

QQC Assignment

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EDUC 634- Motivation and Achievement

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| Citation | Question | Quote | Comment |
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| <p>Hattie, H., Hodis, F.A., Kang, S. (2020) "Theories of Motivation: Integration and Ways Forward." <i>Contemporary Educational Psychology</i> 61,1-7 https://doi.org/10.1016/j.cedpsych.2020.101865</p> | <p>What is the most impactful facet of motivation? What is more important to the individual: intrinsic or extrinsic?</p> | <p>"Motivation is a function of the feedback learners receive as they work on a task; specifically, as they make progress (or not)."</p> | <p>I feel that positive feedback is an extremely important way to initiate a learner into a task with extrinsic forces (motivation), however if done effectively it can lead learners towards their own personal interests and instill a drive for intrinsically motivated tasks and as a motivator for growing knowledge and mastery.</p> |
| | <p>How do educators create the initial building blocks and interest so learners can feel excited and enthusiastic about new content that they engage with?</p> | <p>"Learners who feel efficacious about learning are apt to engage in cognitive and behavioral activities that improve their learning such as setting goals, using effective learning strategies, monitoring and evaluating their goal progress, and creating effective physical and social environments for learning."</p> | <p>This is where the skills and creativity of educators are often put to the test. To effectively engage students while simultaneously adhering to learning standards and content requirements, teachers have to effectively try to engage and connect with learners to ensure buy-in. I believe teachers can develop this engagement with their students by ensuring positive relationship and connection.</p> |
| <p>Heckhausen, J., & Heckhausen, H. (2018) In J. Heckhausen & H. Heckhausen (Eds.), <i>Motivation and Action</i> (pp.1-14). Springer International Publishing. https://doi.org/10.1007/978-3-319-65094-4_1</p> | <p>How/when do individuals introduce the idea of avoidance, whether it is in the mastery or performance avenues?</p> | <p>"...organisms are motivated to engage in behaviors that produce contingent effects (e.g. baby smiles, mother vocalizes).</p> | <p>Heckhausen's (2018) claim that "a person's motivation to pursue a certain goal is determined by situational stimuli" could, I believe, be extended to the concept of avoidance as well. Meaning that individuals are</p> |

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| | | | <p>motivated to receive certain stimuli, or subsequently avoid certain stimuli by conducting themselves in a certain manner, often from a very young age. I.e. young children looking for praise from caregivers, while simultaneously avoiding disappointment/discipline from parents.</p> |
| | <p>How affected are the motivation(s) of individuals by their surrounding environments? Is there a way to quantify the influence of outside pressures?</p> | <p>“An individual’s motivation to aspire to a certain goal is influenced by person factors and by situation factors, including the anticipated outcomes of actions and consequences.”</p> | <p>This quote directly corresponds with the work by Eccles and Wigfield (2020) highlighting their research on expectancy-value theory. In short, individuals typically pursue a task only if they expect to complete it in some way. Very rarely do students/learners attempt a task if they do not believe that they can accomplish it.</p> |
| <p>Eccles, J.S., & Wigfield, A. (2020) “From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation.” <i>Contemporary Educational Psychology</i> 61, 1-13. https://doi.org/10.1016/j.cedpsych.2020.101859</p> | <p>How can we greater engage our reluctant students in challenging activities, and promote their beliefs in themselves to foster a greater expectation of academic success?</p> | <p>Eccles et al. “argued that every activity or task has costs as well as benefits and that individuals will avoid tasks that cost too much relative to their benefits, particularly when compared to alternative tasks with a higher benefit to cost ratio.”</p> | <p>The idea that cost and benefit are relative, connects to my own personal experiences working through grad school. Meaning that if I did not believe that the long-term benefits, including increased compensation, job opportunities, and increased technical knowledge outweighed the costs of decreased family time, and additional workload etc., then it would make no sense to pursue this academic venture.</p> |

