MOTIVATION & EMOTION

Motivation in historical perspective

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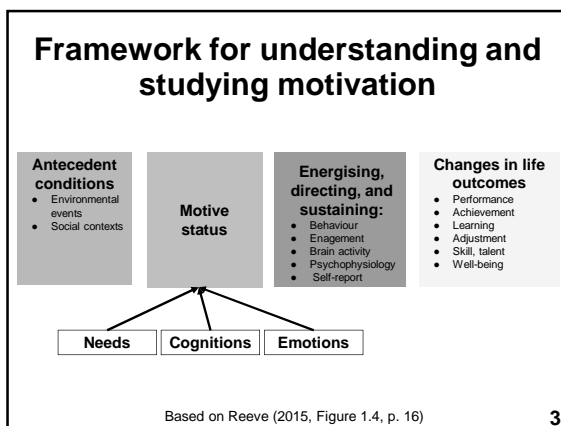2018

Image source: https://commons.wikimedia.org/wiki/File:Olympic_schedule_(Competitions)_ancient_Pentathlon.svg

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Lecture 1 recap

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

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Framework for understanding and studying motivation

Antecedent conditions	Motive status	Energising, directing, and sustaining:	Changes in life outcomes
● Environmental events ● Social contexts		● Behaviour ● Enagement ● Brain activity ● Psychophysiology ● Self-report	● Performance ● Achievement ● Learning ● Adjustment ● Skill, talent ● Well-being

Needs	Cognitions	Emotions

Based on Reeve (2015, Figure 1.4, p. 16)

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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)

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Philosophical origins of motivational perspectives

- Ancient Greek (Socrates, Plato, and Aristotle) 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)

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History of motivation (Overview)

Grand theories
- Will
- Instinct
- Drive
- Incentive, Arousal, Discrepancy

Rise of mini-theories
- 1977 – 1st dedicated journal: "Motivation and Emotion"

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

Based on Reeve (2015, Ch 2, pp. 28-46)   7

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, read, fall in love, etc.

Will	Instinct	Drive
Ancient philosophers	Darwinian: 19th century	Freudian and behaviourist: early to mid-20th century:

Based on Reeve (2015, Ch 2, pp. 30-36)   8

Will theory

- Ancient philosophers (Greeks) understood motivation within two themes:
  - **Bodily desires**: Primitive, impulsive, biological, and reactive.
  - **Mind (the will)**: Good, rational, immaterial, and active.
- Distinction pursued by Darwin, James, McDougall

Based on Reeve (2015, Ch 2, pp. 30-36) 9

Instinct theory

- Darwinian
- Physiological analysis of motivation by focusing on the mechanistic.
- Explained unlearned behaviour that had energy and purpose (i.e., goal-directed biological impulses).

Based on Reeve (2015, Ch 2, pp. 30-36) 10

Instinct theory

**The Power of Motivation:
Crash Course Psychology #17
1:30 - 2:45 mins**

https://www.youtube.com/embed/9hdSLiHaJz8?start=90&end=165

Episode 17
THE POWER OF MOTIVATION

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Drive theory

- Behaviour is motivated to serve the organism's needs by restoring a biological homeostasis
- i.e., we do not want to be thirsty, hungry, in pain, etc. - we are motivated to restore balance

Based on Reeve (2015, Ch 2, pp. 30-36) 12

Freud's drive theory

Source	Impetus	Object	Aim
A bodily deficit occurs (e.g., blood sugar drops & sense of hunger emerges).	Bodily deficit intensity grows & emerges into consciousness as psychological discomfort, which is anxiety.	Seeking to reduce anxiety & satisfy the bodily deficit, search out & consume a need satisfying object in the environment (e.g., food).	If the object 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)

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Hull's drive-reduction learning theory

- Popular grand theory 1940s-50s; largely ignored today
- Behaviours are efforts to maintain homeostasis
- Behaviours that reduce drive (biological need) are reinforced, and are then more likely to occur
- The mathematical theory of behaviour was too specific and didn't generalise well
- Didn't account for secondary reinforcers (e.g., money) or pursuit of psychological needs
- Influenced development of subsequent theories

$$_sE_r = {_sH_r} \times D \times K$$

| strength of behaviour | strength of habit | drive (tension) | incentive |

Based on Reeve (2015, Ch 2, p. 35) 14

Drive reduction theory

The Power of Motivation:
Crash Course Psychology #17
2:45 - 3:39 mins

https://www.youtube.com/embed/9hdSLiHaJz8?start=165&end=219

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Decline of grand theories of motivation

Will	Instinct	Drive
Philosophical study of the will turned into a dead-end (circular). Explained little about motivation and raised more questions than it answered.	Physiological study of the instinct proved to be a dead-end as well; it became clear that "naming is not explaining".	Limited in scope. Some behaviours occur despite drives (e.g., anorexia). Some behaviours occur due to environmental incentives.

→ Disillusionment with grand theories. However, several other broad motivational principles emerged with some success, including incentive and arousal.

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

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Post-drive theory years

1. Motivation study rejected its commitment to a passive view of human nature and adopted a more **active portrayal of human beings**.

2. Motivation turned decidedly **cognitive** and somewhat **humanistic**.

3. The field focused on **applied, socially relevant problems**.

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

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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 to:

1. **Motivational phenomenon**
   (e.g., achievement motivation, flow experiences)

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

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

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

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Examples of mini-theories

- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Effectance motivation
- Expectancy x value theory
- Goal-setting theory
- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas

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

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

Social · Develop-mental · Educational · Organisational · Cognitive · Personality · Physiological · Clinical · Counselling · Health

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

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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.

