Psychology Ex*press*

→ UNDERSTAND QUICKLY
→ REVISE EFFECTIVELY
→ TAKE EXAMS WITH CONFIDENCE

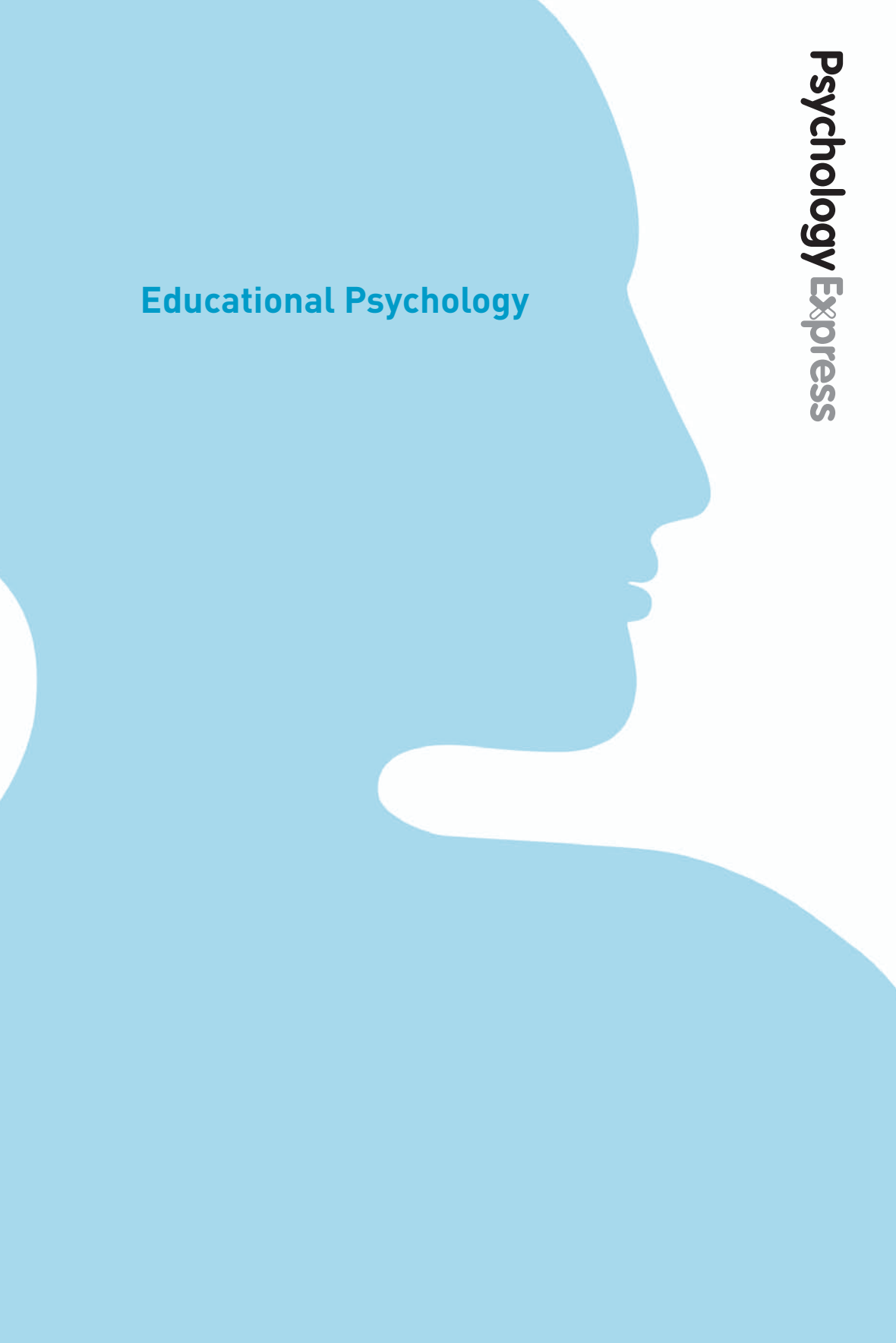# Educational Psychology

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ALWAYS LEARNING

PEARSON

Educational Psychology

- Alert her parents to the problem and include them in the solution.
  - Seek advice/support from school counsellors and consult your school policy on bullying.
  - Involve your school's peer mentors if you feel it is appropriate.
  - Deal with Sonja in a sensitive way such that she knows she has behaved inappropriately, but ensuring that this does not exacerbate the situation for Maya. You will need to use your knowledge of emotional and social competence here.
- Educating the class:
  - You should use this as an opportunity to teach your students about respecting others. Talk about prejudice and discrimination and so on. You could do this through:
  - citizenship class
  - role play
  - school assembly.

