Professional Development Webinar
(Term 1, 2016)

Motivational Orientations
Are Students Actually Interested In Learning Itself ?

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Student Motivation

Highly Influential

Student Motivation
Activity choice
Engagement
Persistence
Help seeking
Performance

Adjustment at School
Lifelong disruption

Goal Achievement Motivation
Student (internal) and Classroom (external)

Student

- Development
- Achievement

External Influences

- Classroom structure
- Motivational climate
- Learning environment
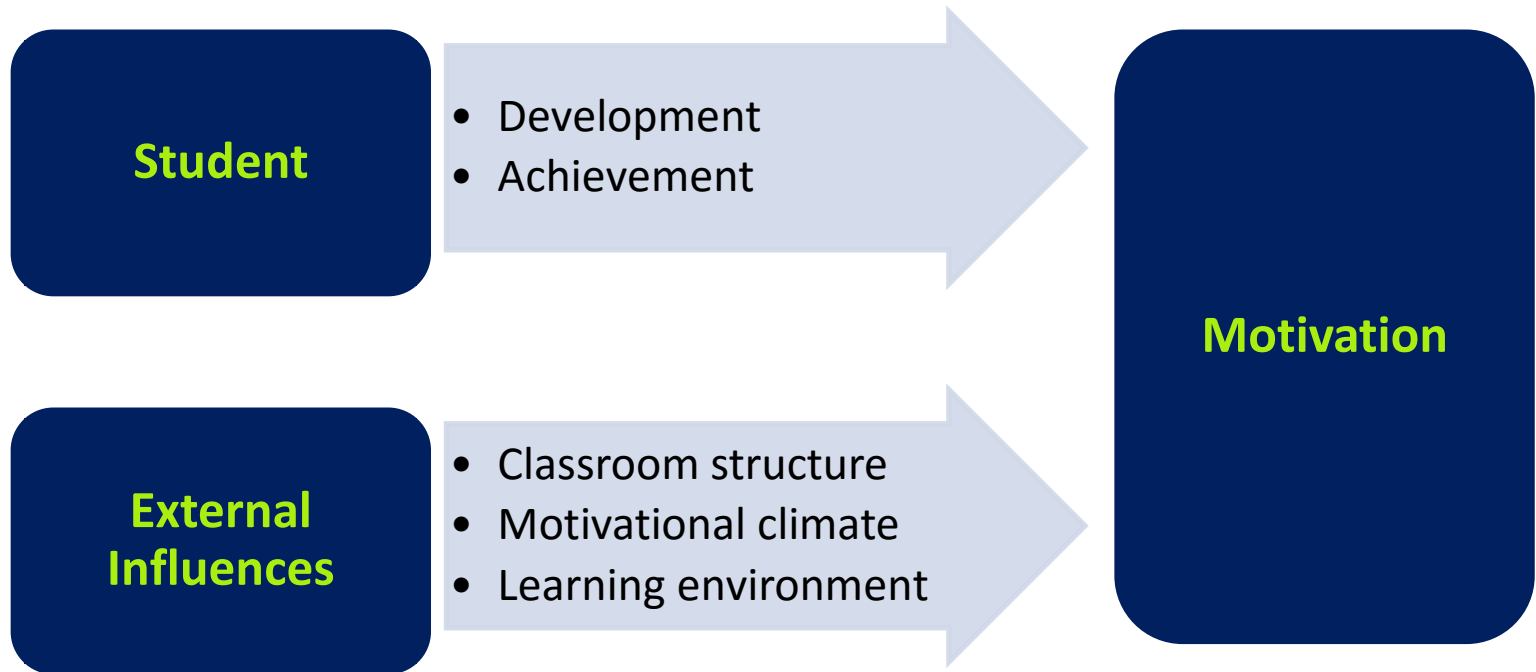
Motivation