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

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Many voices in motivation study

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
Psychoanalytic	Unconscious mental life

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

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Summary:
Grand theories gave rise to mini-theories

- Motivation study has philosophical origins dating to the Ancient Greeks.
- Mind-body dualism 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, role of cognition, and applied, social relevance.

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References

- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

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MOTIVATION & EMOTION

Assessment task skills

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Image source
2018

1

Overview

- **Topic development** (5%)
  (Due 9am Mon W05)
- **Book chapter** (45%)
  (Due 9am Mon W12)
- **Multimedia** (20%)
  (Due 9am Mon W14)
- **Quizzes** (30%)
  (Due 9am Mon W15)

Image source: http://commons.wikimedia.org/wiki/File:Information_icon4.svg
Image source: http://commons.wikimedia.org/wiki/File:Autoroute_icone.svg

2

Why are we doing the assessment this way?

A vision of students today
(Michael Wesch, 2007)

4:45 mins

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

3

Assessment designed to 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.

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Assessment designed to address unit's 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;
- communicate effectively in diverse cultural and social settings;
- 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.

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Major project timeline

- **Topic development (5%)**
  (W1-5)
- **Draft & submit book chapter (45%)**
  (W6-12)
- **Record & submit multimedia (20%)**
  (W14)

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Topic Development (5%)

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Book Chapter (45%)

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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.

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Topic development

- **Sign up to available topic**:
  - One assigned author per topic
  - Sign up by editing the table of contents page, adding your Wikiversity user name, and saving
- **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 2.**

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Topic development

Make sure the topic and content:

- Relates to either motivation or emotion
  (and allows use of psychological theory and research)
- Hasn't been sufficiently covered before on Wikiversity
  (search past chapters and propose topics that build/extend on previous work – often involves getting more specific)
- Relates to target audience and central theme
  (use psychological science to explain how people can live more effective motivational and emotional lives)
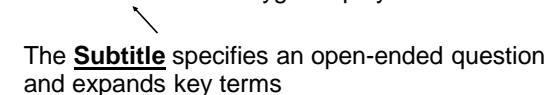
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Anatomy of a great topic

The **Title** would usually contain a specific term and "motivation" or "emotion" (or a specific aspect of motivation or emotion)

Amygdala and emotion ⟋ **Broader topic**
What role does the amygdala play in emotion?

The **Subtitle** specifies an open-ended question and expands key terms

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

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Wikis in plain English

Wikis in plain English

3:53 mins

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

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Tutorial support
for book chapter & multimedia

1. Topic selection & basic wiki editing skills

2. Chapter plan & social contributions

3. Building content, including article searching

4. Working with images, tables, & layout

5. Wikiblitz & peer reviewing

6. Multimedia recording

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Wikiversity account skills

- Registration and logging in
- User page
- User talk page
- Editing and saving
- Edit summaries & page history
- Resource talk pages
- Watching pages
- Preferences

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Wikiversity editing skills

- Visual editor vs source editor
- Text formatting: bold and italic
- Bullet-points and numbered lists
- Internal and external links
- Images (finding, embedding, formatting)
- Tables
- Feature boxe
- Quizzes

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Wikimedia Foundation

Non-profit organisation which supports sister projects including:

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

http://commons.wikimedia.org/wiki/File:Wikimedia-logo.svg

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

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

4:09 mins

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

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Example book chapter –
Illicit drug taking at music festivals:
What motivates young people to take illicit drugs at music festivals?

https://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2016/Illicit_drug_taking_at_music_festivals

https://en.wikiversity.org/wiki/File:Future_Music_Festival_2013_(8541730378).jpg

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Topic development guidelines

Detailed
topic development guidelines:
https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic

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Book chapter guidelines

Detailed
book chapter guidelines:
http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter

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Book chapter editing

Wikiversity
editing
demonstration via
http://en.wikiversity.org/wiki/Motivation_and_emotion/Book

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Multimedia
(20%)

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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.

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Multimedia timeline

- **Develop book chapter**
  (W1-12)
- **Develop script and materials**
  (W12-13)
- **Record and share**
  (W13)
- **Submit**
  (W14)

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Multimedia guidelines

Detailed multimedia guidelines:

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

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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)

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

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Multimedia options

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

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Example multimedia –
Artistic creation motivation:
What motivates artists to create art?

https://www.youtube.com/watch?v=8mfqKBwzLD4

https://commons.wikimedia.org/wiki/File:Mona_Lisa,_by_Leonardo_da_Vinci,_from_C2RMF_retouched.jpg

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Multimedia – Simplest methods

Online screencast recording i.e., create slides then record with voiceover using tools such as:

- Screencastify (Chrome add-on)
- Google Hangouts
- etc.

https://chrome.google.com/webstore/detail/screencastify-screen-vide/mmeijimgabbpbqpdklnllpncmdofkcpn
http://tiie.w3.uvm.edu/blog/how-to-use-google-hangout-for-screencasting/#.WZOM1VWg-M8

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Multimedia steps

- Create a plan to communicate the *key*, *take-home* messages
- Create visuals (e.g., slides)
- Develop script
- Register account(s) (e.g., Youtube)
- Record and share
- Include attributions and license
- Add links to and from multimedia

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Quizzes (30%)

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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.

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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

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List of quizzes

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

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Quiz guidelines

Detailed quiz guidelines:

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

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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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How to get help

- F2F consultation with unit convener before or after lectures, tutorials, drop-in, or by appointment
- UCLearn Canvas discussion
- UCLearn Canvas live chat
- Email: james.neill@canberra.edu.au
- Wikiversity talk page: jtneill
- Twitter: jtneill / #emot18
- Study Skills - e.g., studiosity

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Next lecture

Brain and physiological needs
(Ch 3 & 4)

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