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Welcome

Welcome to our Motivational Learning Theories Portfolio. This portfolio contains a variety of information about three major motivational theories. An annotated bibliography is provided for each theory with links to helpful articles, videos, infographics or anything else we may have come up with to form a better understanding of our chosen motivational theories.

For reference, a glossary is compiled at the end of this document.

Motivation

When faced with an obstacle that hinders access to a desired element of personal interest, we as organisms can experience an internal force that drives us to seek the element with stronger effort, though we are aware of its indirect access. This sensation to pursue something of personal value despite the odds can be described as a construct and/or source of both intrinsic and extrinsic drive, known as motivation. According to authors Dale H. Schunk, Judith L. Meece, and Paul R. Pintrich, the theoretical definition of motivation from the view of educational psychology, is that it's a process whereby goal-directed activities are instigated and sustained (Schunk, Meece & Pintrich, 2014).

The components of this definition applies to various facets of social engagement, such as learning, education, social interaction, goal attainment, self development, etc. The concept itself is multifarious, because organisms enact different types of motivation depending what it is they are trying to obtain or accomplish.

Reference: Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Boston, MA: Pearson.

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Table of Theories

Theory	Summary
<u>Social-Cognitive Theory</u>	Social Cognitive Theory is a prodigious concept that is divided into several different components that interpret the “self” in regards to social interactions and influences. It discusses the framework and associations of key terms such as self efficacy, modeling, goals, values, and self regulation, in how they correlate with processes that involve motivation from both the individual and group perspectives. This section of our portfolio will elicit a number of articles, videos, and key applications of research that will further elaborate upon the many factors of the overall theoretical concept.
<u>Goal Theory</u>	Goals are a key driving source behind the manifestation of motivation. It culminates around the needs of the individual, or any necessary factors that will satisfy a personal desire. Goals are subconsciously arranged to be suited or obtained in an order that is based on importance and relevance to the individual, so it varies. This section of our portfolio will consist of a number of articles, videos, and key applications of research that will further elaborate upon what gives goes their value and why they are important in self development.
<u>Motivation in Adult Education</u>	Motivation, when evaluated from the perspective of adult education, can be deciphered as an individual’s personal drive for self accomplishment and educational/career establishment. Adult education is defined as a higher and more accelerated level of academia that appeals as the early stages of career concentration and development. When the idea of motivation is applied to that, it becomes an individual feeling compelled to achieve with both intrinsic and extrinsic efforts driving its pursuit. This section of our portfolio will consist of a number of articles, videos, and key applications of research that will further elaborate upon the association between the two factors, and how they have varying outcomes based on how much one influences the other.

Social-Cognitive Theory

Social Cognitive Theory is a prodigious concept that is divided into several different components that interpret the “self” in regards to social interactions and influences. It discusses the framework and associations of key terms such as self efficacy, modeling, goals, values, and self regulation, in how they correlate with processes that involve motivation from both the individual and group perspectives.

Key Terms:

1. Self-efficacy

One's belief that they have the ability to perform a task

2. Modeling

Behavioral, cognitive and affective changes that result from observing one or more models

3. Values

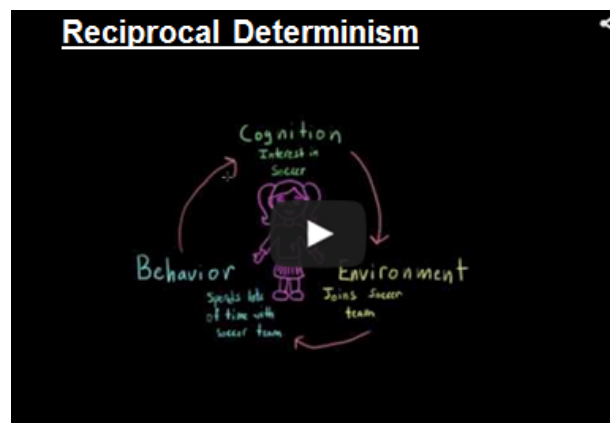
The perceived importance or usefulness of learning

4. Self-Regulation

The process which students activate and sustain cognitions, behaviors, and affects that are systematically oriented toward attainment of their goals

5. Reciprocal Determinism

Fundamentally the interaction between behavior, individual people, and the situation in which they exist

