

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)

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Philosophical origins of motivational concepts

Ancient Greek tripartite model (~400-300 BC)

- Socrates (~470s-390s BC) → Plato (~420s-340s BC)
- Appetitive / bodily needs (physiological)
 - Competitive / spirit (social)
 - Calculating / reason (thinking)
- → Aristotle (~380s-320s BC)
 - Nutritive (animalistic impulses)
 - Sensitive (body pleasure & pain)
 - Rational (ideas, intellect, will)

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

Philosophical origins of motivational concepts

Plato	Aristotle	Freud	Present
Appetitive	Nutritive	Id	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)

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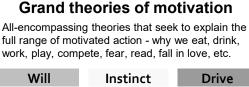
Based on Reeve (2018, Ch 2, p. 25)

Motivation in historical perspective

A historical view of motivation shows how:

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

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



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)

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
- Biological analysis focused on unlearned, automated, mechanistic, and inherited sources of motivation
- Explained motivation as coming from genetic endowment
- How many human instincts are there?
- Instinct ↔ Behaviour circularity

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

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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



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Drive theory

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

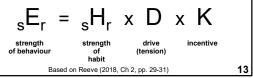
Based on Reeve (2018, Ch 2, pp. 28-31)

Freud's drive theory Source **Impetus** Aim Object If the object satisfies the **Bodily deficit** Bodily deficit Seeking to intensity grows & emerges into reduce occurs anxiety & bodily deficit, (e.g., blood sugar drops & consciousness satisfy the satisfaction bodily deficit, search out & occurs & sense of psychological quiets the hunger discomfort, consume a emerges). which is need least for a satisfying experienced as period of time anxiety. object in the environment (e.g., food). Based on Reeve (2018, Ch 2, Figure 2.1, p. 29) 12

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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 too specific and didn't generalise
- Didn't account for secondary reinforcers (e.g., money) or pursuit of psychological needs
- Influenced development of subsequent theories



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 THE POWER OF MOTIVATION

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Decline of grand theories of motivation

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Will

Instinct

Drive

Philosophical study of the will turned into a dead-end (circular). Explained little about motivation and raised more questions than it

Physiological study of the instinct proved to be a dead-end as well: it became clear that "naming is not

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)

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
- · 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)

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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Relationship of motivation study to areas of psychology specialisation Develop Social Educat--mental ional Organis There are domain-specific answers to core questions: What causes behaviour? Why does behaviour vary Cognitational Personin its intensity? logical Clinical Health 21 Based on Reeve (2018, Ch 2, Figure 2.3, p. 36)

Many voices in motivation study Perspective: Motives emerge from... Behavioural Environmental incentives Neurological Brain activations Physiological Hormonal activity Cognitive Mental events and thoughts Ways of thinking guided Social-cognitive by exposure to other people Cultural Groups, organisations,

Genes and genetic endowment

Encouraging the human potential

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emotion research Contribution to emotion	
Emotion → vigorous "uproar" bodily reaction to a person, object, or event.	
Emotions are innate, and serve individual adaptation to environmental challenges and opportunities.	
First theory of emotion as a temporary psychological state.	
Cross-cultural research showing that facial expressions of emotion (and hence emotions themselves) are culturally universal.	
Cognitive appraisal theory of emotion.	

Emotion - Key questions

Psychoanal on Reque (2018 Ch 2 p 40) Psychoanal of the Psychoanal

• What is an emotion?

and nations Evolutionary

Humanistic

- What causes an emotion?
- How many emotions are there?
- Are emotions useful or dysfunctional?
- How can we control our emotions?
- What is the difference between emotion and mood?
- What is the relation between emotion and cognition?
- What is the relation between emotion and motivation?

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

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Summary:

Grand theories gave rise to mini-theories

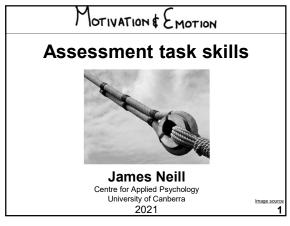
- Motivation study origins date to the Ancient Greeks.
- Mind-body dualism guided motivation thinking, leading to grand theories about Will, Instinct, and Drive.
- Limitations in grand theories lead to their decline and gave rise to mini-theories focused on specific phenomena.
- Contemporary perspectives 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 (40%) (Due 9am Mon W12)

- Multimedia (20%) (Due 9am Mon W14)
- **Quizzes** (35%) (Due 9am Mon W15)



1

Why are we doing the assessment this way?

A vision of students today

(Michael Wesch, 2007)



4:45 mins

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Topic Development Book Chapter

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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 a specific motivation or emotion topic and apply it to everyday life
- **Professional**: Research, write, and share a public 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 developing open educational resources.

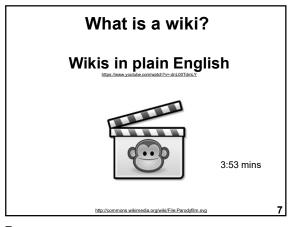
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Topic development

- Sign up to an available topic:
 - One assigned author per topic
 - Sign up by editing the table of contents, adding your Wikiversity user name, and publishing
- Negotiate topic: Email the convener:

 - Subtitle (in the form of a question)
 - Wikiversity user name
 - How it is different from previous topics
- Topic selection should be made by the end of Week 2.

5



Wikiversity skills

(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

Wikimedia Foundation

Non-profit organisation which supports sister projects including:

- 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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http://commons.wikimedia.org/wiki/File-Parodyfilm.sur

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



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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



https://commons.wikimedia.org/wiki/File:Arachnophobia100.jpg

Topic development guidelines

Detailed guidelines:

https://en.wikiversity.org/wiki/Motivation and emotion/Assessment/Topic

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Book chapter guidelines

Detailed guidelines:

http://en.wikiversity.org/wiki/Motivation and emotion/Assessment/Chapter

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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 options

Multimedia

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

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Multimedia - Simplest method

Screencast

Create slides then record with voiceover using tools such as:

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

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

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DEPARTMENT
PLEASE TAKE A NUMBER

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

Example multimedia – Dark humour:

Why do we enjoy dark humour?

COMPLAINT

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Example multimedia – Methamphetamine and emotion: What is the effect of methamphetamine on emotion?

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



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

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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 between: book chapter → multimedia

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Multimedia guidelines

Detailed guidelines:

http://en.wikiversity.org/wiki/Motivation and emotion/Assessment/Multimedia

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Quizzes

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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.

List of quizzes

01: Introduction

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- 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 Striving09: Mindsets
- 10: Personal Control Beliefs11: The Self and Its Strivings
- 12: Nature of Emotion
- 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 guidelines:

http://en.wikiversity.org/wiki/Motivation and emotion/Assessment/Quizzes

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Quizzes timeline

- Mod 1 Wk 01-02 Quiz 01, 02
- Mod 2 Wk 03-04 Quiz 03, 04, 06, 07
- Mod 3 Wk 05-06 Quiz 05, 08, 09, 10, 11
- Mod 4 Wk 07-09 Quiz 12, 13
- Mod 5 Wk 10-11 Quiz 14, 16
- Mod 6 Wk 12-13 Quiz 15, 17

Quizzes close Week 15 Mon 9am

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Quiz study skills

- Read chapter
- Listen to lecture
- Complete tutorial
- Up to 2 attempts average mark
 - If you don't do as well as you'd like 1st time, study some more, and re-sit the quiz.

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How to get help

- Drop-in 30 mins before and after lectures and tutorials
- UCLearn Discussions
- Wikiversity talk pages
- Twitter: #emot21
- Email
- Study Skills e.g., studiosity

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