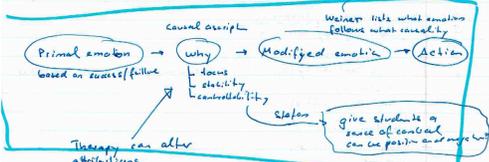
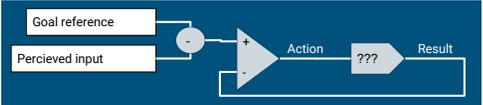


Motivational Strategies Inventory (MSI) Chart – Stefan Bracher

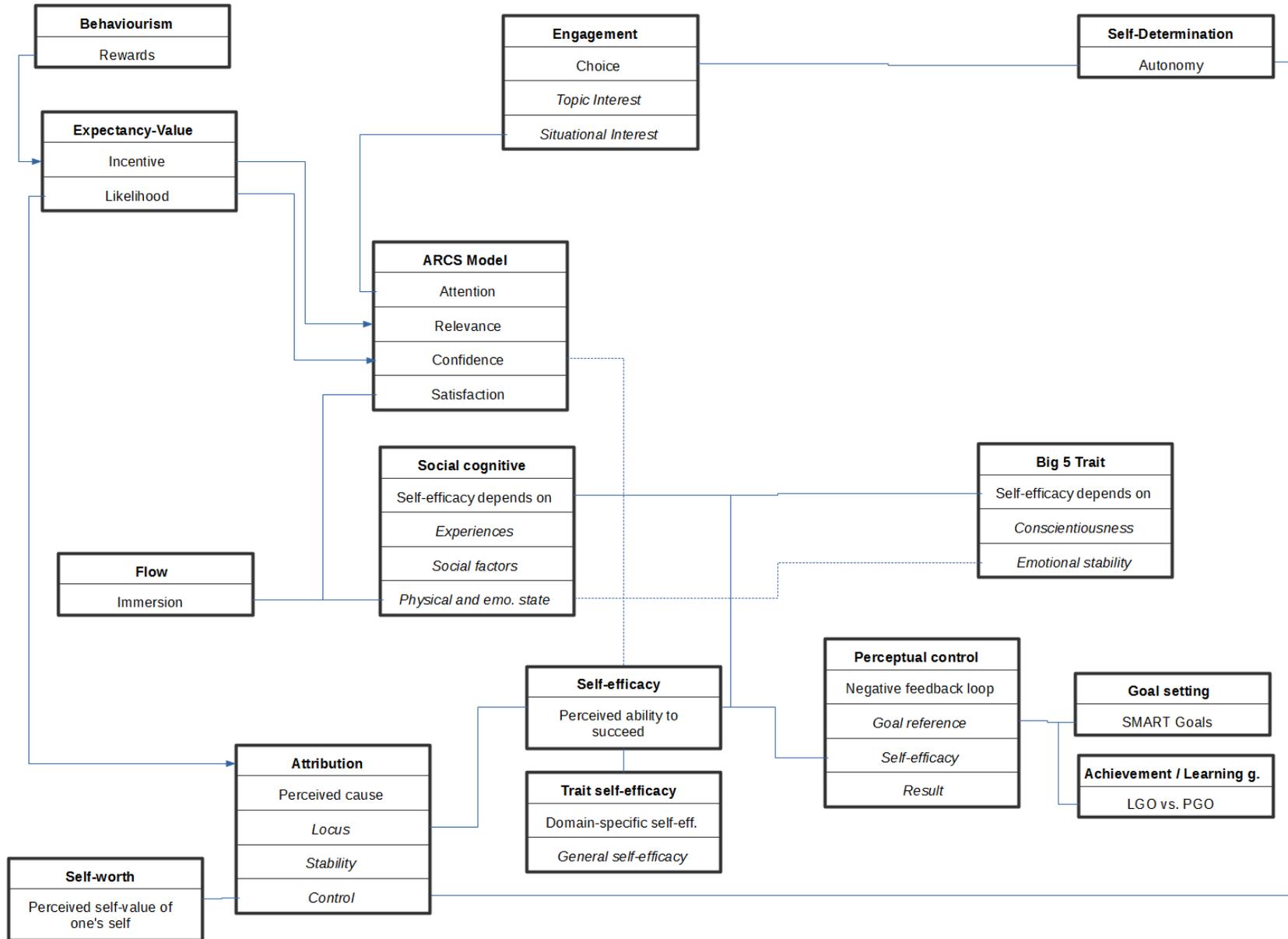
Motivation Theory Author(s)/ Scholar(s)/ Year	Main Themes / Principles	Instructional Characteristics/Strategies (positive learning aspects, teaching styles)	Dependent Variable/s (underlying psychological mechanism)	Desired Student Outcome/s (large, overarching and learning outcomes)	Application(s)	
					In Class	Out of Class
Self-efficacy theory (Caprara et al., 2008; Seifert, 2004)	Hi self-efficacy leads to higher motivation and better results. Low self-efficacy leads to failure or work-avoidance.	Students Learn: That they are capable to surmount challenges step by step Teaching Style: Facilitating/Coaching (Scaffolding)	Self-efficacy: The believe (self perception) in one's ability to do something at a specific level of performance	- Increased Self-efficacy - Increased motivation - Ability to succeed	Scaffold the learning process and big tasks, increase challenges slowly	Start practice easier problems and work your way to more difficult ones.
Self-worth theory (Seifert, 2004)	Effort leading to success increases self-worth, Effort leading to failure decreases self-worth	Students Learn: That they are special and that the classroom is a save space, where they do not have to limit their actions to protect self-worth. Teaching Style: Supportive and Accepting (of failure)	Self-worth: Value of one's self	- Learn that failure does not diminish self-worth (failure is an essential part of the scientific process) - Reduced error-avoidance behaviour	- Show that the teachers also "fail". - Illustrate that the scientific method is based on figuring out everything that does not work. - Give second chances.	- Practice problem solving without looking at the solution first. - Do not be afraid to make mistakes.