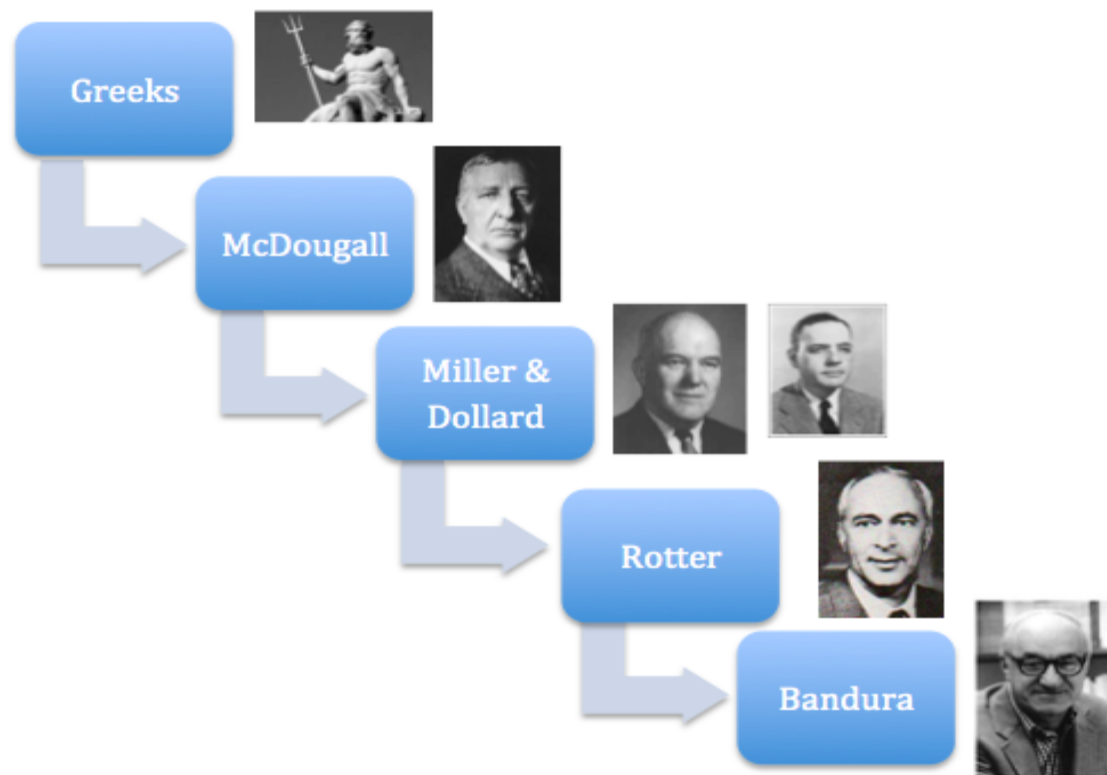


https://www.youtube.com/watch?v=YrA_gYEhCmo&feature=youtu.be

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Theoretical Research:

- Imitation theories can be traced back to the Greeks; they believed imitation played an important role on behavior.
- In the early 1900s McDougall (1926) believed that all behavior was instinctive and imitation was part of socialization.
- Miller and Dollard (1941) also developed a theory of imitation based on the idea that imitation led to reinforcement.
- Then, in 1954 Rotter proposed a theory that integrated learning and personality theories.
- Rotter's theory formulates that people form expectations about the likely outcomes of behaviors and act in accordance with these expectations.
- And in 1986 Bandura expanded on Rotter's ideas and theory, creating Social Cognitive Theory: reciprocal interactions among personal, behavioral and environmental factors.



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The Bobo Doll Experiment:

- Bandura (1961) tested 36 boys and 36 girls from the Stanford University Nursery School aged between 3 to 6 years old.
- The researchers pre-tested the children for how aggressive they were by observing the children in the nursery and judged their aggressive behavior on four 5-point rating scales. It was then possible to match the children in each group so that they had similar levels of aggression in their ever
- Children who observed the aggressive model made far more imitative aggressive responses than those who were in the non-aggressive or control groups.
- There was more partial and non-imitative aggression among those children who has observed aggressive behavior.