Goal Achievement Motivation
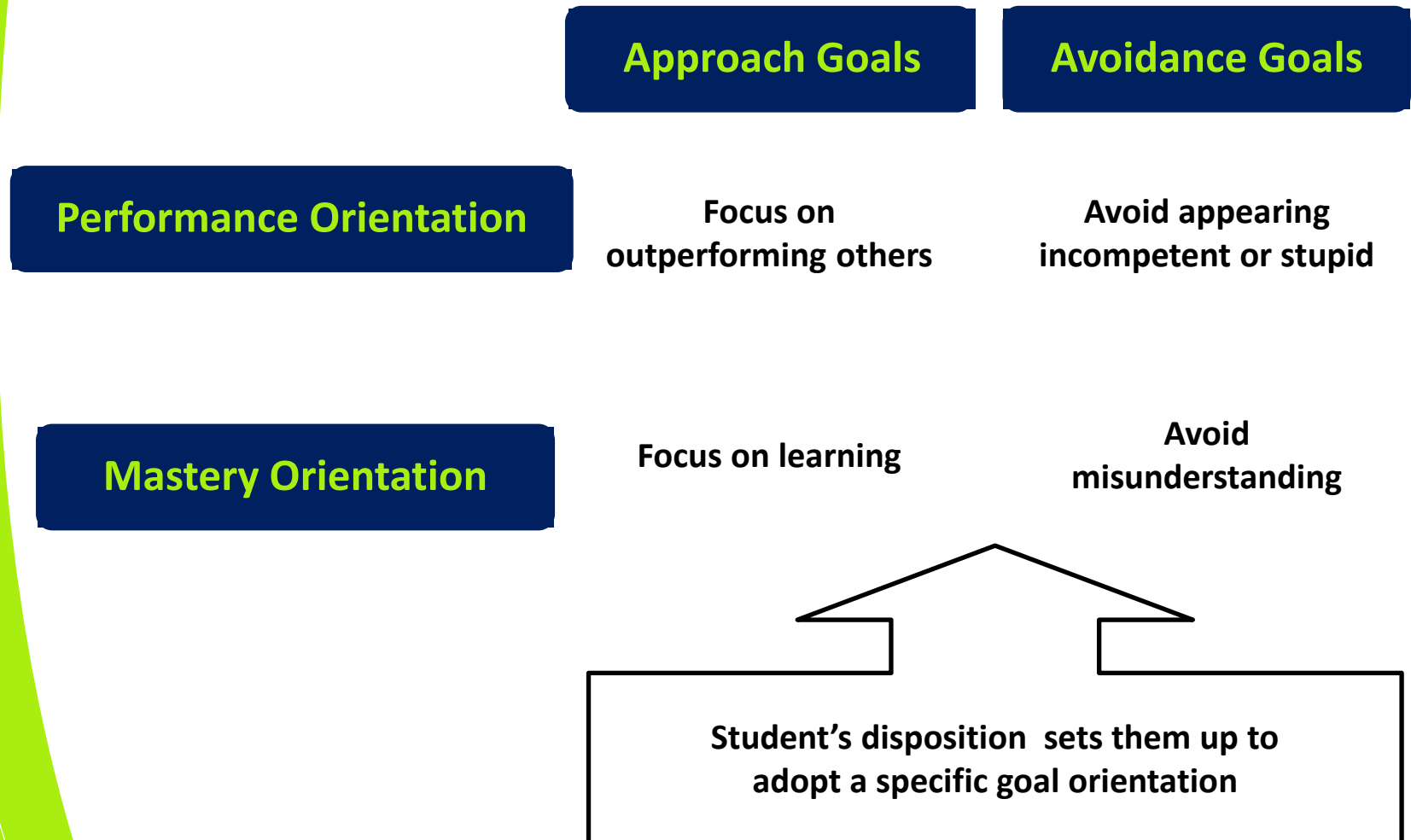## Defining Achievement Goals

Performance Orientation

- Develop competence relative to others
- Strive to do better than others
- Seek to prove capability

Mastery Orientation

- Develop competence through task mastery
- Desire to learn
- Seek deep understanding and mastery

Goal Achievement Motivation
Orientations and Goals

	Approach Goals	Avoidance Goals
Performance Orientation	Focus on outperforming others	Avoid appearing incompetent or stupid
Mastery Orientation	Focus on learning	Avoid misunderstanding

Student's disposition sets them up to adopt a specific goal orientation

Behavioral Implications
Motivational orientation and behaviour

Mastery Orientation

Behavioural Implications
- Positive learning behaviours patterns
- Students persist with difficult tasks
- Display high levels of task involvement
- Show high levels of effort
- Use "deep" learning strategies
- Positive perceptions of academic ability and self-efficacy

Behavioral Implications
Motivational orientation and behaviour

Performance Orientation

Behavioural Implications
- High levels of motivation to demonstrate ability
- Students persist to gain and prove their capability
- Active use of memorising and rehearsing strategies

But....

In Contrast

Mastery Orientation

- Surface learning strategies
- Self-handicapping strategies
- Competitive (always wanting to outperform others)
- Low level of effort when challenged
- Low persistence in the face of failure
- Use of deceptive strategies

- Seek out challenges
- Enjoy learning
- Persist when failure occurs
- Experience positive emotions
- Self-directed learners
- Seek help

Behavioral Implications
Motivational orientation and behaviour

Performance AVOIDANCE Orientation

Behavioural Implications
- Avoid being perceived as incompetent
- Avoid negative judgments

Difficulties
- Disorganised study strategies
- High test anxiety
- Overly placatory
- Low intrinsic motivation
- Poor academic performance

Motivational Orientation
Academic Performance Prediction

What is the impact of goal orientation on academic achievement?