Make your answer stand out

Because this question asks you to apply your knowledge to a practical situation, it would be very easy to fall into the trap of simply describing what to do. However, a good student will make reference to the literature, ensuring they provide theoretical and empirical evidence to support their plan of action. To make your answer really stand out, wherever there is some doubt about the best course of action (see the work on peer mentoring, for example) you should present the case before and against and explain why you would choose one action over another.
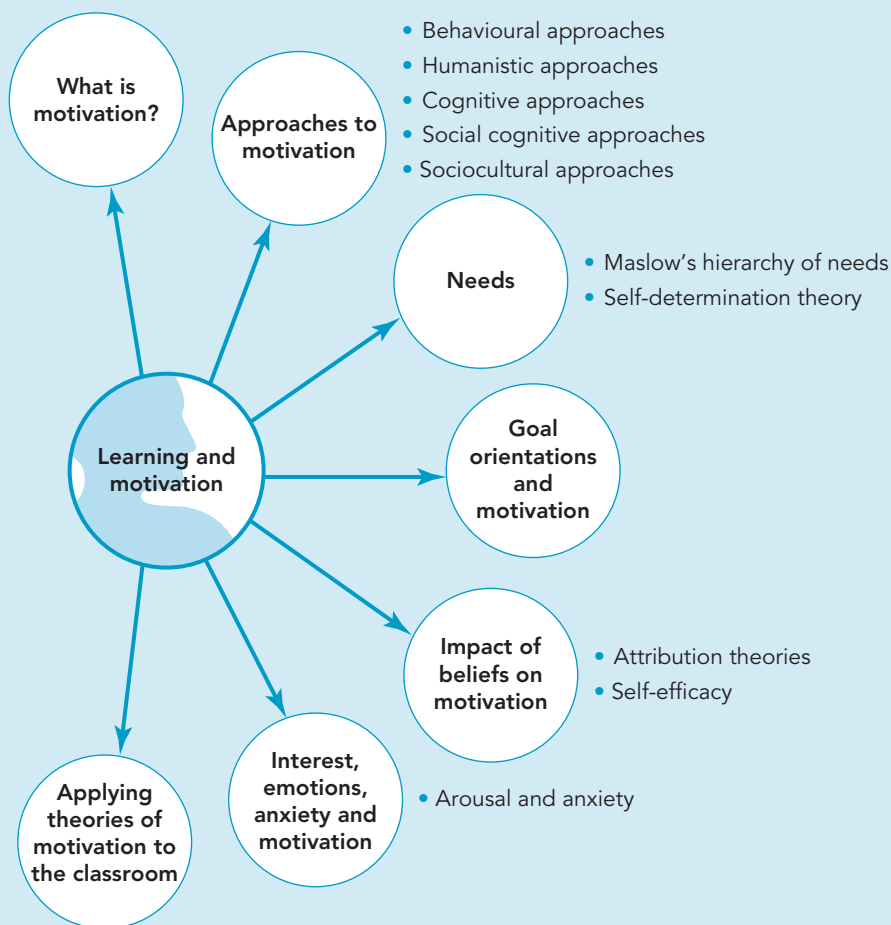

Explore the companion website at **www.pearsoned.co.uk/psychologyexpress**

→ Prepare more effectively for exams and assignments using the answer guidelines for questions from this chapter.
→ Test your knowledge using multiple choice questions and flashcards.
→ Improve your essay skills by exploring the You be the marker exercises.

Notes

Notes

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Learning and motivation

- Behavioural approaches
- Humanistic approaches
- Cognitive approaches
- Social cognitive approaches
- Sociocultural approaches

What is motivation?

Approaches to motivation

Needs
- Maslow's hierarchy of needs
- Self-determination theory

Learning and motivation

Goal orientations and motivation

Impact of beliefs on motivation
- Attribution theories
- Self-efficacy

Applying theories of motivation to the classroom

Interest, emotions, anxiety and motivation
- Arousal and anxiety

A printable version of this topic map is available from
www.pearsoned.co.uk/psychologyexpress

Introduction

Motivating students to learn is an important goal of education. In order for students to learn effectively they must be engaged with their learning on a cognitive, emotional and behavioural level. This chapter will cover a range of issues in learning and motivation, what motivation is, the major theories that have been used to explain student motivation, and the various factors which may influence student motivation.

While it is important that you have a good understanding of the main theories and the various influences on student motivation, it is also important that you can apply your knowledge to explain how these theories can be used in education, for example in interventions for hard-to-reach or low-achieving students. Also remember that motivation to learn is related to many other topics covered in this book, for example emotional, social and personal development (Chapter 3), classroom management (Chapter 8) and approaches to assessment (Chapter 9).