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Strengths and Weaknesses:

<i>Strengths:</i> • A comprehensive theory that takes human behavior, cognition and environment into account. • Addresses how reinforcement, punishment and self-efficacy affect motivation. • Addresses how an individual will work to attain goals. • Focuses on the importance of self-regulation in learning.	<i>Weaknesses:</i> • It does not address the full complexities of human differences. • Does not focus on personality traits or biological differences when explaining behaviors and cognitive processes. • Loosely organized with few research based procedures. • Limited protocols exist to follow in the classrooms.
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Quiz your knowledge: [HERE](#)

References:

Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist*, 33(4), 344-358. doi:10.1037/0003-066X.33.4.344

Zhang, Y., Fang, Y., Wei, K., & Wang, Z. (2012). Promoting the intention of students to continue their participation in e-learning systems: The role of the communication environment. *Information Technology & People*, 25(4), 356-375.

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Social-Cognitive Theory: Helpful Resources

Throughout our research into Social-Cognitive Theory, we came across several valuable resources that were key in bettering our understanding of the theory. These resources can be seen below.

Cury, F., Da Fonseca, D., Moller, A. C., & Elliot, A. J. (2006). The Social-cognitive model of achievement motivation and the 2 × 2 achievement goal framework. *Journal of Personality and Social Psychology*, 90(4), 666-679.

Relative to the Social-Cognitive Model, this article examines entity theory and incremental theory. Entity theory characterizes ability as stable and not susceptible to change. Incremental theory distinguishes ability as capable of change.

This article describes how performance goals and mastery goals relate to entity and incremental theory. Entity theory and performance goals are suggested to predict low levels of persistence, performance, and intrinsic motivation. Incremental theory and mastery goals are suggested to predict high levels of persistence, performance, and intrinsic motivation.

Perceived competence and its relationship to implicit theories of ability are also discussed.

The 2x2 part in the title refers to an achievement goal framework that crosses the performance-mastery distinction with the approach-avoidance distinction. These elements are also discussed in the Goal Theory section.

Ponton, M. K., Rhea, N. E. (2006). Autonomous learning from a social cognitive perspective. *New Horizons in Adult Education and Human Resource Development*, 20(20), 38-49. Retrieved from <http://files.eric.ed.gov/fulltext/EJ983778.pdf>

Social-Cognitive Theory (SCT) recognizes that human behavior is intentional and influenced by an individual's thoughts and their environment. The article links these elements with autonomous or self-directed learning.

SCT posits values arise out of an individual's belief in the importance of learning. These values inspire individuals to set a goal, based on their self-efficacy for that goal, and determine what actions would best help them achieve that goal. When an individual chooses a self-directed learning path, they are labeled as having "learner self-directedness."

The article presses the idea that autonomous learning doesn't mean learning in isolation (leaving room for modeling to come into play), it simply means the learning is pursued as an intentional activity based on an individual's desires and interests.

This article is particularly helpful as a means of understanding how Social-Cognitive theory aligns with concepts of adult learning, as adults tend to be more autonomous and more self directed than younger learners.

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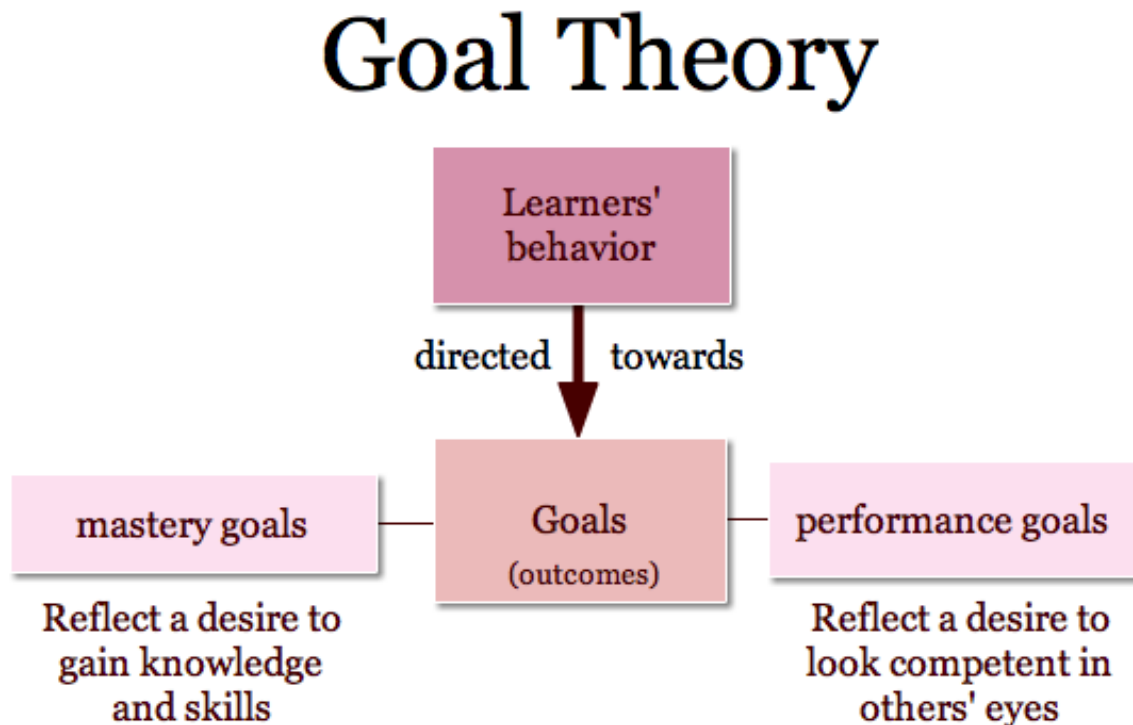
Goal Theory