- Mastery-approach - **YES**
- Performance-approach – **YES** *but see conditions…*
- Performance-avoidance goals – **NO**

Conditions

✔

Performance-approach goals best when:
- Student comparison is emphasised
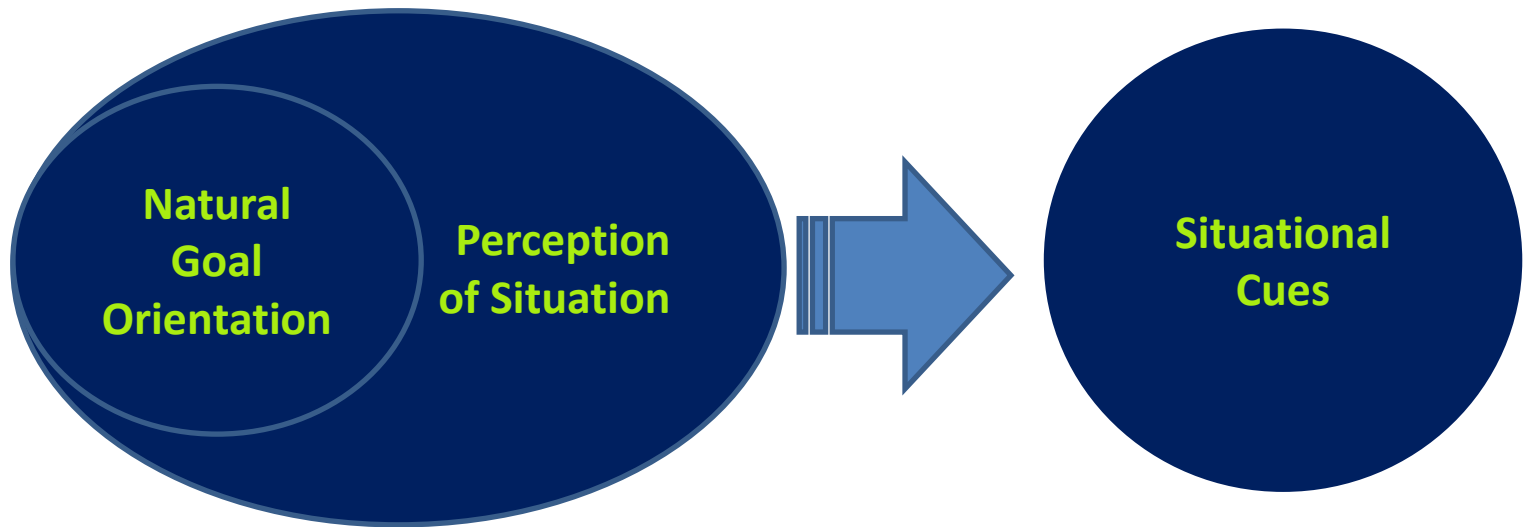- Low task difficulty
- Low fear of failure

✗

But not when:
- Low ability
- Insufficient competence
- Difficult or complex tasks
- High fear of failure

Situational Factors
Can goal orientations change?

Natural Goal Orientation

Perception of Situation

Situational Cues

Mastery-oriented school setting
- Task-orientation and low-ego (or performance) orientation

Performance-oriented sport setting
- Low task-orientation and high-performance orientation

Vague or weak situational cues
- Natural tendency better predicts goal orientation

Strong motivational climates
- Natural disposition less predictive
- Situational cues determine goal-orientation

Classroom Climate
Goal structures and climate within the classroom

Mastery Goal Structure and Climate

- Promotes learning and trying hard
- Students drive own learning
- Personal development valued

Mastery Evidence:
Increased efficacy, effort, persistence, and belonging.

Decreased cheating, avoidance coping, and withdrawal.

Performance Goal Structure and Climate

- Emphasis on competence relative to others
- Teacher drives class

Performance Evidence:
Increased extrinsic motivation, greater effort and persistence when task not too difficult and perceived competence exists.

Reduced student autonomy, low engagement in learning activities, and increased negative attitudes and boredom.

Restructuring Classrooms
Setting up goal structure and climate

TARGET System

Learning environment and instructional strategies - strongly related to academic motivation

- Task assignments
- Authority relations
- Recognition systems
- Grouping procedures
- Evaluation practices
- Use of time

Mastery-oriented classroom goals and climate:
- Beliefs and intrinsic motivation
- Positive emotions and Attitudes
- Perceived Capacity and Competence
- Constructive behaviours and learning practices

Summary

Goal Achievement Orientation

- Explains student goals and motivation
- Mastery orientation – Learning for understanding
- Performance orientation – Outperforming others

Evidence

- Mastery and performance-approach goals predict academic achievement
- Most adaptive approach to learning occurs with mastery orientation

Restructuring Classroom Goals and Climate

- Teachers can influence student goal orientation
- Restructure classroom goals and climate (TARGET system)

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