



NEDD904

# Assignment 1 Group Presentation

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# Problem

Declining motivation among teenagers due to lower **agency** and **confidence** (Walls & Little, 2005)

- **Agency:**

Belief in their ability to influence important events in their lives

(Schunk & DiBenedetto, p. 2-3)

- **Confidence:**

Related to self-efficacy - perceived ability to learn and perform at their level

(Schunk & DiBenedetto, p. 3)

# Justification of Identified Motivation Theory

Theory	Key Constructs	Suitable for
Situated Expectancy-Value Theory (Eccles & Wigfield, 2020)	Expectancies for success, subjective task values (intrinsic, attainment, utility, cost), academic self-concept	Academic disengagement
Self-Determination Theory (Ryan & Deci, 2020)	Basic psychological needs (autonomy, competence, relatedness), intrinsic/extrinsic motivation, amotivation	Need for independence
Achievement Goal Theory (Urdan & Kaplan, 2020)	Mastery goals, performance-approach goals, performance-avoidance goals, classroom goal structures	Fear of failure/ Comparison
Attribution Theory (Graham, 2020)	Causal dimensions (locus, stability, controllability), ability, effort, strategy, luck	Bullying or social bias
Social Cognitive Theory (Schunk & DiBenedetto, 2020)	Self-efficacy, outcome expectations, goals, self-regulation, modeling, vicarious learning	Low confidence/Agency

## Social Cognitive Theory

Reciprocal interactions between **personal**, behavioral and **environmental** processes

(Schunk & DiBenedetto, 2020)

Solution 1: **personal process**

Solution 2: **environmental process**

(Lim et. al. 2020)

# Solution 1 - Scaffolded Goal Setting

Scaffold students to perform goal setting (part of personal influence) and to monitor achievement of goals

- Performance (short term) goals for each week (i.e. *To complete pre-class reading and attempt tutorial question*)
- Learning (long term) goals for each semester or task (i.e. *To cook a dish or bake a pastry*)

Benefit of goal setting supported for children, adolescents and adults (Locke & Latham, 2002, 2015; Locke, 2018; Zimmerman et al., 2015).

Assuming a 10 weeks course, features of scaffolding (Puntambekar & Hubscher, 2005) was integrated with goal setting:

**(Demonstration)** Week 1: Teacher to co-construct learning goal with students while explaining its importance

**(Guided Application)** Weeks 2 - 4: Teacher to set performance goals with students and monitor achievement of goals

**(Fading Support)** Weeks 5 - 6: Students to set performance goals and teacher to monitor achievement of goals

**(Fading Support)** Weeks 7 - 9: Students to set and monitor performance goals

**(Evaluation)** Week 10: Students and teacher to evaluate achievement of learning goal

## Demonstration

Week 1



Teacher to  
co-construct  
learning goal with  
students

## Guided Application

Weeks 2 - 4



Teacher to set  
**performance goals**  
with students  
and monitor  
achievement of goals

## Fading Support

Weeks 5 - 6



Students to set  
performance goals  
and teacher to  
monitor  
achievement of goals

## Fading Support

Weeks 7 - 9



Students to set  
and monitor  
performance goals

## Evaluation

Week 10



Students and teacher  
to evaluate  
achievement of  
learning goal

# Justification - Scaffolded Goal Setting

Personal Process	Mapping to Solution
<b>Goals of Self-Evaluation of Progress</b>	Students monitoring and evaluating achievement of both learning and performance goals (Schunk & Ertmer, 1999)
<b>Self-efficacy</b>	Learning goals lead to increase self-efficacy for learning (Schunk, 2012)
<b>Social comparisons</b>	Students are motivated and believe they are able to achieve their goal when they observed their peers achieving identical goal (Schunk & Usher, 2019)  “Wishful Identification (WI)” (Lim et. al. 2020, p. 7)
<b>Values</b>	Sharing of the importance of the goal and visualising that the performance goals leads to the attainment of the final learning goal (Bandura, 1986)
<b>Outcome Expectation</b>	Performance goals are important for learning goals (Bandura, 1986). For example, completing weekly reading is important for completing final assignment.
<b>Attributions</b>	Reviewing of goals shows students they are responsible for their learning outcomes (Schunk & Usher, 2019)

# Solution 2 - Vicarious Observation

Students to observe teachers and peers (vicarious observation) perform a task

- Peers as the **model of coping**
- Camaraderie amongst learners
- Builds confidence as there are lived examples of successful coping i.e. increases self-efficacy because teenagers are influenced by social comparison
- **Teacher as the model of mastery**
- Setting of the **Standard** that student should aim to attain

(Schunk & DiBenedetto, 2020)

**Task:** Prepare a dish by culinary students in a mixed ability class.

**Pre-lesson:** Watch a video on how the teacher prepare the dish.

**During lesson:** Teacher demonstrate steps on how to prepare the dish. Students video themselves preparing the dish.

**Post-lesson:** Students post their videos to the discussion forum and perform self-reflection based on their video. Students also watch peer's video and provide comments and feedback (both strengths and areas of improvement). Teacher intervene when comments and feedback are inaccurate or missing.

## Task: Prepare a dish by culinary students in a mixed **ability** class

### Pre-lesson

Watch a video on how the teacher prepare the dish



### During lesson

Teacher demonstrates steps on how to prepare the dish  
**Students video themselves** preparing the dish



### Post-lesson

Students post their videos to the discussion forum and perform self-reflection based on their video.

Students also watch peer's video and provide comments and feedback





# Justification - Vicarious Observation

Environmental Processes	Mapping to Solution
<b>Social models</b>	Observing peers results in stronger motivation because students perceive them as more similar to themselves, encouraging social comparison (Schunk & DiBenedetto, 2020, p. 5)  “Emotional Engagement with other viewers (EE)” (Lim et. al., 2020, p. 7)
<b>Instructions</b>	Clear instructions from teachers can enlighten students (Schunk, 2012) - <i>mastery model</i> (Schunk & DiBenedetto, 2020) in the form of a video (Geertshuis et. al., 2021) followed by face-to-face demonstration
<b>Feedback</b>	Students obtain feedback (Schunk, 2012) from peers and teacher on their performance
<b>Standards</b>	The pre-lesson video prepared by the teacher provides the standard (Schunk, 2012), allowing students to know the performance standard
<b>Rewards</b>	Students’ completing the task to the performance standard (Schunk, 2012). Peers comments on their strengths when performing the task
<b>Opportunities for self-evaluation</b>	Students perform self-evaluation after watching their own performance and write down their reflection of their performance (Schunk, 2012)

# Limitations of Solutions

## Scaffolded Goal Setting

- Unresponsive environments - Lack of, or no recognition of efforts
- Perceived cost - High perceived cost (Situating Expectancy-Value Theory) prevents setting of pursuing goals
- Students may be demotivated if goals are constantly not met

(Schunk & DiBenedetto, 2020)

## Vicarious observation

- Peers' comments and feedback may include inaccuracies
- Motivation may be lowered when students observe peers of perceived similarity fail (Schunk & Usher, 2019).

# Limitation of Theory

Problem in developing interventions founded in social cognitive method:

**Entrenched individualistic focus instead of a wider contextual view (school and school systems) encompassing socio-cultural issues limits effectiveness of interventions**

(Nolen, 2020; Eccles and Wigfield, 2020)

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