Key Terms:

In Goal Theory, a **goal** is the behavior (outcome) that one is consciously trying to perform (attain).

A **mastery goal** is a goal of increasing one's competence through learning skills, mastering tasks, self-improvement, and understanding new material. This is also called a learning goal, task-involved goal, or task-focused goal.

A **performance goal** is a goal to appear smart to others, to do better than others, to avoid appearing to be stupid, and to have others believe one is competent. Also called an ego-involved goal, an ability-focused goal, a relative ability goal.



In motivational systems theory, there are two important aspects of goals; **goal content** and **goal processes**. **Goal content** is the desired or undesired consequences of a particular goal. Goal content is assessed by asking people what they want, what they are trying to accomplish, and why they did something. A goal content approach offers a comprehensive model of human

motivation that includes goals, personal agency beliefs, and emotions (Schunk, Meece & Pintrich, 2014).

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Martin Ford developed **Motivational Systems Theory**, a comprehensive theory of motivation which involves an individual in biological, social, and environmental contexts that are necessary for development. Ford (1992) states, “achievement and competence are the result of a motivated, skillful, and biologically capable person interacting with a responsive environment” (p. 70). The theory proposes that motivation is a “psychological, future-oriented (anticipatory) and evaluative (rather than instrumental) phenomenon” (Ford, 1992, p. 248). Motivation provides the direction for the behavior, the evaluation of the behavior (whether to persist or quit), and cognitive and behavioral components provide the means for action. The three main components are goals, emotions, and personal agency beliefs; if any of these three components is missing, a person will not be motivated in that situation (Schunk et al., 2014).

Ford’s Taxonomy of Human Goals

I. Desired Within-Person Consequences

- A. Affective goals
 - 1. Entertainment
 - 2. Tranquility
 - 3. Happiness
 - 4. Bodily Sensations
 - 5. Physical well-being
- B. Cognitive goals
 - 6. Exploration
 - 7. Understanding
 - 8. Intellectual creativity
 - 9. Positive self-evaluations
- C. Subjective organization goals
 - 10. Utility
 - 11. Transcendence

II. Desired Person-Environment Consequences

- A. Self-assertive social relationship goals
 - 12. Individuality
 - 13. Self-determination
 - 14. Superiority
 - 15. Resource acquisition
- B. Integrative social relationship goals
 - 16. Belongingness

- 17. Social responsibility
 - 18. Equity
 - 19. Resource provision
 - C. Task goals
 - 20. Mastery
 - 21. Task creativity
 - 22. Management
 - 23. Material gain
 - 24. Safety
- (Ford, 1992)

Goal processes are strategies students use to form the content of their goals. These strategies include setting specific goals that can help guide and regulate cognition and action better than vague goals.

Goal orientations are general personality styles that cross situations and behavior episodes. Ford and Nichols identified three dimensions of goal orientations: Active-reactive, approach-avoidance, and maintenance-change.

Active-reactive style

An active orientation refers to an individual being involved in initiating, directing, and planning behavior, in contrast to a reactive style whereby behavior is a function of situational features. Associated with more personal meaning because individuals are directing their behavior and are not reactive to the whims of the situation. Students with an active style show greater self-initiative and self-directed learning. Students with a reactive style are more passive and wait for teachers to give direction.

Approach-avoidance style

Individuals who conceptualize goal content as approaching desired consequences or of avoiding undesired consequences. Students with an approach style seek out new tasks, take risks, and are not afraid of failure. Students with an avoidance style are anxious about trying new tasks and seek to avoid failure.

