


MOTIVATION & EMOTION

## Motivation in historical perspective



**James Neill**  
Centre for Applied Psychology  
University of Canberra  
2019

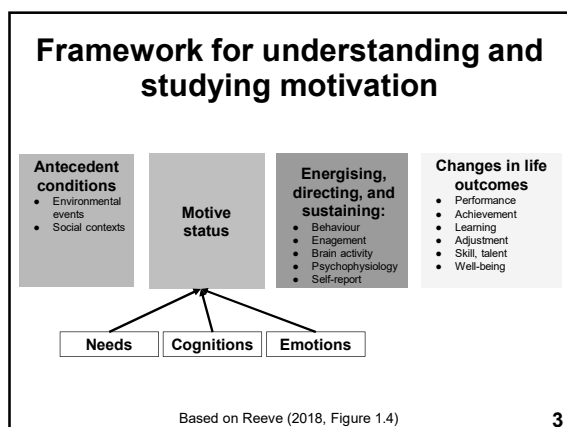
Image source: [https://commons.wikimedia.org/wiki/File:Olympic\\_schedule\\_\(Competitions\)\\_ancient\\_Pentathlon.svg](https://commons.wikimedia.org/wiki/File:Olympic_schedule_(Competitions)_ancient_Pentathlon.svg)

1

## 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, direction, and persistence (as indicated by behaviour, engagement, neurological and physiological activations, and self-report).

2



## Motivation in historical perspective

Reading:  
Reeve (2018), Ch 2, 24-43

4

## Outline

- **Philosophical origins**
- **Grand theories**
  - Will
  - Instinct
  - Drive
- **Rise of mini-theories**
  - Active nature of the person
  - Cognitive revolution
  - Socially relevant questions
- **Contemporary era**
  - Reemergence of motivation study (1990s)
  - Brief history of emotion study

Based on Reeve (2018, Ch 2, p. 24)

5

## Philosophical origins of motivational concepts

- **Ancient Greek tripartite model**
  - **Socrates, Plato**
    - Appetitive (physiological)
    - Competitive (social)
    - Calculating (thinking)
  - **Aristotle**
    - Nutritive (animalistic impulses)
    - Sensitive (body - pleasure & pain)
    - Calculating (ideas, intellect, will)

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

6

## Philosophical origins of motivational concepts

- Ancient Greek dualistic model:
  - Body (irrational, impulsive)
  - Mind (rational, intelligent)
- Descartes:
  - Passive (biological impulses)
  - Active (will)

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

7

## Motivation in historical perspective

### A historical view of motivation helps us to consider how:

- motivation came to prominence
- it changed and developed
- ideas were challenged and replaced,
- the field reemerged and brought together various disciplines within psychology

Based on Reeve (2018, Ch 2, p. 42)

8

## 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)

9

## 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
Philosophical distinction between body and mind (will)	Darwinian (biological, genetic) view: late 19th century	Freudian and behaviourist (homeostatic); early to mid-20th century

Based on Reeve (2018, Ch 2, pp. 26-31)

10

## Will theory

- Ancient philosophers (Greeks and Descartes) understood motivation as consisting of:
  - **Bodily desires:** Primitive, impulsive, biological, and passive
  - **Mind (the will):** Good, rational, immaterial, and active
- Will involved choosing, striving, and resisting
- However, the will remained mysterious - and turned out to be a philosophical dead-end

Based on Reeve (2018, Ch 2, p. 26)

11

## Instinct theory

- Darwinian
- Biological analysis that focused on unlearned, automated, mechanistic, and inherited sources of motivation.
- The appeal of instinct doctrine was that it could explain where motivation came from in the first place (i.e., genetic endowment).


Based on Reeve (2018, Ch 2, pp. 26-27)

12

### 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>



**13**

### Drive theory

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

Based on Reeve (2018, Ch 2, pp. 28-31) **14**

### 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 (2018, Ch 2, Figure 2.1, p. 29) **15**

### Hull's drive-reduction learning theory

- Popular grand theory in 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 (2018, Ch 2, pp. 29-31) **16**

### 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>



**17**

### 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 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 (2018, Ch 2, p. 42) **18**

### Post-drive theory years

1. Rejection of passive view of human nature and adoption of 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 (2018, Ch 2, pp. 31-33)

19

### Rise of the mini-theories

Grand theories tried to explain the full range of motivation, whereas mini-theories limit their attention to:

1. **Specific motivational phenomenon**  
(e.g., achievement motivation, flow experiences)
2. **Special motivational circumstances**  
(e.g., failure feedback, role models)
3. **Groups of people**  
(e.g., extraverts, children, workers)
4. **Particular theoretical questions**  
(e.g., relationship between cognition and emotion)

Based on Reeve (2018, Ch 2, p. 33-34)

20

### Emergence of mini-theories (1970s)

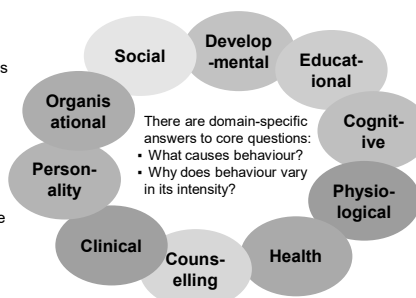
- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Effectance motivation
- Expectancy x value theory
- Goal-setting theory
- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas

Based on Reeve (2018, Ch 2, p. 33)

21

### 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 (2018, Ch 2, Figure 2.3, p. 36)

22

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

1. **Preparadigmatic**  
A budding science emerges but without consensus
2. **Paradigmatic**  
Factionalism gives way to consensus; knowledge accumulates
3. **Crisis and revolution**  
Crises emerge that cannot be explained; disrupts status quo
4. **New paradigm**  
New ways of thinking emerge, leading to new consensus and return to incremental advances

Based on Reeve (2018, Ch 2, Figure 2.2, p. 37)

23

### Many voices in motivation study

- Motivation's new paradigm is one in which 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, etc.

