Motivation & Emotion

Motivation in historical perspective

Dr James Neill
Centre for Applied Psychology
University of Canberra
2016

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Recap of Lecture 1

- Key questions:
  Why do we do what we do, feel what we feel, and how can this be changed?
- Motivation and emotion have a common etymological and theoretical root – to move
- Motivation is a dynamic process which combines the external environmental context and interval motive status (needs, cognitions, and emotions) to give energy and direction to motivation as indicated by behaviour, engagement, neurological and physiological activations, and self-report.

2

Framework for understanding and studying motivation
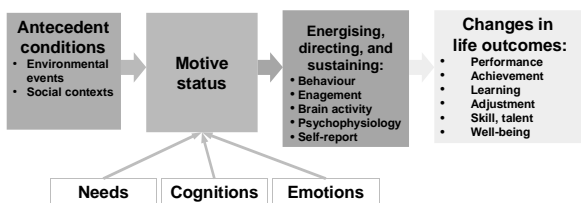
Based on Reeve (2015, Figure 1.4, p. 16)

3

The Power of Motivation: Crash Course Psychology #17

1:29 mins

https://www.youtube.com/watch?v=9hdSLiHaJz8

4

Feeling All the Feels: Crash Course Psychology #25

2:00 mins

https://www.youtube.com/watch?v=gAMbkJk6gnE

5

Motivation in historical perspective

Reading:
Reeve (2015), Ch 2, 28-50

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Outline

- **Philosophical origins**
- **Grand theories**
  - Will
  - Instinct
  - Drive
- **Rise of mini-theories**
  - Active nature of the person
  - Cognitive revolution
  - Socially relevant questions
- **Contemporary era**
- **Brief history of emotion study**

Based on Reeve (2015, Ch 2, p. 28)   **7**

History of motivation (Overview)

Grand theories

1. Will → •Ancient philosophers, Descartes

2. Instinct → •Darwin, James, McDougall

3. Drive → •Freud's Drive Theory / •Hull's Drive Theory

4. Incentive, Arousal, Discrepancy

5. Rise of mini-theories → •Active nature of the person / •Cognitive revolution / •Applied socially relevant research
- 1977 – 1st dedicated journal: "Motivation and Emotion"

6. Contemporary era
- 1990s reemergence of motivation
- 2004 – M&E unit 1st taught at UC

Based on Reeve (2016, Ch 2, pp. 28-46)   **10**

Philosophical origins of motivational perspectives

Ancient Greeks (Socrates, Plato, and Aristotle) suggested a tripartite model:
- Appetitive (physiological)
- Competitive (social)
- Calculating (thinking)

Dualistic model:
- Body (irrational, impulsive)
- Mind (rational, intelligent)

Descartes:
- Passive (biological impulses)
- Active (will)

Based on Reeve (2015, Ch 2, pp. 29-30) **8**

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.

Will	Instinct	Drive
Ancient philosophers understood motivation within two themes: ➢ primitive, impulsive, biological, and reactive (i.e., bodily desires). ➢ good, rational, immaterial, and active (i.e., the will)	Physiological analysis of motivation by focusing on the mechanistic. The appeal of instinct doctrine was its ability to explain unlearned behaviour that had energy and purpose (i.e., goal-directed biological impulses).	Behaviour is motivated to the extent that it served the needs of the organism and restores a biological homeostasis. Your body does not want to be thirsty, hungry, in pain, or horny etc.

Based on Reeve (2015, Ch 2, pp. 30-36)   **11**

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Freud's drive theory

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

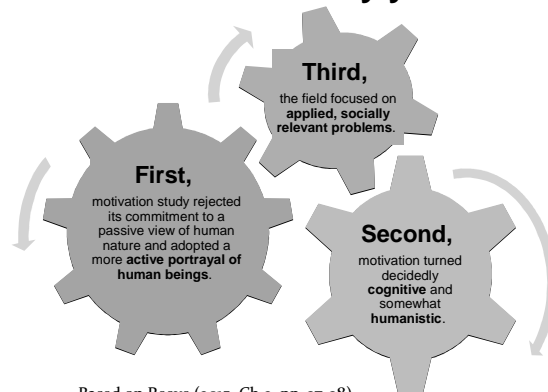Based on Reeve (2015, Ch 2, Figure 2.1, p. 34)   **12**

Hull's drive theory

$$E_{sr} = H_{sr} \times D \times K$$

strength of behaviour   **strength of habit**   **drive**   **incentive**

Based on Reeve (2015, Ch 2, p. 35)

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Post-drive theory years

Third, the field focused on **applied, socially relevant problems**.

First, motivation study rejected its commitment to a passive view of human nature and adopted a more **active portrayal of human beings**.

Second, motivation turned decidedly **cognitive** and somewhat **humanistic**.