Maintenance-change style

Individuals actively seeking to maintain their goals and behaviors, in contrast to those who seek to change and improve their goals. Students with a maintenance style are satisfied with their level of performance. Change-oriented students are interested in learning and achieving more.

Goal hierarchies help an individual set priorities and coordinate the multiple goals that might be evoked in any situation (Schunk et. al, 2014).

Dr. Ford's academic profile can be found here:

<http://cehd.gmu.edu/people/faculty/mford/>

Kathryn Wentzel (1991) examined the role of social goals in classroom achievement, and her research has shown that students endorse many social goals, such as being responsible and dependable, seeking approval from others, making friends, and having a good time. She found academic and social responsibility goals predict classroom effort (Wentzel, 1996), and noted students who endorse social responsibility goals are higher achievers than students who do not set these goals. Wentzel developed a **Theory of Social Goals** where goals can come from an individual or the context. Students integrate personal and group goals in the classroom, and can work to achieve and learn, make friends, and conform to classroom and institutional rules, all at the same time.

Wentzel (1999) suggested three models for how the pursuit of social goals is relative to academic goals and accomplishments:

Complementary relations between social and academic goals. Goals are pursued independently; academic goals lead to task engagement, which has an independent influence on achievement.

Developmental relations where social goals foster academic goals, which leads to higher achievement. Early development of social goals and their attainment are important to the development of academic goals.

Hierarchical-social goals lead to academic goals and academic goals lead to social goals at the same time.

Dr. Wentzel's academic profile can be found here:

<http://www.education.umd.edu/Academics/Faculty/Bios/index.cfm?URLID=wentzel>

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Strengths and Weaknesses:

Strengths: • Contributes to the fulfilling of an individual's self concepts and perceived potential in overall achievement. • Expands mental awareness and interpretation based on every thought that's produced and every decision made in developing goals.	Weaknesses: • Can conflict socially with both the people and environmental influences within the general setting. • Can create cognitive and emotional limitations, by restricting an individual's sense of exploration.
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References:

- Bloomenfeld, P. C. (1992). Classroom learning and motivation: clarifying and expanding goal theory. *Journal of Educational Psychology*, 84(3), 272-281.
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- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Boston, MA: Pearson.
- Wentzel, K. R. (1996). Social goals and social relationships as motivators of school adjustment. In J. Juvonen & K. R. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment* (pp. 226-247). Cambridge, UK: Cambridge University Press.

Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding students' academic success. *Journal of Educational Psychology*, 91, 76-97.

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Goal Theory: Helpful Resources

Throughout our research into various works and conceptual pieces regarding the goal theory and the components involved in its formulation, we came across some really valuable resources that were key in helping to grasp the concept of goal theory.

Butler, R. (2007). Teachers' achievement goal orientations and associations with teachers' help seeking: Examination of a novel approach to teacher motivation. *Journal of Educational Psychology*, 99(2), 241-252.
<http://dx.doi.org/10.1037/0022-0663.99.2.241>

This article investigates teacher motivation and personal achievement goals. The author, using The Goal Orientations for Teaching instrument, had 320 teachers complete a self-report to examine mastery, performance-approach, performance-avoidance, and work-avoidance goals.

A focus on help-seeking was chosen because Goal Theory has provided a framework for predicting the likelihood that students will ask for help when they meet difficulty, and there is little research on this aspect of teacher behavior. The author found that mastery goals predicted positive perceptions for help-seeking and performance-avoidance predicted negative perceptions and help avoidance.

In the text, the author replaced "ability" for "performance", which made it difficult to follow, but it did not obscure the overall message. Teacher motivation is an under-researched area, so it seems important to include in this portfolio.

Chalabaev, A., Major, B., Sarrazin, P., & Curry, F. (2012). When avoiding failure improves performance: Stereotype threat and the impact on performance goals. *Motivation and Emotion*, 36(2), 130-142. <http://dx.doi.org/10.1007/s11031-011-9241-x>

Secondary source cited in the Chalabaev et al. article:

Goff, P. A., Steele, C. M., & Davies, P. G. (2008). The space between us. *Journal of Personality and Social Psychology*, (94), 91-107.

This study examines the impact of introducing performance-avoidance and approach goals on women's math performance in stereotype threatening vs. nonthreatening situations. A stereotype threat is a situationally-induced identity threat "that can arise when one knows that he or she can be possibly judged or treated negatively on the basis of a negative stereotype about one's group" (Goff et al. 2008, p. 92).