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| | | | Since I do believe that the benefits outweigh the costs however, then it makes sense to pursue this task. |
| | Does the utility value of a task have a limitless ability to influence whether a person attempts to complete a task? I.e. Will an individual attempt to complete a difficult/strenuous/dangerous task no matter the cost, as long as it "is worth it?" | "One interesting aspect of this work to us was the choice to focus on utility value as the aspect of task value on which to intervene...utility value is the most malleable of the task value components, and so most likely to change during interventions." | I believe that the relative significance of utility value is particular to each individual. While there may be an inherent value that outweighs the costs in each task, it is ultimately up to each individual/learner whether they deem it to outweigh the costs inherent to each task. |
| Wigfield, A. & Eccles, J.S. (2000) "Expectancy- Value Theory of Achievement Motivation." <i>Contemporary Educational Psychology</i> 25, 68-81. https://doi.org/10.1006/ceps/1999.1015 | What can educators do to instill confidence/self-belief in young students to override the inherent expectation/assumption of what they are 'good at?' | "Eccles et al. (1993) found that <i>within</i> the domains of math, reading, music, and sports, children's ability-expectancy beliefs and subjective values formed clearly distinct factors... Even during the very early elementary grades children appear to have distinct beliefs about what they are <i>good</i> at and what they <i>value</i> in different achievement domains." | One of the most effective ways that educators can aid the expectancy value of tasks is to promote an atmosphere of growth mindset like that consistently promoted by Carole Dweck. By effectively doing so, it will promote an environment where learners can grow and not be typecast into the defined roles as a 'math guy/ math girl' or other labels which can limit a student's growth. |
| | Do educators/influential adults superimpose our beliefs on what students are capable of, rather than openly observing what students 'real capabilities' are, regardless of development stage/age? | "In the model expectancies for success, ability beliefs, and the different aspects of tasks are proposed to be separate constructs. When studying young children, however, it is reasonable to ask if these | Unfortunately, it is my belief that educators do sometimes superimpose restrictive assessments on learners, subsequently limiting their learning potential. Whether that is through assignments that are prescriptive to particular learning |

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| | | constructs indeed are distinct in children's minds. | types, or performance-based assessments that do not respect or recognize individual growth, we can often label and limit students unnecessarily. |
| Renninger, K.A., Hidi, S.E. (2022) "Interest development, Self-related information processing, and practice." <i>Theory Into Practice</i> 2022 61(1), 23-34. https://doi.org/10.1080/00405841.2021.1932159 | Does the reward circuitry which Renninger speaks of refer to <i>intrinsic</i> or <i>extrinsic</i> motivation? Is this a performance-related drive or an individual's quest for concept mastery? | "... learners in the earlier phases of interest development are likely to require the support of other people or the design of the environment..., in the later phases, learners' own search for information has activated the reward circuitry and information search becomes rewarding." | I believe that extrinsic motivating factors are often necessary to introduce a task or content to a learner, which will subsequently lead to student engagement with a topic. More specifically, the teacher initiates a student to a concept through classwork, which lends to a student to become interested in content, hopefully lending towards an intrinsic drive towards mastery on their own. |
| | Can educators increase a student's relatedness to a topic and subsequently increase their competence and perceived autonomy surrounding a topic as well? | "...(1) self-reference helps bind individuals' memories to their source, (2) increases their perceptual integration, (3) and once a personal association of the self to content is made, this is not likely to change; (4) self-referencing of this type influences individuals' decision making, and (5) increases interactions between brain regions." | Binding to a topic dramatically develops a learner's sense of relatedness and autonomy while simultaneously centering on a learner's sense of authenticity (Pajares, 2001). By allowing achievements to feel like they are truly deserved, and having others recognize them as well, a learner's perception of their own competence will develop significantly as well. |