Based on Reeve (2015, Ch 2, pp. 37-38)

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2:09 mins

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Episode 17
THE POWER OF MOTIVATION

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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.., achievement motivation, the flow experience)

2. **Special motivational circumstances**
(e.g., failure feedback, role models)

3. **Theoretical questions**
(e.g., what is the relationship btw cognition & emotion?)

Based on Reeve (2015, Ch 2, p. 39)

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Decline of grand theories of motivation

Will	**Instinct**	**Drive**
The philosophical study of the will turned out to be a dead end that explained very little about motivation; it raised more questions than it answered.	The physiological study of the instinct proved to be an intellectual dead end as well; it became clear that "naming is not explaining".	Overly limited in scope. With its rejection came disillusionment with grand theories in general, though several additional grand motivational principles emerged with some success, including incentive and arousal.

Based on Reeve (2015, Ch 2, pp. 36-37)

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Abbreviated list of 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)*

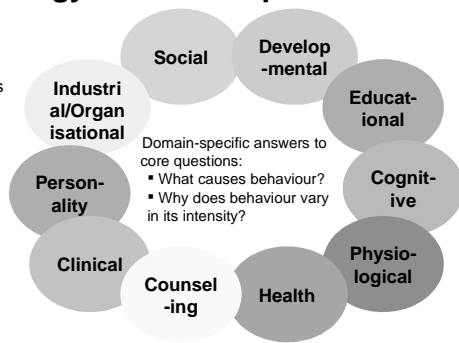Self-efficacy theory *(Bandura, 1977)*

Self-schemas *(Markus, 1977)*

Based on Reeve (2015, Ch 2, p. 39)

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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

Social

Develop-mental

Industrial/Organisational

Educat-ional

Domain-specific answers to core questions:
- What causes behaviour?
- Why does behaviour vary in its intensity?

Person-ality

Cognit-ive

Clinical

Physio-logical

Counsel-ing

Health

Based on Reeve (2015, Ch 2, Figure 2.3, p. 42)

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References

■ Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.

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The many voices in motivation study

- Behaviour is energised and directed by a multitude of multi-level and co-acting influences.
- Most motivational states need to be) understood at multiple levels - from a neurological level, a cognitive level, a social level, and so on.

PERSPECTIVE:	Motives emerge from…
BEHAVIOURAL	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, organisations, and nations
EVOLUTIONARY	Genes and genetic endowment
HUMANISTIC	Encouraging the human potential
PSYCHOANALYTICAL	Unconscious mental life

Based on Reeve (2015, Ch 2, p. 46)

20

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■ Free and open source software.

■ http://www.openoffice.org/product/impress.html
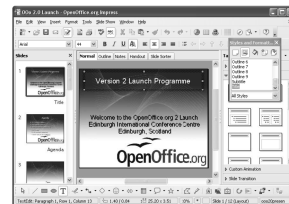
23

Summary

■ The study of motivation has philosophical origins dating to the Ancient Greeks.

■ Mind-body dualism has guided philosophical thinking about motivation, leading to grand theories about Will, Instinct, and Drive.

■ Limitations in grand theories lead to their decline and gave rise of mini-theories focusing on specific phenomena.

■ Contemporary perspectives emphasise multiple motivational influences, including the active role of the person.

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Slide 1

MOTIVATION & EMOTION

Assessment task skills

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Image source

1

Slide 2

Overview

1. Book chapter
2. Multimedia
3. Quizzes

2

Slide 3

Why are we doing the assessment this way?

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(Michael Wesch, 2007)

http://www.youtube.com/watch?v=dGCJ46vyR9o

4:45 mins

Image source: http://commons.wikimedia.org/wiki/File:Parodyfilm.svg

3

Slide 4

Assessment - Overview

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   (Due by 9am Mon W13)
2. **Multimedia** (20%)
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3. **Quizzes** (30%)
   (Due by 9am Mon W15)

4

Slide 5

The assessment tasks address the unit's learning outcome

Learning outcome

→ Be able to **integrate theories and current research** towards explaining the role of motivation and emotions in human behaviour.

5

Slide 6

The assessment tasks address the unit's graduate attributes

Graduate attributes

→ **Professional:**
  * employ up-to-date and relevant knowledge and skills;
  * communicate effectively;
  * use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;
  * display initiative and drive, and use their organisation skills to plan and manage their workload;
  * take pride in their professional and personal integrity.

→ **Global citizen:**
  * adopt an informed and balanced approach across professional and international boundaries;
  * understand issues in their profession from the perspective of other cultures;
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  * make creative use of technology in their learning and professional lives;

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

6

Book Chapter

Book chapter topics: Tips

Make sure the topic and content:

- Relates to either motivation or emotion (and will allow you to draw on available psychological theory and research)
- Hasn't been sufficiently covered before on Wikiversity (search and then propose a topic that will build/extend on previous work – often means that you need to get more specific)
- Relates to the book's target audience and central theme – using psychological science to help explain how people can live more effective motivational and emotional lives

Book chapter

Author an online book chapter about a unique, specific motivation or emotion topic.

