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Week Three: Chapter 3 Reading Guide

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Chapter 3 Reading Guide

1. What two concepts are central to understanding motivation? pp. 69
2. Why are goals important to learning? pp. 70-71
3. Compare and contrast performance-approach goal and performance-avoidance goals. pp. 71-72
4. Explain the difference between a goal's subjective value, intrinsic value and instrumental value? Give examples of intrinsic and extrinsic rewards. pp. 74-76
5. What types of ideas/attitudes determine a student's expectation for success? What type(s) of motivation impact students' success? Students' failure? pp. 77-79
6. What three important levers can instructors use to motivate students? What happens when students don't care about a goal and have little confidence in their ability to achieve that goal? What happens when students value a goal but lack confidence in their ability to achieve it? pp. 79-81

Think It Over

Is motivation the responsibility of the teacher or the students? Are today's NetGeneration students motivated in the same way you were when you were an undergraduate? Explain.

Problems can occur when our goals and our students' goals are mismatched. Which of the strategies for establishing value listed on pages 83-85 would work best in your target course? Explain how you might implement the strategy(ies).

Which of the strategies listed on pages 85-89 would assist you in building students' positive expectancies and address value and expectancies?