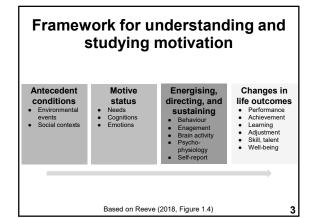


Lecture 1 recap

- 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).

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Motivation in historical perspective

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

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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
 - Reemergence of motivation study (1990s)
 - Brief history of emotion study

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

Philosophical origins of motivational concepts

- Ancient Greek tripartite model (~300-400 BC)
 - Socrates, Plato
 - Appetitive (physiological)
 - Competitive (social)
 - Calculating (thinking)
 - Aristotle
 - Nutritive (animalistic impulses)
 - Sensitive (body pleasure & pain)
 - Rational (ideas, intellect, will)

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

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Philosophical origins of motivational concepts

Plato	Aristotle	Freud	Present
Appetitive	Nutritive	ld	Physiological
Competitive	Sensitive	Super-ego	Social
Calculating	Rational	Ego	Cognitive

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

Philosophical origins of motivational concepts

- Ancient Greek dualistic model:
 - Body (irrational, impulsive)
 - Mind (rational, intelligent)
- Descartes (1600s):
 - Passive (biological impulses)

■ Active (will)

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

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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)

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History of motivation (Overview)

Grand theories

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

Rise of mini-theories

- 1964 1st comprehensive textbook
- 1977 1st dedicated journal: "Motivation and Emotion"

Contemporary era

- 1990s reemergence of motivation
- 2004 Motivation & Emotion 1st taught at UC

Based on Reeve (2015, Ch 2, pp. 28-38)

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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. 2	6-31) 11

Will theory

- Ancient philosophers (Greeks and Descartes) viewed motivation as consisting of:
 - Bodily desires: Primitive, impulsive, biological, and passive
 - Mind (the will): Good, rational, immaterial, and active
- Will became the focus because it involved voluntary choosing, striving, resisting etc. → "willpower"
- However, the will remained mysterious and turned out to be a philosophical deadend, at least as a grand theory

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

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Instinct theory

■ Darwinian

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- Biological analysis focused on unlearned, automated, mechanistic, and inherited sources of motivation.
- Appeal was that instinct could explain where motivation came from in the first place (i.e., genetic endowment).
- But how many human instincts are there?
- Instinct ↔ Behaviour circularity

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

Instinct theory The Power of Motivation: Crash Course Psychology #17 1:30 - 2:45 mins https://www.youtube.com/embed/9hdSLiHaJz8?start=90&end=16 THE POWER OF MOTIVATION

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Drive theory

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

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

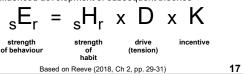
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Freud's drive theory Impetus Source Object Aim A bodily deficit If the object Seeking to satisfies the bodily deficit, satisfaction occurs intensity grows reduce anxiety & & emerges into satisfy the consciousness (e.g., blood sugar drops & bodily deficit, occurs & psychological discomfort, sense of search out & quiets the hunger consume a anxiety, at which is emeraes). least for a need satisfying period of time. experienced as . anxiety. object in the environment (e.g., food). Based on Reeve (2018, Ch 2, Figure 2.1, p. 29)

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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
- Mathematical theory of behaviour 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



17 18

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



18

Decline of grand theories of motivation Will Instinct Drive Philosophical study Physiological study Limited scope Some behaviours into a dead-end proved to be a occur despite drives (circular). Explained dead-end as well; it (e.g., anorexia). little about became clear that Some behaviours motivation and naming is not occur due to raised more explaining". environmental questions than it incentives. answered. → Disillusionment with grand theories. However, several other broad motivational principles emerged with some success, including incentive and arousal. 19 Based on Reeve (2018, Ch 2, p. 42)

Post-drive theory years

(1950s-1960s)

- 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)

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Rise of the mini-theories

(1970s)

Grand theories tried to explain 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)

Example mini-theories

- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Effectance motivation
- Expectancy x value theory
- · Goal-setting theory

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- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- · Self-efficacy theory
- Self-schemas on Reeve (2018, Ch 2, p. 33)

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Contemporary perspective

(2000s - present)

Multiple perspectives and voices contribute different pieces of the puzzle of understanding motivation and emotion.