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| <p>Krapp, A. (2002) "Structural and dynamic aspects of interest development: theoretical considerations from an ontogenetic perspective." <i>Learning and Instruction</i> 12, 383-409.</p> | <p>What is arguably the more important facet of generating interest in a topic? Is it the idea of turning a learner on to a completely different, new type of knowledge, or fostering a deeper investigation and mastery into a topic that a student already has a beginning/introductory knowledge in?</p> | <p>"Triggering interest describes an initial beginning phase of the psychological state of interest in which attention is increased and arousal generated in disengaged individuals. On the other hand, catching interest suggest that the interest that individuals already experience is being diverted towards the situation."</p> | <p>Chronologically, I believe that 'triggering of interest' must precede 'catching interest.' Triggering alludes to the exposure of new content and a wide scope of interests, while catching lends to more specific interests and narrowing down of content into a more specialized, specific scope.</p> |
| | <p>Is initial 'student buy-in' fully required to complete all tasks? Or is there a way that teacher-student relationship can override this and create student investment?</p> | <p>"... this idea is very close to Boekaerts' (1999) notion that an effective state of learning motivation can only be expected when a student interprets a 'learning opportunity' provided by the teacher as a 'meaningful learning episode.' Otherwise it is perceived as mere extrinsic task-fulfillment."</p> | <p>I concur with Boekaerts' idea that connection and the subsequent meaning that educators can create for their students can effectively override a lack of student buy-in initially.</p> |
| <p>Ryan, R.M., & Deci, E.L. (2020) "Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions." <i>Contemporary Educational Psychology</i> 61, 1-11. https://doi.org/10.1016/j.cedpsyc.2020.101860</p> | <p>Are there significant discoveries/episodes of growth that could be solely attributed to facets of extrinsic motivation and extraneous/outside forces?</p> | <p>"...intrinsic motivation is likely responsible for the preponderance of human learning across the life span, as opposed to externally mandated learning and instruction."</p> | <p>While I do not discount the idea that important discoveries have happened as a result/side-effect of mandated and assigned learning activities, I completely agree with the idea that significant discovery, and substantial growth, is more directly linked to intrinsically motivated individuals who are trying to improve their own knowledge/growth for the benefit of themselves or others without outside approval.</p> |

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| | <p>How can <i>widespread</i> learning goals in education be transferred to mastery knowledge rather than continuing to adhere to performance-related outcomes?</p> | <p>“By fostering an accountability approach based on test outcomes, rather than supporting school reforms that are attentive to the psychological needs of teachers and students, education policies are compromising the quality of learning and instruction teachers can provide, especially for disadvantaged and ESL students.”</p> | <p>By taking an achievement-goal theory lens, research finds that performance goals with a self-validation focus are associated with negative academic outcomes such as helplessness after failure, loss of self-worth, loss of intrinsic motivation and lower grades, when being compared to mastery-driven learning (Urdan & Kaplan, 2020). Subsequently, this poses the question: If we know that performance-related assessments do all these things, then why on Earth do we still use them and tout them so widely?</p> |
| <p>Ryan, R. M., & Deci, E. L. (2019). “Brick by brick: The origins, development, and future of self-determination theory.” In A. J. Elliot (Ed.), <i>Advances in Motivation Science</i> (pp. 111–156). Elsevier Academic Press. https://doi.org/10.1016/bs.Adms.2019.01.001</p> | <p>Can the concepts of learner autonomy and extrinsic motivation coincide positively with each other, or are they too diametrically opposed to produce positive outcomes?</p> | <p>“OIT posits that factors in social contexts that support autonomy, competence, and relatedness facilitate the development and adoption of more autonomous forms of extrinsic regulation. In contrast, in environments where people feel controlled, incompetent, or alienated from socializers, internalization fares less well, and people remain prone to more controlled (external and introjected) forms of regulation.”</p> | <p>I believe that learner autonomy and extrinsic motivation can coincide where educators have made authentic, concerted efforts to connect with their students and have invested significant time into building relationships. In instances where teachers have created balanced expectations and opportunities for student-choice with prescribed outcomes, extrinsic factors can balance positively with learner(s) choice of assignment, topic, and learning structure.</p> |

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| | <p>Do individuals have the ability to develop intrinsic motivation goals completely independently? Or does there need to be an extrinsic starting point, where the learner's own autonomy, competence and relatedness can take over at a later point?</p> | <p>"...analyses have indicated that the greater relative importance people place on extrinsic goals, the less their satisfaction of basic psychological needs and thus the less they experience well-being. They also report greater need frustration, accompanied by more signs of ill-being, such as symptoms of anxiety, stress, and depression. In contrast, placing greater importance on intrinsic goals such as growth and community has been associated with greater satisfaction of basic psychological needs, and enhanced well-being."</p> | <p>On a personal note, I feel that this assertion that extrinsic factors can lead to things like greater anxiety lends to a wide variety of developmental stages. As both a teacher and a student, I have seen and experienced visible signs of stress, test anxiety, and emotional shutdown. In situations where I was allowed to decide/design my own assignments and pick my own topics, the quality of my work improved, and I enjoyed a far-greater level of satisfaction in my studies.</p> |
| <p>Pajares, F. (2001) "Towards a Positive Psychology of Academic Motivation." <i>The Journal of Educational Research</i> 95(1), 27-35. https://www.jstor.org/stable/27542324</p> | <p>Can a transition away from performance-related assessment (ie. GPA) develop girl's belief in their authenticity surrounding content knowledge and mastery?</p> | <p>"Boys reported greater perceived authenticity than did girls, but academic achievement was associated positively with authenticity, and there was no significant interaction between gender and achievement on authenticity... Nonetheless, girls reported lower perceptions of authenticity even though their academic GPA was higher than that of the boys."</p> | <p>The relationship between perceived authenticity and <i>actual</i> competence is a very interesting one. Male students' overconfidence can sometimes inhibit their potential for growth as they already believe they 'know everything.' This idea seems to permeate through a number of individualist cultures and was a point highlighted in <i>The Boy Question</i> by Mark Roberts as well.</p> |

