


MOTIVATION & EMOTION

Motivation in historical perspective



Reading:
Reeve (2018)
Ch 2
(pp. 24–43)

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2022

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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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)

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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)

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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 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)

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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. 26-31)

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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 dead-end, 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=165>



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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)

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Freud's drive theory

Source	Impetus	Object	Aim
Bodily deficit occurs (e.g., blood sugar drops & sense of hunger emerges).	Bodily deficit intensity grows & emerges into consciousness as psychological discomfort, which is experienced as 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 the anxiety, at least for a period of time.

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 - 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

$$sE_r = sH_r \times D \times K$$

strength of behaviour
strength of habit
drive (tension)
incentive

Based on Reeve (2018, Ch 2, pp. 29-31)

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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

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

Instinct

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

Drive

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)

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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)

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Example mini-theories

- Achievement motivation theory
- Cognitive dissonance theory
- Expectancy-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)

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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)

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Many voices in motivation study

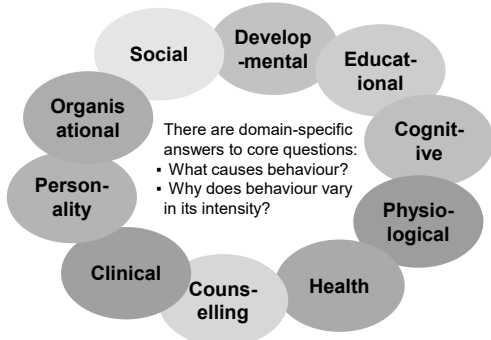
- Motivation's new paradigm is one in which behaviour is energised and directed by a multitude of multi-level and co-acting influences.
- Most motivational states need to be understood at multiple levels - from a neurological level, a cognitive level, a social level, etc.

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

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Relationship of motivation study to areas of psychology specialisation



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

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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

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

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Brief history of emotion research

Historical scientist:	Contribution to emotion
Descartes bodily	Emotion → vigorous "uproar" reaction to a person, object, or event.
Charles Darwin individual	Emotions are innate, and serve adaptation to environmental challenges and opportunities.
William James	First theory of emotion as a temporary psychological state.
Silvan Tomkins, facial	Cross-cultural research showing that expressions of emotion (and hence emotions themselves) are culturally
Carroll Izard, Paul Ekman	

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

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Emotion - More key questions

- What is an emotion?
- 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.

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References


- 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

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Outline

- **Topic selection (0%)**
(Due 9am Mon W04)
- **Topic development (5%)**
(Due 9am Mon W05)
- **Book chapter (45%)**
(Due 9am Mon W12)
- **Multimedia (20%)**
(Due 9am Mon W14)
- **Quizzes (30%)**
(6 quizzes due fortnightly)






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

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Why are we doing the assessment this way?

A vision of students today

(Michael Wesch, 2007)

<https://www.youtube.com/watch?v=dGGJ46vR9e>



4:45 mins

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

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Topic Selection + Topic Development + Book Chapter

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Topic selection

- **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 the page
- **To negotiate a topic:** Email the convener:
 - Title
 - 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.**

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What is a wiki?

Wikis in plain English

https://www.youtube.com/watch?v=-dnL00Tdml_Y



3:53 mins

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

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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

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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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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>

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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 presentation

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Multimedia presentation

- Submit a publicly available URL
- Max. 3 minutes
- Any format with visual and slides
- Content addresses the book chapter topic

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Multimedia options

- 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-videl/mmeijimgabbpbdknlpnocmdofkcpn>
<http://tie.w3.uvm.edu/blog/how-to-use-google-hangout-for-screencasting/#.WZOM1VWg-M8>

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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

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

<https://www.youtube.com/watch?v=SeUIRlpQzfA>



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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Quiz schedule

Module	Week ↗	Quiz	Chapter	Due Mon 9am
	00	0: Practice		
1	01-02	1: Introduction	01 - 02	Week 04
2	03-04	2: Needs	03 - 06	Week 06
3	05-06	3: Goals and self	07 - 11	Week 08
4	07-09	4: Emotion	12 - 13	Week 11
5	10-11	5: Individual emotions	14, 16	Week 13
6	12-13	6: Growth and interventions	15. 17	Week 15

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Quizzes

- Designed to test breadth of knowledge
- Primarily based on textbook
- Drawn from modified testbank
- Due fortnightly

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Quiz study skills

- Read chapters
- Listen to lecture
- Complete tutorial
- Revise
- Sit quiz

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Quiz guidelines

Detailed guidelines:

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

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How to get help

- Drop-in: 30 mins before and after lectures and tutorials
- UCLearn Discussion
- Wikiversity talk pages
- Twitter: #emot22
- Email
- Study Skills - e.g., studiosity

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