<p>Attribution theory</p> <p>(Greene, 1985; Seifert, 2004; Weiner, 1985)</p>	<p>Future behaviour depends on emotions caused by the perceived cause of success and failure (and not directly on success and failure)</p> 	<p>Students learn: to self-direct their learning</p> <p>Teaching Style: Facilitating/Coaching</p>	<p>Perceived cause of outcome</p> <ul style="list-style-type: none"> - Locus - Stability - Controllability 	<ul style="list-style-type: none"> - Feeling of being in control of the outcome - Students taking ownership of their learning process 	<p>Give students choice in how, when and what they learn.</p>	<p>Think about the reasons of success and failure.</p>
<p>Achievement Theory / Learning goal orientation</p> <p>(Ames & Archer, 1988; Seifert, 2004; Taing, Smith, Singla, Johnson, & Chang, 2013)</p>	<p>Behaviours are a function of the desire to achieve particular goals. Mastery achievement goal leads to better results.</p> <p>Failure of achieving a learning goal leads to more effort. Failure of achieving performance goal leads to less learning.</p>	<p>Students learn: That learning is fun and worth doing for the sake of learning itself.</p> <p>Teaching style: Facilitating/Coaching</p>	<p>Achievement goal</p> <ul style="list-style-type: none"> - Mastery, Learning goal oriented (LGO), intrinsic motivation - Performance goal oriented (PGO), extrinsic motivation 	<ul style="list-style-type: none"> - Learn for the joy of learning (mastery), not to pass a test. - Increased learning efforts and engagement 	<ul style="list-style-type: none"> - Show your own fascination of the topics - Show the importance, the relevance of a topic. - Clearly communicate objectives. 	<ul style="list-style-type: none"> - Find reasons why something is important to learn. - Rely less on external motivation.
<p>Goal setting theory</p> <p>(Locke & Latham, 2002)</p>	<p>Cycle of high performance: Good and achievable goals, moderated by various factors (self-efficacy, feedback etc.) lead to high performance, which then leads to higher satisfaction, which in turn increases willingness to commit to new challenges.</p>	<p>Students learn: To self direct their learning by setting SMART goals.</p> <p>Teaching style: Facilitating/Coaching</p>	<p>SMART goals result in positive cycle of performance.</p> <p>SMART = Specific, Measurable, Achievable, Relevant and Time-bound</p> <p>Atkinson: Mid-range difficulty is best</p> <p>Locke and Latham: Higher difficulty is best</p>	<p>Eagerness for new and bigger challenges.</p>	<p>Allow students to learn at their own speed, but help them identify their personal learning goals prior to engaging in the process.</p>	<p>Set realistic, yet challenging learning goals for each learning activity.</p>