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| | <p>What can educators in high-school and beyond to promote mastery and authenticity in their students when so many entrance requirements/ post-secondary programs are dependent on performance-related outcomes?</p> | <p>“The aim of education must transcend the development of academic competence. Schools have the added responsibility of preparing fully functioning and caring individuals capable of pursuing their hopes and aspirations. To do so, they must be armed with optimism, self-regard, and regard for others, and they must be shielded from doubts about the authenticity of their accomplishments. Teachers can aid their students by helping them to develop the habit of excellence in scholarship while nurturing the character traits necessary to maintain that excellence through their adult lives.”</p> | <p>Pajares (2001) espouses the idea of ‘invitational theory’ that the beliefs that persons develop about themselves and about others help form the perceptual lens through which they view the world. He continues that positive invitations convey the message that people are able, valuable, responsible and forgiving... all sentiments that are direct results of when students feel competent, related to the world around them and being able to possess autonomy over the things which they wish to pursue.</p> |
| <p>Pedrotti, J.T. (2017). “The Will and the Ways in School: Hope as Factor in Academic Success.” In M.W. Gallagher & S.J. Lopez (Eds.), <i>The Oxford Handbook of Hope</i> (pp. 107-116). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199399314.001.001</p> | <p>Is <i>hope</i> an indication of the significance of <i>utility value</i> in expectancy-value theory? Is the greater the perceived value of a task indicative of the possible hope that accompanies it?</p> | <p>“...a hopeful student is able to conceive of a reasonable goal they would like to achieve (ie. having a future-oriented time perspective) and is planful (ie. able to intentionally use pathways) about the types of steps they take toward this particular goal, while being motivated (ie., possessing effort or agency) to move along those pathways, has a good chance of success.”</p> | <p>I believe that <i>hope</i> is an essential component of <i>utility value</i>. While the perceived utility value of a task is an important component to overcoming the accompanying costs of a difficult process/task it requires an influence of hope to perceive the end result as superior or valuable for an individual to persevere through an assignment/task, etc.</p> |

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| | <p>How dramatic a change can an educator truly make in impoverished learning environments? Can educators overcome difficult learning atmospheres entirely? Or is there a defined limit that educators will invariably meet?</p> | <p>“Findings showed that high hope was statistically most related to higher social capital (e.g., school, family, connectedness) and educational capital (e.g., parent education, etc.)...many of the circumstances that make academic success difficult that are described in impoverished neighborhoods might not be able to directly influenced by the school environment... however, hope via social and educational capital can be affected within the school environment if care is taken by teachers and administrators to bring this topic into the curriculum and school environment at large.”</p> | <p>While I don’t believe that there is an effective way to predict or limit student potential, I found it interesting that “high hope was statistically most related to higher social capital (e.g. school, family, connectedness) and educational capital (e.g. parent education).” [Pedrotti, 2007] This, paired with inherent perceptions around utility value, as well as prospective cost surrounding tasks, does have a significant influence on the development of individual’s academic learning and growth.</p> |
| <p>Urdan, T., Kaplan, A. (2020) “The Origins, Evolution and Future Directions of Achievement Goal Theory.” <i>Contemporary Educational Psychology</i> 61, 1-10. https://doi.org/10.1016/j.cedpsych.2020.101862</p> | <p>Can educators exceed any possible negative messaging from a student’s peers, family systems and housing environments? Are there any inherent individual student traits of achievement to allow some students succeed where others have not?</p> | <p>“First, the idea that achievement could mean different things to different people offered a compelling framework for studying motivation. Second, the idea that students’ purposes for achieving could be influenced not only by their own predispositions but by messages in their school, peer, and cultural contexts was also appealing, as it created ...regarding the purpose of school, issues of equity and inequity, and implications for policy and practice.”</p> | <p>Often the dichotomy in messaging between families and school can be extremely confusing for students. While positive communication from educators is undoubtedly pivotal in the development of learners, sociocultural theories, much like those espoused by Barbara Rogoff, stress that learning and achievement is influenced by a community holistically. As such, while educators and school environment can aid a learner dramatically, all parties involved</p> |

