


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

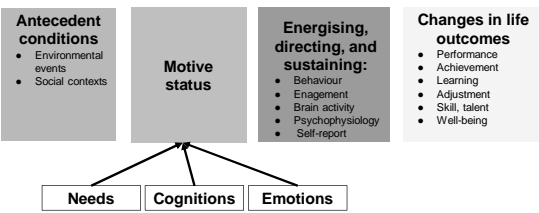
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Lecture 1 recap

- 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

- Environmental events
- Social contexts

Motive status

Energising, directing, and sustaining:

- Behaviour
- Engagement
- Brain activity
- Psychophysiology
- Self-report

Changes in life outcomes

- 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)

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

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

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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/9hdSLiHJz8?start=90&end=165>



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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

$$K_s E_r = K_s H_r \times D \times I$$

K_s strength of behaviour
 H_r strength of habit
 D drive (tension)
 I incentive

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

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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

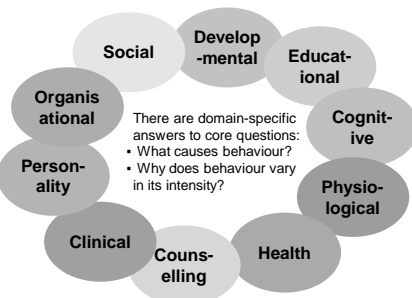
- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Effectance motivation
- Expectancy x value theory
- Goal-setting theory
- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas

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



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 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

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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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2018

Image source

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_icons.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.

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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

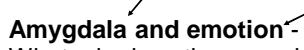
Make sure the topic and content:

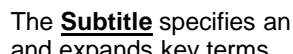
- Relates to either motivation or emotion (and allows use of psychological theory and research)
- Hasn't been sufficiently covered before on Wikiversity (search past chapters and propose topics that build/extend on previous work – often involves getting more specific)
- Relates to target audience and 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](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)



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

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/mmeiijngabbpdpdkinloncmdofkcpn>
<http://tie.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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