Based on Reeve (2018, Ch 2, pp. 39-40)

24

### Many voices in motivation study

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

Based on Reeve (2018, Ch 2, p. 40) 25

### Brief history of emotion research

Important Historical Scientist	Contribution to Emotion Study
Descartes ( <i>The Passions of the Soul</i> )	Emotion → Vigorous “uproar” bodily reaction to a person, object, or event.
Charles Darwin ( <i>The Expressions of Emotion in Animals and Man</i> )	Emotions are innate, and they serve the purpose of individual adaptation to environmental challenges and opportunities.
William James ( <i>Psychology</i> )	First theory of emotion as a temporary psychological state.
Silvan Tomkins Carroll Izard Paul Ekman	Cross-cultural studies of emotional facial expressions. Facial expressions of emotion (and hence emotions themselves) are culturally universal.
Richard Lazarus	Cognitive appraisal theory of emotion.

Based on Reeve (2018, Ch 2, pp. 40-41) 26

### 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 to 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.
- Emotion study has paralleled and complemented motivation study but it remains a young, incoherent, and largely preparadigmatic field of scientific study.

27


### 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.

28

MOTIVATION & EMOTION

## Assessment task skills



**James Neill**  
Centre for Applied Psychology  
University of Canberra  
2019

Image source: [http://commons.wikimedia.org/wiki/File:Information\\_icon4.svg](#)

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:Autoforoute\\_icon.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.

4

## 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.

5

## Major project timeline

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

6

## Topic Development (5%)

7

## Book Chapter (45%)

8

### 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.

9

### 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.**

10

### 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)

11

### 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?

12

## Wikis in plain English

### Wikis in plain English



3:53 mins

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

13

## 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

14

## 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

15

## 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 boxes
- Quizzes

16

## 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>

17

## 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>

18



**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/Motivation_and_emotion/Book/2016/Illicit_drug_taking_at_music_festivals)



[https://en.wikiversity.org/wiki/File:Future\\_Music\\_Festival\\_2013\\_\(8541730376\).jpg](https://en.wikiversity.org/wiki/File:Future_Music_Festival_2013_(8541730376).jpg)

19

**Topic development guidelines**

**Detailed  
topic development guidelines:**  
[https://en.wikiversity.org/wiki/Motivation\\_and\\_emotion/Assessment/Topic](https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic)

20

**Book chapter guidelines**

**Detailed  
book chapter guidelines:**  
[http://en.wikiversity.org/wiki/Motivation\\_and\\_emotion/Assessment/Chapter](http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter)

21

**Book chapter editing**

**Wikiversity  
editing  
demonstration via**  
[http://en.wikiversity.org/wiki/Motivation\\_and\\_emotion/Book](http://en.wikiversity.org/wiki/Motivation_and_emotion/Book)

22

**Multimedia  
(20%)**

23

**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.

24

### Multimedia timeline

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

25

### Multimedia guidelines

#### Detailed multimedia guidelines:

[http://en.wikiversity.org/wiki/Motivation\\_and\\_emotion/Assessment/Multimedia](http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Multimedia)

26

### 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](http://commons.wikimedia.org/wiki/File:Headset_icon.svg)

27

### Multimedia options

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

28

### 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](https://commons.wikimedia.org/wiki/File:Mona_Lisa_by_Leonardo_da_Vinci_from_C2RMF_retouched.jpg)

29

### 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-vid-e/mmeijmgabbpbdknlipncmdofkcpn>  
<http://file.w3.uvm.edu/blog/how-to-use-google-hangout-for-screencasting/#.WZOM1VWg-M8>

30

## 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

31

## Quizzes (30%)

32

## 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.

33

## Quizzes timeline

- Mod 01 - Wk 01-02 - Quiz 01, 02
- Mod 02 - Wk 03-04 - Quiz 03, 04, 06, 07
- Mod 03 - Wk 05-06 - Quiz 05, 08, 09, 10, 11
- Mod 04 - Wk 07-09 - Quiz 12, 13
- Mod 05 - Wk 10-11 - Quiz 14, 16
- Mod 06 - Wk 12-13 - Quiz 15, 17

**Quizzes close Mon 9am Week 15**

34

## 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

35

## Quiz guidelines

### Detailed quiz guidelines:

[http://en.wikiversity.org/wiki/Motivation\\_and\\_emotion/Assessment/Quizzes](http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Quizzes)

36

### 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.

37

### How to get help

- F2F drop-in consultation with unit convener before or after lectures and tutorials or by appointment
- UCLearn discussion
- Email: [james.neill@canberra.edu.au](mailto:james.neill@canberra.edu.au)
- Wikiversity talk page: jtneill
- Twitter: jtneill / #emot19
- Study Skills - e.g., studiosity

38

### Next lecture



Brain and physiological needs  
(Ch 3 & 4)

39