Two experiments showed that inducing **either** stereotype threat **or** a performance-avoidance goal alone led to decreased math performance. The experiments also showed that inducing both stereotype threat **and** a performance-avoidance goal increased women's performance.

Stereotype threat is briefly mentioned in chapter 2 of our text, so an additional resource on how it affects performance goals may be helpful.

Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, (18), 377-390.
<http://dx.doi.org/10.1007/s10648-006-9032-1>

Secondary sources cited in Meyer article:

Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, California: Sage.

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Englewood Cliffs, New Jersey: Merrill.

This article examines the relationship between emotions and motivation in the classroom. The authors cite Ford's (1992) Motivational Systems Theory that describes emotions as "...an empowering source of information about how to influence motivational patterns" (p. 145). They also cite Pintrich and Schunk's (2002) representation of Ford's responsive environment principle: (a) the symmetry of a student's goals and the goals of the classroom, (b) the teacher's responsiveness to the student's abilities, (c) the assignment of realistic and appropriate tasks, and (d) an emotionally supportive environment that fosters trust among students and teachers.

Emotions relative to motivation and Goal Theory, Flow Theory, and Academic Risk-Taking were also studied; positive learning experiences were found to contribute to a classroom climate that forms the foundation for teacher-student relationships and interactions necessary for motivation to learn.

This article includes many of the concepts we have covered in class and provides useful insight of Goal Theory.

**Welke, Erik. *The outrageously simple visual-guide to goal setting*. (2012, August 2).
[Infographic] Retrieved from
<http://visual.ly/outrageously-simple-visual-guide-goal-setting-infographic>**

Colorful, simple, yet thorough infographic detailing the basics of goal theory. Graphic uses plain language and realistic examples to make the theory accessible.

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Motivation in Adult Education

The concept of adult learning theory - or andragogy - was pioneered by theorist Malcolm Knowles. He defined andragogy as "the art and science of helping adults learn" (TEAL). Considering the difference between adults and children, it is to be expected that adults require their own theory of learning. Adults differ from children and teenagers in many respects when it comes to learning.

Knowles's highlights these differences in five assumptions.

Assumptions of Adult Learners

1. Self Concept

As a person matures, they move from being a "dependent personality" (needing direction) to a "self-directed personality," capable of directing their own learning (Cerccone).

2. Experience

Adults draw on their own life experiences (including mistakes) to aid learning.

3. Ready to Learn

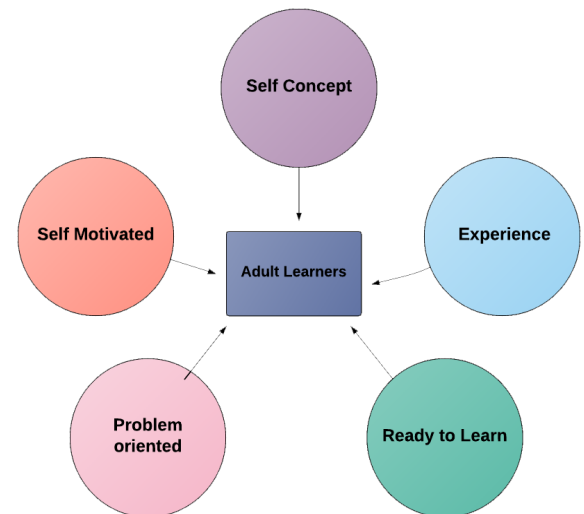
Adults are most interested and ready to learn topics that have immediate relevance or impact on their personal or professional roles.

4. Problem Centered

Adults prefer problem-oriented learning which they can immediately apply in their life or job.

5. Self-Motivated

Adults are motivated by internal factors as opposed to external factors. (TEAL)



According to Raymond Wlodkowski, research supports the "ready to learn" assumption, showing that the type of education adults seek out is that which will improve their job-related skills and knowledge and result in their being able to perform a task or tasks. Additionally, Wlodkowski posits that what motivates adults to learn is "their accumulated experience and learning" (2008), what they find relevant and useful to their lives.

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Motivating Adult Learners

Building on the characteristics of adult learners and the additional research in the field, we determine how best to motivate adults in learning settings. Common strategies, as discussed in Pappas and again in Thoms, include:

1. **Chunk It**

Don't overwhelm the learners. Dividing content into small, digestible chunks helps learners better understand and absorb information.

