



Self Determination Teorisi

Secrets of Behavioural Psychology

- Discusses the principles of behaviourism and its relevance to understanding human behaviour. It emphasises the importance of feedback loops in systematically changing human behaviour and relates this concept to gamification. Feedback, whether in the form of reward or punishment, plays a crucial role in shaping behaviour. The text also identifies limitations and blind spots in behaviourism, particularly in understanding why people slow down when they see a speed camera, attributing this to fear of punishment rather than genuine learning.
 - The discussion then moves on to people's fondness for lotteries and how behaviourism can be used to explain this behaviour. Despite the irrationality of participating in lotteries with low odds of winning, people are attracted to them. This highlights the need to go beyond traditional behaviourism to understand the thoughts and feelings that drive human behaviour, particularly in gamification.
 - It acknowledges the limitations of a purely behaviourist approach and mentions that B.F. Skinner's operant conditioning is losing popularity in psychology. Nevertheless, there has been extensive research on feedback, especially in the field of the "quantified self". However, the fear of changing behaviour through feedback has led to its association with authoritarian ideologies such as socialism and fascism.
 - As a result, he argues that focusing solely on behaviourism can lead to a reductionist view of people as black boxes and stresses the importance of seeing individuals as players in gamification. While behaviourism is useful, it has limitations and potential problems, which will be discussed in the next section of the talk.
-

Dangers of Behavioural Psychology

- **Manipulation** → In other words, it draws attention to the danger that gamified systems can lead people to do things they do not want to do and lead to negative consequences.
 - **Hedonic behaviour** → Hedonic, enjoyment-dependent pleasure. This suggests the idea that when people are consistently rewarded for certain behaviours, they become desensitised to these rewards. This may express the need for more rewards or more challenging goals to maintain interest.
 - Brains are pattern recognition machines and they try to solve problems. This means that the dopamine system is not really about rewards. It doesn't give pleasure for rewards. It gives pleasure for the anticipation of the reward, when we know that the reward is coming, we start taking dopamine. If you are designing a gamified system and you are doing it in the behaviourist form where everything is about rewards, you have to get people to expect rewards.
 - Overemphasis on status → Status is a very powerful motivator. We do a lot to gain status. So gamification benefits from this, but don't focus only on this. Status is a powerful motivator, but it doesn't work for everyone.
 - In conclusion, gamification needs to be handled carefully, considering its potential dangers and the wider motivations that drive human behaviour.
-

Intrinsic and Extrinsic Motivation

- Let's learn about the alternative approach to psychology known as cognitivism, which focuses on understanding what motivates people to behave in certain ways by opening the "black box" of the mind.
- It simplifies complex psychological concepts and emphasises the importance of considering different types of motivation, especially internal and external motivation.
- **Internal motivation** involves doing something because you really want to do it, finding it rewarding, interesting and enjoyable for its own sake. It is driven by personal interest and inner fulfilment, not external rewards.
 - Examples include doing a job with pure passion, regardless of the material reward.
- **External motivation**, It results from doing something for reasons other than personal interest, such as monetary gain, recognition or external pressures.
 - In the **SAPS** framework, four categories of external motivators are identified:

- **Status:** Doing something to improve one's image, reputation, or social standing.
 - **Access:** Gaining access to specialised or restricted resources, often seen in online communities.
 - **Power:** Having the ability to control or influence certain outcomes.
 - **Items:** Obtaining tangible rewards or benefits as a result of actions, similar to gamification rewards.
 - It suggests that the order in which these motivators are applied can influence their effectiveness and cost-effectiveness in a business context. However, it is important to recognise that the strength and importance of these motivators may differ between individuals.
 - It concludes by emphasising that both intrinsic and extrinsic motivators can co-exist in gamified systems and that their appropriateness depends on the context, the overall system design and the preferences of the target audience.
 - It also underlines that different motivational factors should be taken into account and that focusing solely on external rewards should be avoided as they may not be compatible with the motivations of all individuals.
-