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| | | | must be working together to help students as much as possible. |
| | What steps can be taken to ‘de-westernize’ individual achievement indicators and outcomes? Should there be a movement to more collectivist assessment where group work and compiled mastery carries more weight than individual, ‘all or nothing’ assessments? | “For example, among students from individualist cultures (e.g. European American), performing better or worse than others may have implications for how one feels about oneself. In comparison, in more collectivist cultures, the meaning of a performance goal may involve concerns with how one’s performance relative to others will reflect on one’s in-group (e.g. family), and performance goals may involve a more social meaning.” | As “interest is a cognitive and affective motivational variable that develops” (Renninger & Hidi, 2022) assessment should be able to develop in a similar way. Following competency-based assessment much like in the BC Curriculum should greatly aid this, but there is still much more than educators need to do, so as to not fall back into the assessment based solely on content and performance-based testing. |
| Elliot, A.J., Hulleman, C.S. (2017) “Achievement Goals.” In Elliot, A.J., Dweck, C.S., Yeager, D.S. (Eds.), <i>Handbook of Competence and Motivation: Theory and Application</i> (pp. 43-60). Guilford Publications. | How feasible is it for teachers to effectively implement a TARGET framework into their everyday lessons? While effective to promote content mastery, how realistic is it to expect these parameters/ expectations of educators on a routine basis? | “...research using this type of intervention is usually grounded in the TARGET framework... <i>Tasks</i> in which students engage, the level of <i>Authority</i> given to students to guide their own learning, how students receive <i>Recognition</i> for their efforts, how students are <i>Grouped</i> while learning, how students are <i>Evaluated</i> , and the amount of <i>Time</i> given to students to learn.” | The TARGET framework touted by Elliot et al. while very well developed and clearly laid out for implementation is significant. As a classroom teacher, I argue that it would be incredibly difficult to implement all of the ideas surrounding it simultaneously. As such, I feel that an effective starting point would be to focus on <i>Authority</i> —allowing students to pick their own assignments, and <i>Recognition</i> —celebrating the successes and hard work of students. |

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| | <p>To have students effectively adopt a mastery-goal attitude, is it necessary for them to be exposed to that particular system at an early age? In other words, can students who have only been previously exposed to performance-type assessments adequately transfer and find the intrinsic motivation that is often required in order to be successful at mastery?</p> | <p>“... this type of intervention is usually grounded in either the dichotomous or the trichotomous achievement goal model, and the emphasis is on directly and explicitly trying to guide individuals toward mastery-based rather than performance-based goal pursuit... the mastery-based goal intervention (labeled ‘learning goal orientation’) defined learning goals as focused on improvement and skills development, and encouraged participants to adopt these goals, and reflect on their learning and progress.”</p> | <p>As students/learners are shaped by the learning environments which they reside, I believe it would take significant time and investment to transition students from performance-based to mastery-based assessments. Younger learners who have only experienced mastery-based learning environments should not face significant challenges, but more mature students may face difficulties reconciling between mastery-based and performance-based assessment types.</p> |
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| <p>Graham, S. (2020) “An Attributional Theory of Motivation.” <i>Contemporary Educational Psychology</i> 61,1-11. https://doi.org/10.1016/j.cedpsych.2020.101861</p> | <p>How do we better train/educate teachers to give effective feedback that is beneficial to all learners, including those that are particularly reluctant or discouraged?</p> | <p>“Social psychological research informed by attributional analyses suggest that feedback should be wise: It should be appropriately critical while also communicating high expectations, assurances that students have the requisite ability, and strategies for improving their performance.”</p> | <p>Much like Mark Roberts in <i>The Boy Question</i> (2022), the idea of pushing students to strive for high expectations, while not being wholly unrealistic, is a very important idea. He posits that it is important to not allow reluctant students to have an ‘out’ to push responsibility aside, while simultaneously respecting the lived experiences and history of each individual student.</p> |
| | <p>How does attribution theory reconcile claims that ability is stable (and therefore static or</p> | <p>“The main findings of mindset interventions are compatible with principles of attribution theory.</p> | <p>I believed it to be telling that even within the article by Graham, there seems to be a</p> |