2. **Make Learning Relevant**

Adult learners appreciate practical, relevant knowledge they can immediately apply. The closer the material is to the requirements of the job, the more successful in might be in motivating the learner.

3. **Provide the Chance for Exploration**

Like children, adults also enjoy exploring and constructing knowledge in ways that are personally meaningful. Providing a variety of documentation, such as videos, lectures, research articles, etc. encourages learners to explore, find material that interests them and ultimately motivates them to learn more.

4. **Make Learning Hands-On**

I hear and I forget. I see and I remember. I do and I understand. People learn by doing. Where possible, provide hands-on activities. In the virtual environment, these can be simulations.

5. **Construct a Community**

For adults, teamwork is a commonality of the work place and some people just enjoy working with others. Allow for team work and utilize social media to facilitate group discussion and sharing.

6. **Provide Feedback**

Feedback lets the learner know if they're on the right track. Good feedback can reinforce success. Additionally, providing opportunities for feedback (such as quizzing or testing) can allow learners to learn from their mistakes.

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Strengths and Weaknesses:

Like all theories, andragogy is not uncriticized and its strengths and weaknesses are highlighted in many articles on the subject; they have been pared down and presented here.

<i>Strengths:</i> • Provides core adult learning principles that can be applied to all adult learning situations. • Allows learner to take direct control of their learning.	<i>Weaknesses:</i> • More principles of practice than theory. Knowles admitted it is "a model of assumptions about learning or a conceptual framework that serves as a basis for an emergent theory" (as cited in Cercone). • Does not consider context of learning: race, gender, culture, life experience all may play a part in how an "adult" learner learns.
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References

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design, AACE Journal, 16 (2), 137-159. Retrieved from.
<http://www.distance.uvic.ca/pdfs/instructors/Characteristics-of-Adult-Learners.pdf>

Pappas, C. (2013). 17 tips to motivate adult learners. Retrieved June 11, 2015.
<http://elearningindustry.com/17-tips-to-motivate-adult-learners>

TEAL center fact sheet: adult learning theories. Retrieved from
https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL_Adult_Learning_Theory.pdf

Thoms, K. J. (2001). They're not just big kids: motivating adult learners. Retrieved from
<http://files.eric.ed.gov/fulltext/ED463720.pdf>

Wlodkowski, R. (2008). What motivates adults to learn (pp. 95-123). *Enhancing adult motivation to learn: a comprehensive guide for teaching all adults*. San Francisco, CA: Wiley & Sons.

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Motivation in Adult Education: Helpful Resources

Throughout our research into adult education theory, these resources, which pull from Malcolm Knowles's theories on adult learning, as well as other research that has been conducted in the field, assisted in bettering our understanding the nature of adult learners and how best to approach motivating and teaching them.

Bye, D., Pushkar, D., & Conway, M. (2007). Motivation, interest, and positive affect in traditional and nontraditional undergraduate students. *Adult Education Quarterly*, 57(2), 141-158.

Describes the differences between traditional and nontraditional students and notes how adult students approach learning in the context of real life application. Older students are more likely to integrate new learning with various life roles in a more multidimensional way compared to younger students.

Age has been measured as a predictor for cognitive maturity and strategies in learning styles in university students. The authors cite Kasworm's study that explored adult students' understanding of their learning experience where older students as a group reported a strong sense of both intrinsic and extrinsic motivation for learning, along with awareness of how these influenced their learning experience.

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design *AACE Journal*, 16 (2), 137-159. Retrieved from <http://www.distance.uvic.ca/pdfs/instructors/Characteristics-of-Adult-Learners.pdf>

This article discusses andragogy in relation to three other theories: self-directed learning, experiential learning and transformational learning. Each theory is examined for how it might apply to online learning environments. Additionally, characteristics of adult learners and how those characteristics might influence the approach to designing and developing online courses are considered.

The article doesn't shy away from criticism of adult learning theory, such as the fact that it doesn't consider the context of learning by looking at how race, gender, culture and life experience play a part in how an "adult" learner learns. The article also examines how the three other theories shore up the concepts discussed in Malcolm Knowles's theory of adult learning, providing more depth in the exploration of how adults learn.

Houde, J. (2006). Andragogy and motivation: an examination of the principles of andragogy through two motivation theories. Retrieved from http://www.lindenwood.edu/education/andragogy/andragogy/2011/Houde_2006.pdf

Andragogy is based on observation and experience instead of hypothesis and empirical research, which leaves it vulnerable to criticism. The attempt of this article to to strengthen andragogy by examining its close relation to cognitive psychology, social psychological theories and motivational theories, particularly: self-determination theory and socioemotional selectivity theory.