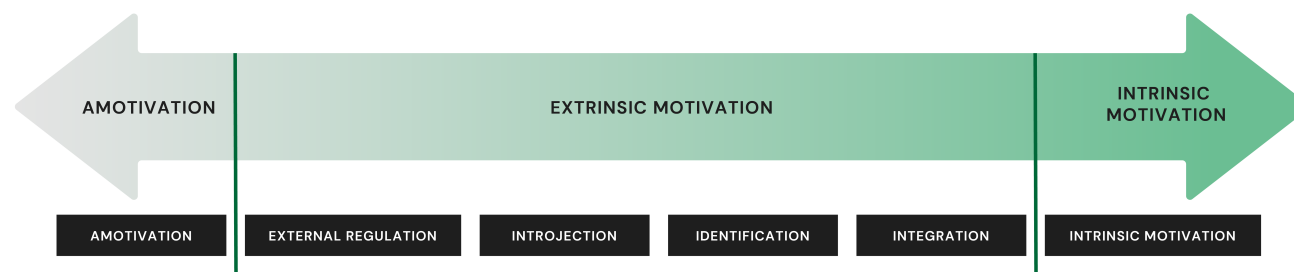
How Rewards Can Destroy Motivation

- The greatest danger of rewards in gamification is that they can actually be demotivating.
 - This occurs when external sources of motivation overshadow our internal motivation, causing us to become demotivated.
 - The main reason behind this is that external rewards often replace the intrinsic motivation we initially had. This shift occurs when people start to focus on the reward rather than the activity itself.
 - Various studies illustrate this phenomenon. For example, in a study of children drawing, some drew because they really enjoyed it (intrinsic motivation), while others were motivated by the promise of rewards. When rewards were offered, those who were initially intrinsically motivated became less motivated and eventually their drawings suffered when the rewards were removed.
 - Similar effects were observed in scenarios such as incentivising parents using monetary penalties to pick up their children from daycare on time.
 - Instead of fostering intrinsic motivation (e.g., social responsibility), the introduction of penalties turned this into a monetary transaction, further increasing the likelihood of parents arriving late.
 - Furthermore, studies on blood donation have shown that offering money in exchange for donations makes people less likely to donate, as it replaces the intrinsic motivation to help others.
 - Even in educational settings, paying teachers based on students' performance did not lead to better outcomes, as it shifted the focus from teaching with love to achieving specific results.
 - These findings suggest that rewards can reduce motivation and thus lead to worse outcomes. It is important to note that these studies generally focussed on tasks that inherently involve some degree of interest or creativity, as most tasks can be interesting or boring depending on individual perspectives.
 - Furthermore, the type of reward is also important. Tangible rewards pose the greatest risk to intrinsic motivation because they completely replace it. In contrast, unexpected, surprise rewards have less impact on intrinsic motivation because they confirm rather than replace motivation.
 - Consequently, in gamification as in other contexts, rewards can potentially inhibit motivation and lead to unintended consequences. Understanding the mechanisms underlying intrinsic motivation is crucial to effectively incorporate gamification without undermining people's natural motivation.
 - We need to focus on intrinsic motivation.
-

Self Determination Theory

- In the 1970s, psychologists Ed Deci and Richard Ryan developed the Self-Determination Theory, which explores the intricacies of human motivation. According to their theory, intrinsic motivation, driven by personal interest and pleasure, proves to be a more powerful and effective force than extrinsic rewards in certain situations.

Figure 4 The spectrum of motivation quality, as posited by self-determination theory



Motivation Spectrum

1. **Amotivation** refers to the state of a person's lack of doing an activity without any motivation or desire to do it. The person has no sense of how important or interesting the activity is.
2. **Extrinsic motivation** is a type of motivation in which a person is stimulated by external factors.
 - a. **External Regulation:** A person does an activity because of external rewards or punishments. For example, doing a job to earn money or to avoid punishment.
 - b. **Introjection:** The person is guided by an internalised version of an external authority or expectation. For example, he/she tries to fulfil the expectations of others, but this motivation is internal.
 - c. **Identification:** A person tries to make an activity more in line with their own values and identity. In this case, motivation is associated with personal identity.
 - d. **Integration:** A person aligns an extrinsic activity with his/her intrinsic values and goals. This represents an intrinsic dimension of extrinsic motivation.
3. **Intrinsic motivation** relates to a person's desire to do an activity for reasons of intrinsic satisfaction or interest. This type of motivation occurs when the person finds the activity meaningful or fulfilling for him or herself.

- According to Self-Determination Theory, the ultimate goal in gamification is to promote intrinsic motivation. This means creating an environment where people genuinely enjoy an activity for its own sake. It is not about tricking individuals into thinking they like something; it is about helping them to find meaning and pleasure in the activity itself.
- To make something fascinatingly motivating, the theory emphasises three characteristics of intrinsic motivation:
 - competence (feeling capable and effective)
 - autonomy (having control over one's actions),
 - relationality (feeling connected to others)
- When these factors are present, people are more likely to see an activity as valuable both to themselves and to the wider community.
- In essence, Self-Determination Theory offers valuable insights into how to effectively motivate individuals, emphasising the importance of aligning motivation with personal values and encouraging genuine enjoyment of activities.

self-determination theory

HUMAN BEINGS HAVE THREE BASIC NEEDS:

COMPETENCE

People need to gain mastery and control of their own lives & their environment.
Essential to wellness.

AUTONOMY

People need to feel in control of their own life, behaviours and goals. This is about choice.

RELATEDNESS

People need to experience a sense of belonging and connection with other people.
Feeling cared for by others & to care for others.

Based on the work of Richard Ryan and Edward Deci.