Spring 2015

Week Three: Chapter 3 Reading Guide

Judith Longfield
Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/teaching-academy

🔗 Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, and the Higher Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/teaching-academy/37

This student motivation is brought to you for free and open access by the Center for Teaching Excellence at Digital Commons@Georgia Southern. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
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?