- **Learning outcome**: Integrate theory and research to explain and apply a specific motivation or emotion topic to everyday life
- **Professional**: Research, write, and share a publicly reviewable and improvable wiki page about an applied psychological topic.
- **Global citizen**: Work collaboratively and openly in an online global virtual space.
- **Life-long learner**: Develop personal confidence and skills in accessing and developing open educational resources and collective knowledge.

Anatomy of a great topic

The Title typically should contain a specific term and "motivation" or "emotion" (or a specific aspect of motivation or emotion)

Amygdala and emotion -
What role does the amygdala play in emotion?

Subtitle specifies an open-ended question and expands key terms

Amygdala and anger -   **More specific**
What role does the amygdala play in anger?

Book chapter topics

- **Sign up to available topic**:
  - Some new topics will be gradually added
  - Sign up by editing the page, adding your Wikiversity user name, and saving
  - One assigned author per topic
- **Negotiate topic**: Email the convener:
  - Title
  - Subtitle (in the form of a question)
  - Wikiversity user name
  - Related topics that have been previously covered
- **Topic selection should be made by the end of Week 3.**

Book chapter timeline

- **Topic selection**: (W1-3)
- **Draft plan & seek feedback**: (W4-7)
- **Draft chapter & seek feedback**: (W6-12)
- **Submit chapter** (W13)

Tutorial support for book chapter & multimedia

- **T1:** Topic selection and basic wiki editing skills
- **T2**: Chapter plan development and feedback
- **T3**: Content development through article searching
- **T4**: Working with images, tables, and layout
- **T5**: Wikiblitz and peer reviewing
- **T6**: Multimedia recording

13

Wikipedia – An investment for your future; your children's future

http://www.youtube.com/watch?v=WghdsOz9KwA

4:09 mins

16

Wikis in plain English

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3:53 mins

14

Book chapter guidelines

Detailed book chapter guidelines:

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

17

Wikimedia Foundation
Non-profit organisation which supports sister projects including:

- Wikipedia
- Wikiversity
- Wikibooks
- Wiki Commons
- Wikinews
- Wikiquotes
- Wikispecies etc.

15

Book chapter editing

Wikiversity editing demonstration via

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

18

Wikiversity account skills

1. Registration and logging in
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3. User talk page
4. Editing and saving
5. Edit summaries & page history
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Multimedia

Multimedia

Record and share an online presentation about the key problem(s) and answer(s) to a unique, specific motivation or emotion topic.

- **Learning outcome**: Integrate theory and research to explain a specific topic
- **Professional**: Create a publicly viewable and multimedia presentation about an applied psychological topic.
- **Global citizen**: Address a global audience in an online recorded presentation.
- **Life-long learner**: Develop personal confidence and skills in creating and sharing online multimedia presentations.

Multimedia timeline

- **Book chapter topic selection**: (W1-3)
- **Develop book chapter** (W4-12)
- **Develop script and presentation materials** (W12-13)
- **Record presentation** (W13)
- **Submit presentation** (W14)

Multimedia guidelines

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Multimedia equipment

1. Computer connected to the internet
2. Microphone (or headset with mic. and earphones)
3. Webcam/video camera (optional)

25

Multimedia steps

1. Create a plan (identify main points)
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6. Include attributions and license
7. Add links to and from multimedia

28

Multimedia options

- Screencast
- Webcam
- Slides with audio
- Edited video
- Animation

26

Quizzes

29

Multimedia demo

Online screencast recording demonstration using Screencastify

https://chrome.google.com/webstore/detail/screencastify-screen-vide/mmeijimgabbpbgpdkinlipncmdofkcpn

27

Quizzes

17 online quizzes – one quiz per textbook chapter.

- **Learning outcome**: Integrate theory and research via study and testing of textbook chapter content.
- **Professional**: Develop a broad understanding of current psychological science knowledge about motivation and emotion.
- **Life-long learner**: Develop self-organisation and self-study skills.

30

Quizzes timeline

- Week 01 - 02 – Quizzes 01, 02
- Week 03 - 04 – Quizzes 03, 04, 06, 07
- Week 05 - 06 – Quizzes 05, 08, 09, 10, 11
- Week 07 - 09 – Quizzes 12, 13
- Week 10 - 11 – Quizzes 14, 16
- Week 12 - 13 – Quizzes 15, 17

Quizzes close Mon 9am Week 15

Quiz study skills

- Read the chapter
- Listen to the lecture
- Complete the tutorial
- Ask questions
- You can attempt the quiz twice and the average mark is used.
- So, if you don't do as well as you'd like first time, then study some more, and re-sit the quiz.

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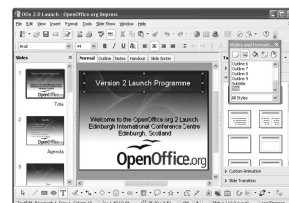- Twitter: jtneill / #emot16

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24

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27

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28

Quizzes

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Quizzes

17 online quizzes around each of the textbook chapters.

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