressions of motivation: Physiological & brain activity

- Brain
- Hormonal
- Cardiovascular
- Ocular
- Electrodermal
- Skeletal

Based on Reeve (2015, Table 1.3, p. 14)

Expressions of motivation: Self-report

- People can typically self-report the nature of their motivation (e.g., via interview or questionnaire).
- But there can be lack of correspondence between what people say their motivations are and behavioural and physiological expressions (e.g., unconscious motivation).

Based on Reeve (2015, p. 15)

We are not always consciously aware of the motivational basis of our behaviour

- **Cortical brain**: Explicit, conscious motives (e.g., goals, values, self)
- **Subcortical brain**: Implicit, unconscious motives (e.g., hunger, anger, mood)
- Motives can and do originate in the subcortical brain such that we are not aware of the origin of a need, cognition, or emotion.

Framework for understanding and studying motivation

<table>
<thead>
<tr>
<th>Antecedent conditions</th>
<th>Motive status</th>
<th>Energising, directing, and sustaining</th>
<th>Changes in life outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental events</td>
<td>Needs</td>
<td>Behaviour</td>
<td>Performance</td>
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<tr>
<td>Social contexts</td>
<td>Cognitions</td>
<td>Enagement</td>
<td>Learning</td>
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<td>Emotions</td>
<td>Brain activity</td>
<td>Adjustment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psycho-physiology</td>
<td>Skill, talent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-report</td>
<td>Well-being</td>
</tr>
</tbody>
</table>

Types of motivation

- Motivation varies in two key ways:
  - Quantity: How much motivation?
  - Quality: What type of motivation?
- Some types of motivation are more constructive and engagement-fostering e.g.,
  - intrinsic vs. extrinsic motivation
  - mastery vs. performance goals

Etymology

"motivation" and "emotion" have a common root in the Latin verb: *movere* (to move)
What is the relationship between motivation and emotion?

- Emotions are one type of motive.
  - They energise and direct behaviour, just as do needs, cognitions, and external events.
- Emotions provide feedback - they indicate a person's motivational state and personal adaptation status.
  - Positive emotions signal "all is well" and that motivations are satisfied
  - Negative emotions signal "all is not well" and that motivations are frustrated

Based on Reeve (2015, Table 1.2, p. 13)

To flourish, motivation needs supportive conditions

- A person's motivation cannot be separated from the social context in which it is embedded.
- Physical and social environments can support and vitalise people's motivations and lead to positive functioning, but physical and social environments can also neglect and thwart people's motivations and lead to dysfunction.

When trying to motivate others, what is easy to do is rarely effective

- It is easy to:
  - Tell people what to do (directive, command)
  - Give a reward
  - Give praise
  - Give a choice
  - Punish an undesirable behaviour to get rid of it
- But this doesn't tend to energise, direct, and sustain behavior.

To get a better overview of motivation and emotion

- Skim through the 17 Reeve textbook chapters.
- Look through other motivation and emotion textbooks in the library (see Reading List).
- Check out articles in the peer reviewed journal, "Motivation and Emotion".
- Explore previous book chapters on Wikiversity.

Summary

- Key questions: Why do we:
  - do what we do?
  - feel what we feel? and
  - how can this be changed?
- Motivation and emotion common root – movere - to move
- Motivation is a dynamic process which combines environmental context and internal motive status (needs, cognitions, and emotions) to give behaviour energy, direction, and persistence (indicated by behaviour, engagement, neuro and physiological activations, and self-report).

References