Both self-determination theory and socioemotional selectivity theory provide support to various principles of andragogy, including the idea that adults are internally motivated to learn and there is an inherent difference between how children learn versus how adults learn. The paper examines these theories, both supporting aspects and conflicts, in relation to andragogy.

Smith, C. [Cason Smith]. (2014, October 2). The six adult learning principles in practice. [Video file]. Retrieved from <https://www.youtube.com/watch?v=vLJ7cRwKI-I>

A short video that gives a practical overview of adult learning principles and how those principles can be applied in a real-world, practical way.

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Similarities and Differences Between Theories

All the theories discussed in this portfolio share a variety of similarities and differences. We have captured some of these below.

Similarities: <i>Adult Education & Social-Cognitive Theory</i> • Each theory focuses on 3 main aspects: SCT: person-behavior-environment, Adult: work, social, personal • Both theories focus on value in reference to achieving goals • Influence of community important in both theories. Imitation in SCT. Teamwork in adult learning. Differences: <i>Adult Education & Social-Cognitive Theory</i> • The research of adult learning theory focuses on adults and much of SCT has focused on youth • SCT focuses on interaction of variables (person, behavior, environment), adult theory works within each variable (work, social, personal) • Adult education assumes self-regulation has occurred and that adults are self-directed • Adult education is less concerned with extrinsic motivators	Similarities: <i>Adult Education & Goal Theory</i> • Goals are a driving force in both theories. • Motivation is important in each theory. • Goals can be both individual and due to context. Differences: <i>Adult Education & Goal Theory</i> • Adult education is more focused on mastery (adults want to be able to affect change to their personal or professional roles)
Similarities: <i>Goal & Social-Cognitive Theory</i> • Key motivational processes of Social-Cognitive Theory are goals, self-evaluations of progress, and performance outcomes	

• Wentzel's Theory of Social Goals-goals can come from the individual or the context (the classroom) • Both theories involve interactions of variables (goal difficulty-level of performance-effort vs. behavior-person-environment) • Both theories focus on the individual <i>Differences: Social-Cognitive & Goal Theory</i> • Goal theory involves more of an either/or between master and performance goals • SCT is focused on how each factor is a determinant of other factors • Vicarious learning in Social-Cognitive Theory allows learning without the risk of not reaching a goal	
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Glossary

These definitions were drawn from the textbook (Motivation in education: Theory, Research, and Applications), online dictionaries, and the various source materials that have been cited in previous sections.

A

Adult Education Theory - Theory that focuses on a set of principles about how adults learn

Andragogy - The method and practice of teaching adult learners

E

Extrinsic Motivation (Extrinsic Drive) - When one is motivated by external factors

G

Goal Theory - As skills develop, focusing on outcome/product goals raises motivation and achievement

Goal Content - The desired or undesired consequences of a particular goal

Goal Hierarchies - Help an individual set priorities and coordinate the multiple goals that might be evoked in any situation

Goal Orientations - General personality styles that cross situations and behavior episodes

Goal Processes - Strategies used to form the content of goals

I

Intrinsic Motivation (Intrinsic Drive) - When one is motivated by internal factors

M

Mastery Goal - Goal of increasing one's competence through learning skills, mastering tasks, self-improvement, and understanding new material

Motivation - The sensation to pursue something of personal value despite the odds

Motivational Systems Theory - Ford's comprehensive theory of motivation for all human behavior that organizes motivational variables from different theories into one theory

Modeling - Refers to behavioral, cognitive, and affective changes that result from observing one or more models

P

Performance Goal - Goal to appear smart to others, to do better than others, to avoid appearing to be stupid, and to have others believe one is competent

R

Reciprocal Determinism - The interaction between behavior, individual people, and the situation in which they exist

S

Self-Concept - An idea constructed from the beliefs one holds about one's self and the responses of others

Self-Efficacy - One's belief in their ability to perform a certain task

Self-Regulation - The process by which students activate and sustain cognitions, behaviors, and affects that are systematically oriented toward attainment of their goals

Social-Cognitive Theory - Theory that discusses the social effects on behavior

Stereotype Threat - The process whereby a negative stereotype of a group is activated and leads to decreased performance by members of that group

V

Value - The importance one places on something

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