Why are you here?

- Why did you enroll in this course? How well do you think you will do with course material and final project?
- Why did you apply for the program you’re in? How well do you think you will do with your ultimate program goal?

- How is this course important to you?
- How is your program important to you?
Expectancies.

- Beliefs and judgments about a learner’s capabilities to perform a task

I know little about motivation theories and expect that I don’t have the capabilities to do well when discussing motivation theories with others.

I have a strong background in motivation theories so I expect that I have capabilities to discuss motivation theories with others.

I have some knowledge of motivation but I’m unsure of my capabilities to discuss motivation theories with others.
Values.

Beliefs about the reasons why learners might engage in a task/activity.

I don’t feel motivation is a worthwhile topic of study.

I feel motivation is a very worthwhile topic of study.

I am unsure of how worthwhile motivation is as a topic of study.
Expectancy-Value Theory.

- Cognitive perspective
- Expectancies & values are beliefs students construct in achievement contexts
- Motivation depends on positive E/V
- Negative E/V, motivation suffers
Predicted Motivation.

1. High Expectancy, High Value
2. Low Expectancy, High Value
3. High Expectancy, Low Value
4. Low Expectancy, Low Value

Examples?
Lewin’s Level of Aspiration

- Behavior to cognitive theories which include expectancies and values
- Cognitive motivational theories focus on goals and paths and how a learner will decide/explore this path/goal
- Level of aspiration - the goal that individuals set for a task based on their past experiences and familiarity with the task
- Ring toss game
- Student contentment with 85% on a test
Atkinson’s Achievement Motivation Theory

- Theory of motivation combining needs, expectancies, and values
- Motives, probability of success, and incentive value
- Motive to approach success
  - The need to succeed or need for achievement
  - Individual’s perceived likelihood of success in a task
  - Incentive for success
- Motive to avoid failure
  - The need to avoid failure
  - Individual’s perceived likelihood of failure in a task
  - Incentive value for failure - how ‘bad’ failing would be
Eccles & Wigfield Theoretical Framework.

- Students expectancies for academic success
- Perceived value for academic tasks
- Social cognitive perspective
- Used to predict achievement behavior
  - Expectation of success
  - Subjective task value
- Higher expectancies for success are positively related to various achievement behaviors - achievement, choice, persistence
Expectancy Beliefs

- Cognitive engagement - how engaged are learners in the subject material/task
- How mentally involved learners are in a task
- Past achievement outcomes
- Self-perception/self-concept of ability
Value Beliefs

- **Subjective Task Value (vs. Objective Task Value)**
  - Interest Value - enjoyment people have doing a task or intrinsic interest in task content
  - Attainment Value - importance of doing well on a task
  - Utility Value - usefulness of the task for future goals
  - Relative Cost - perceived negative aspects of engaging in the task

- **Achievement values are important predictors of learners’ academic choices and course enrollments**
Figure 2.1 General expectancy-value model of achievement motivation

Terms

- Affective reactions & memories - individuals’ affective experiences with the type of activity or task
- Goals - individuals’ short and long term goals - cognitive representations of what students are striving for
- Self-schemas - individuals’ beliefs and self-concepts about themselves
Developmental Differences in E & V

- Students with positive self-perceptions of their competence and positive expectancies of success are more likely to perform better, learn more, and engage in an adaptive manner on academic tasks by exerting more effort, persisting longer, and demonstrating more cognitive engagement.
- Students who value and are interested in academic tasks are more likely to choose similar tasks in the future, as well as perform better, learn more, and be more adaptively engaged in tasks.
- Positive expectancies tend to decline as students grow older.
- Values are built up over time/experiences.
Figure 2.1 General expectancy-value model of achievement motivation

Teacher Motivation & Expectancy-Value Theory

- E/V theoretical framework focuses on the learner as a K-12 student
- How would expectancy-value theory apply to teachers?
- What additional aspects would we need to consider
- Is expectancy-value a good theory to use when examining teachers & teacher development?
- How could expectancy-value theory be used in exploring teacher motivation?
Scenario.

You are a preschool teacher. You chose to teach preschool because you like see the developmental gains at this age and you enjoy interacting with young children. There has been recent interest in STEM subject. You had difficulty learning math and science as a child and never had an interest in learning about science. You hated math class. You are hesitant to address early math learning in your preschool classroom.

Your school is offering an ongoing teacher group focusing on early math learning. Participation is voluntary. What will you do? Why?

Examine from an expectancy-value perspective.
Scenario

You are a new preschool teacher. You love math, but are uncertain of teaching practices for preschoolers. Teachers at your school receive an email with information that a new teacher group about early math learning is being introduced at another school. The other school has invited several schools to send teachers to participate in this teacher group.

Teachers are invited to sign up voluntarily. What will you do?

Examine from an expectancy-value perspective.
Figure 2.1  General expectancy-value model of achievement motivation

Activity.

In small groups, select a few boxes on the concept map of expectancy-value theory.

- Discuss these areas of the model if we switch from student achievement motivation, to teacher motivation.
- Fill in the boxes on the blank form.
- Is there anything missing that might influence/connect to what you focused on?
- How can you measure these aspects? Besides, self-reported data, how else can you measure these?
Possible Research Project.

- Preschool setting
- Teacher professional development (PD)
- PD is defined as any activity that aims to improve teachers' teaching practices, abilities, and beliefs about teaching
- Ongoing teacher PD groups