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

Relationship of motivation study to areas of psychology specialisation



Based on Reeve (2018, Ch 2, Figure 2.3, p. 36)

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

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)

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)

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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
Dovoboono Based on	Reeve (2018, Ch.2, p. 40) at tita

Brief history of emotion research

Important Historical Scientist	Contribution to Emotion Study	
Descartes (The Passions of the Soul)	Emotion → Vigorous "uproar" bodily reaction to a person, object, or event.	
Charles Darwin (The Expressions of Emotion in Animals and Man)	Emotions are innate, and they serve the purpose of individual adaptation to environmental challenges and opportunities.	
William James (Psychology)	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.	

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Summary:

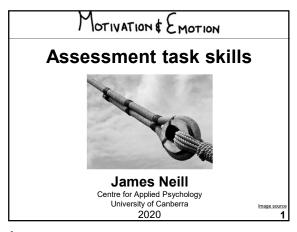
Grand theories gave rise to mini-theories

- Motivation study origins date to the Ancient Greeks.
- Mind-body dualism guided motivation thinking, leading to grand theories about Will, Instinct, and Drive.
- Limitations in grand theories lead to their decline and gave rise to mini-theories focused 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 paralleled and complemented motivation study but remains a young, incoherent, and largely preparadigmatic field of scientific study.

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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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

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Why are we doing the assessment this way?

A vision of students today

(Michael Wesch, 2007)



4:45 mins

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

2

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%)

Book Chapter (45%)

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 confidence and skills in accessing and developing open educational resources and collective knowledge.

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 publishing
- Negotiate topic: Email the convener:

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- Subtitle (in the form of a question)
- Wikiversity user name
- Related topics that have been previously covered

Wikis in plain English

Wikis in plain English

■ Topic selection should be made by the end of Week 2.

3:53 mins

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Topic development

Make sure the topic and content:

- Relates to either motivation or emotion (and uses psychological theory and research)
- Hasn't been sufficiently covered before (search past book chapters; propose topics that extend previous work - often involves getting more specific)
- Relates to target audience and central theme (use psychological science to improving our motivational and emotional lives)

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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 skills

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

(covered in tutorials)

- 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 skills

(covered in tutorials)

- 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

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Wikipedia Wikiversity

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



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

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



4:09 mins

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Example book chapter -Illicit drug taking at music festivals:

Wikimedia Foundation

Non-profit organisation which

supports sister projects including:

What motivates young people to take illicit drugs at music festivals?



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Example book chapter -**Phobias:**

What are phobias and how can they be dealt with?

https://en.wikiversity.org/wiki/Motivation and emotion/Book/2019/Phobias



Topic development guidelines

Detailed topic development guidelines:

 $\underline{ \text{https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic} \\$

Book chapter guidelines

Detailed book chapter guidelines:

 $\underline{\text{http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter}$

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

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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:

 $\underline{\text{http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Multimedia}}$

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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)



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Multimedia options

- Slides with audio
- Screencast
- Webcam / Video
- Animation

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

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

The state of the s

https://commons.wikimedia.org/wiki/File:Mona_Lisa, by_Leonardo_da_Vinci, from_C2RMF_retouched.jpg

29

Example multimedia – Dark humour: Why do we enjoy dark humour?

https://www.youtube.com/watch?v=dwW5L8FLm7I



https://commons.wikimedia.org/wiki/File:Complaint_Department_Grenade.jpg

Multimedia – Simplest methods

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

- Screencastify (Chrome add-on)
- Zoom
- etc.

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

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Quizzes (30%)

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Quizzes

17 online quizzes – one quiz per textbook chapter.

- Learning outcome: Identify major motivation and emotion principles and integrate theory and research.
- 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

- 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

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List of quizzes

- 01: Introduction
- 02: Motivation in Historical Perspective
- 03: The Motivated and Emotional Brain
- 04: Physiological Needs 05: Extrinsic Motivation
- 06: Psychological Needs07: Implicit Motives
- 08: Goal Setting and Goal Striving
- 09: Mindsets
- 10: Personal Control Beliefs
- 11: The Self and Its Strivings
- 12: Nature of Emotion: Six Perennial Questions
- 13: Aspects of Emotion
- 14: Individual Emotions
- 15: Growth Motivation and Positive Psychology
- 16: Unconscious Motivation
- 17: Interventions

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Quiz guidelines

Detailed quiz guidelines:

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Quiz study skills

- Read the chapter
- Listen to the lecture
- Complete the tutorial
- Ask questions
- You can attempt the guiz 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

- Virtual drop-in with unit convener 30 mins before and after lectures and tutorials
- UCLearn discussion
- Email: james.neill@canberra.edu.au
- Wikiversity talk page: jtneill
- Twitter: jtneill / #emot20
- Study Skills e.g., studiosity

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Next lecture



Brain and physiological needs (Ch 3 & 4)

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