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| | unmovable) with overwhelming research and literature promoting the benefits and results of growth mindset programs? | Students who are trained to endorse an incremental theory of intelligence (ability is unstable and controllable, much like effort) will have more positive outcomes when they encounter academic challenges than will students who endorse an entity theory (ability is stable and uncontrollable). | disconnect surrounding the idea that ability is static. Completely opposite to the ideas of <i>growth mindset</i> put forward by Carole Dweck and others, I strongly disagree that ability and knowledge are not fluid constructs that can be developed and grown over time. |
| Dweck, C.S., Dixon, M.L., & Gross, J.J. (2023) "What is Motivation, Where Does it Come From, and How Does it Work?" In Bong, M., Reeve, J. & Kim, S., <i>Motivation Science</i> (pp. 5-9). Oxford University Press. https://doi.org/10.1093/oso/9780197662359.003.0001 | Do the personality traits espoused by Dweck et al. arrive more so due to goal choices which have been completed, or in those where success/completion was not experienced? Would one carry a greater influence than the other long-term? | "As people develop, then, they build a repertoire of need-fulfilling goals and the means to achieve them. Over time, their pattern of goal choices and goal pursuit may become more recurrent, characteristic, or 'trait-like' and may become what we might call their personality—their characteristic ways of thinking, feeling, and <i>acting</i> ." | Developed personality traits are formed by the successes and failures that individuals experience. Expectancy-value theory would argue decisions surrounding what tasks to pursue would be shaped by perceptions of possible success, and as such could lead to personality shaping and development, while achievement theories would simultaneously focus on both achievement as well as avoidance, and how those processes could form individual's personas as well. |
| | How dramatically can internal, external, or a combination of both stimuli augment a learner's perception/drive to achieve mastery in an 'approach-based' achievement model? | "We suggest that both internal and external stimuli can heighten or dampen the representations of these candidate goals based on the costs and benefits of each; that is how much we value that goal, how salient it is to us at that | In an achievement model, I believe that intrinsic forces would play the most significant role in mastery-approach, while extrinsic forces would be most impactful in performance-avoidance situations. By maintaining the parallels of positive |

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| | | moment, and how easy or hard it will be to achieve.” | reinforcement with mastery, and negative reinforcement with performance, it would push most learners towards a mastery model if given the choice. |
| Roberts, M. (2022) <i>The Boy Question: How to Teach Boys to Succeed in School</i> . Routledge. | How do educators balance giving positive feedback to reluctant learners to motivate, as compared to giving praise on insignificant tasks and thereby reinforce lower learning expectations? | “Praise for successful performance on an easy task can be interpreted by a student as evidence that the teacher has a low perception of his or her ability. Consequently, it can lower rather than enhance self-confidence... Imprecise praise is also unhelpful. Research indicates that inconsistent and vague reward strategies leave students feeling confused and uncertain about what they did to receive a reward.” | This is a difficult prospect to entice reluctant learners to participate in a meaningful way, while not diminishing the efforts of others around them. As such, I believe there needs to be a balance that acknowledges the effort put forward of said learners, while attempting to have these students continue to grow and meet the high expectations that need to be in place. |
| | What is the balancing point between academic autonomy for students, and particularly male students, and continuing to motivate them to strive for academic growth and achievement? How do educators promote independence, while simultaneously keeping high expectations for their students? | “In the battle against male academic demotivation, ‘control’ is a key word. When dealing with low-confidence boys who fear failure, we need to instill a feeling that they can influence their own outcomes and shape their own academic destiny. Remind them of how far they’ve come... when boys begin to taste success and appreciate the progress they’ve made, they start to buy in to the idea that they have control over how far they’ll go in your subject.” | I feel that the line between academic autonomy, and complete independence in the classroom will be dependent on each individual student. Referring back to the TARGET framework put forward by Elliot et al., the letters G,E, and T will carry a huge amount of significance. Upon giving students autonomy on what they are working on, it should be balanced with pre-determined <u>Group</u> settings that lend to success, clear criteria on how <u>Evaluation</u> will take place |

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| | | | and adequate allotment of <i>Time</i> to complete said tasks. If these are conducted routinely and consistently, I don't feel that it is unrealistic at all to promote content mastery within the classroom. |
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