<p>Social-Cognition Theory</p> <p>(Bandura, 2012)</p>	<p>Self-efficacy is influenced by internal as well as external factors</p>	<p>Student Learn: To observe what others do to succeed. Social skills</p> <p>Teaching style: Modelling, Supportive</p>	<p>Self-efficacy depends on:</p> <ul style="list-style-type: none"> - Mastery experiences - Social modeling (observing others) - Social persuasion - Physical and emotional state 	<p>Positive environment increases learning success.</p>	<ul style="list-style-type: none"> - Illustrate how you do it. - Persuade students that they are able to do it. - Provide a positive learning environment. 	<p>Help each other in achieving the goals.</p>
<p>Perceptual control theory</p> <p>Powers (1973) reported in (Bandura, 2012)</p>	<p>Negative feedback loop: Action is the result of the discrepancy between the result and difference between the goal reference and the perceived input (Self-efficacy).</p> <p>High perceived input (self-efficacy) reduces action.</p> 	<p>Students learn: To set realistic goals.</p> <p>Teaching style: Authoritarian</p> <p>=> VERY CONTROVERSIAL THEORY, USE WITH CAUTION!!!</p>	<p>Discrepancy between results and the difference between the goal reference and the perceived input (self efficacy)</p>	<p>Increased efforts</p>	<p>Give an extra difficult mock-up test to show students that they have to increase their efforts if they want to pass the real test.</p>	<p>- Figure out what you do not know on a certain topic. - Increase the goal reference if you think you already know it all.</p>
<p>Trait Self-Efficacy</p> <p>Yeo and Neal (2006) reported in (Bandura, 2012)</p>	<p>General self-efficacy across domains has a positive influence on learning, domain specific self-efficacy is negative, as it reduces action according to control theory.</p>	<p>Students learn: To believe in their general ability</p> <p>Teaching: Supportive but authoritarian</p>	<ul style="list-style-type: none"> - General self-efficacy (good) - Domain specific self-efficacy (bad) 	<p>Increased motivation and effort.</p>	<ul style="list-style-type: none"> - Remind students on how high effort lead to past successes. - Show students (through a quiz), that they still have to learn more on a certain topic. 	<p>Look at the amount of effort that was needed for past successes.</p>
<p>Big 5 Trait Theory</p> <p>McCrae and</p>	<p>Some behavioural traits (Conscientiousness and Emotional stability) influence self-efficacy while others (Agreeableness, Extraversion, Openness to experience) do</p>	<p>Students: To be conscious about their behavioral traits</p>	<ul style="list-style-type: none"> - Conscientiousness: Wanting to do good work - Agreeableness 	<p>Increased effort due to the will to do good work.</p>	<p>Give extensions if a student needs more time to improve a project.</p>	<p>Do not settle for anything lower than your best.</p>

Costa (1996) and others, reported in (Bandura, 2012)	not.	Teaching: Supportive	- Extraversion - Openness to experience - Emotional stability			
Expectancy-Value Theory Reported in (Weiner, 1985)	Motivation depends on what one can get (incentive) and the likelihood (expectation) to be able to achieve it. Expectation * Value = Motivation	Students learn: To identify challenges that are worth the effort. Teaching: Authoritarian	- Incentive: The reward for achieving a goal (value) - Expectancy: Likelihood of getting it.	Increased effort due to higher motivation.	- Only give tasks that are both achievable and have visible high value to the learning process. – Make it worth it! Example: Do a quiz on a reading assignment (and make sure the reading assignment is both relevant and doable)	Evaluate the possible relevance and achievability of tasks and set your priorities in accordance.
Behaviourism Skinner, Pavlov and others	Rewarding the desirable behaviour can positively influence the learning behaviour.	Students learn: To work for rewards Teaching style: Authoritarian	- Stimulus – response: Rewards for good behaviour. Optional: punishment for bad behaviour	Academic success	Praise students for good work, show your dissatisfaction when they hand in bad work.	Look for rewards.
ARCS Model of Motivational design Theories J.M. Keller, reported in	Motivation depends on: Attention, Relevance, Confidence and Satisfaction	Students learn: To be curious Teacher style: Facilitating/Coaching	- Attention: Surprise, novelty stimulates curiosity - Relevance: Worth and usefulness - Confidence: Self-	Increased motivation for learning	Get the students' attention by showing them an experiment that leads to unexpected results	Be curious when something unexpected happens.

(David, 2014)			efficacy - Satisfaction			
Flow theory M. Csikszentmihalyi reported in (krist2366, 2014)	When a task is at the right level of challenge, the learner can get in a state of flow leading to a concentrated focus on the task at hand, leading to deep learning and satisfaction	Student learn: To concentrate and stay focused on a task Teacher style: Facilitating/Coaching	Flow: State of immersion when a task is at the right level of challenge	Deep learning and satisfaction, perseverance.	Ensure that the tasks given to the students are at the right level and allow for enough time to reach a state of flow.	Avoid interruption when doing a task to stay in a state of flow.



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