Students' engagement with their learning depends on how they see themselves as learners, which will be affected by other factors such as the home environment (Chapter 10) and their cognitive development (Chapter 2).

➡️ Revision checklist

Essential points to revise are:

- ❏ What motivation is and the five major explanations for student motivation
- ❏ How needs can influence motivation to learn
- ❏ The relationship between goal orientations and motivation
- ❏ The interplay between interest, curiosity, emotions and anxiety
- ❏ How theories of motivation have been applied in the classroom

Assessment advice

- Assessment questions on this topic are likely to take the form of either an essay-based question or a problem-based learning task. Whichever form of assessment you complete on this topic, it is important to remember that there are many factors that influence motivation beyond those covered in this chapter. Good answers to either type of question will draw upon issues covered in other chapters in this revision guide, for example academic self-concept and emotional competence (Chapter 3), cultural diversity (Chapter 6) and so on.

- **Essay questions**: will require you to think about the theoretical issues surrounding this topic. You will need to think about how theories of motivation can be applied to learning in various educational settings. For example, you may be asked to discuss how behavioural approaches to motivation have been

used in the classroom to modify student behaviour or how sociocultural ideas such as identity and belonging can foster motivation in the school community. You may also be asked to think more generally about why motivation is important for educational outcomes such as attainment.

- **Problem-based questions:** will require you to apply your understanding and think creatively about how the issues explored in this chapter can be applied to address real classroom problems. You will need to think imaginatively about how to address issues such as enhancing autonomy and feelings of competency, how to engage students in deep learning, or ways to foster interest and curiosity in learning.

Sample question

Could you answer this question? Below is a typical essay question that could arise on this topic.

> **✳ Sample question**   *Problem*
>
> As an educational psychologist, you have started working with a local secondary school. The school has been placed into special measures after performing badly on a recent OFSTED inspection. The proportion of students achieving five A*–C grades for the last academic year was well below the national average, at 33 per cent.
>
> The school is in an area of significant deprivation and many of the pupils have additional learning needs. The school does not have a good reputation in the area and despite their best efforts, most teachers are finding it very difficult to motivate their pupils, especially those in the lowest subject tiers. Many of these students are not predicted to achieve passes in the core English, Maths or Science and some may not achieve a GCSE at all.
>
> As an educational psychologist, what could you suggest to help motivate the students? How do you think the students view themselves and their school?

Guidelines on answering this question are included at the end of this chapter, whilst guidance on tackling other exam questions can be found on the companion website at: **www.pearsoned.co.uk/psychologyexpress**

What is motivation?

Motivation can be defined as an internal drive or force that directs behaviour and influences how we think and feel. These drives may be basic needs, incentives, fears, goals, beliefs, curiosity, expectations and many more. Psychologists have

explained motivation as a personal *trait,* an internal disposition that remains relatively stable across situations and time. For example, some students may have a strong desire to achieve and perform well, persistently worry about exams or be curious about the formation of language.

Alternatively, motivation can be defined as a *state,* a temporary situation which may reflect behaviour performed at that moment in time. For example, if you are reading this chapter to help you revise for a forthcoming exam, you are likely to display state rather than trait motivation. However, in reality you will experience both trait and state motivation simultaneously. For example, you may be reading this book because you have a desire to learn more about educational psychology *and* because you are preparing for your end-of-module exam.

Another distinction made is between intrinsic and extrinsic motivation. *Intrinsic motivation* is associated with activities that are rewarding or satisfying in themselves. If a student is intrinsically motivated they do not need incentives or rewards to influence their behaviour. For example, a student who spends time outside of school researching a topic covered in class may do so because they love to learn. In contrast, *extrinsic motivation* is associated with external influences such as wanting to achieve a certain grade, please the teacher or avoid punishment. Students who are extrinsically motivated will be interested in an activity only for how it can benefit them. For example, a student who works to achieve an A grade and shows little interest in understanding the topic itself is likely to be extrinsically motivated.

The difference between intrinsic and extrinsic motivation can be explained by the student's *locus of causality*, the reason why an individual acts in a particular way or the cause of certain behaviour.

Approaches to motivation

There is a variety of theories that has been used to explain motivation, which may create difficulties for teachers when it comes to deciding which is most relevant to their teaching. For example, Reeve (2005) describes 24 motivation theories. In general, however, motivation can be understood from five main perspectives: behavioural, humanistic, cognitive, social cognitive and sociocultural. Each of these emphasises different aspects of what we mean by motivation, but they are all important in developing a good understanding of how the study of motivation can be applied in the classroom.

Behavioural approaches

Behavioural approaches to motivation were pioneered by theorists including Ivan Pavlov, E.L. Thorndike and B.F. Skinner (see Chapter 1). According to the behavioural approach, student motivation is influenced by the use of rewards and