

Motivation Theory Analysis

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Identification and Description of the Theoretical Framework

Mastery Motivation Theory

In *Motivation in education: Theory, research, and applications*, Schunk, Meece, and Pintrich explain that historical perspectives of motivation emphasize the concept of effectance motivation, or a desire to interact with one's environment (2014). Susan Harter has elaborated upon this idea since the 1970s, when she began examining the effects of mastery attempts and determining the factors of intrinsic and extrinsic motivation. Using a questionnaire that was carefully worded to avoid bias toward socially desirable answers, she asked students to identify with a particular type of person and the results showed the child's preference for five factors: challenge, curiosity, mastery, judgment, and criteria (1981). The presence of these five factors encourages intrinsic motivation and affects a child's reaction to a mastery task.

Rationale for Theory Choice

While intrinsic motivation enables a positive educational experience, disturbing research shows that it tends to decrease from primary through middle grades. Harter's 1981 study shows a dramatic drop in preference for challenge from 6th to 7th grade, a steady downward slope in curiosity and interest from 3rd through 8th grades, and a slightly greater dependence on the teacher from 3rd through 9th grades. As a middle school teacher of at-risk students, including English learners and children in high-poverty neighborhoods, I can conclude that motivation should be a great priority in my classroom. While some of the changes can be attributed to human development, I cannot ignore the implications of Harter's work: I must guide my students in working toward mastery, rather than for a grade, in order to increase intrinsic motivation and ensure a positive, long-lasting educational experience.

Specific Evidence and Justification of Design

Rationale for Form Design

Simplicity rules, and so I have created a chart that clearly aligns with the ADDIE model.

I anticipate keeping a digital copy of this form in view when designing instruction, perhaps alongside reminders of each step in the instructional design process. The first two rows contain both questions to consider and suggestions, while the third row only gives suggestions for completing the final implementation and evaluation.

Explanation of Prompt Choice

Analysis. In order to increase intrinsic motivation, the instructional designer must have an understanding of the learners' perceived competence. I composed questions using ideas from "Research Evidence" on pages 244-245 of Schunk, Pintrich, and Meece that will inform a designer of any lack of perceived competence that needs to be addressed (2014).

Design/Development. Again using Schunk, Pintrich, and Meece (2014) as a resource, I adapted "Application 7.1," which seems to be derived from Harter's research, into critical questions that will guide assessment throughout the course (p. 245-246). After reading Ruth Butler's study of the effects of different types of evaluation on intrinsic motivation, I chose to add questions that would encourage feedback in the form of comments and collaborative reflection rather than grades (1988).

Implementation/Evaluation. While instructor behavior during implementation and evaluation is important to intrinsic motivation, necessary actions and perspectives will be clear if they have been built in during previous design phases. Therefore, the strategies considered at this point are tightly focused around collaborative reflection and feedback. Careful instructional design should lead to increased intrinsic motivation.

References.

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Harter, S. (1981). A new self-report scale of intrinsic versus extrinsic orientation in the classroom: Motivational and informational components. *Developmental Psychology*, 17(3), 300-312. doi:10.1037/0012-1649.17.3.300

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