

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání

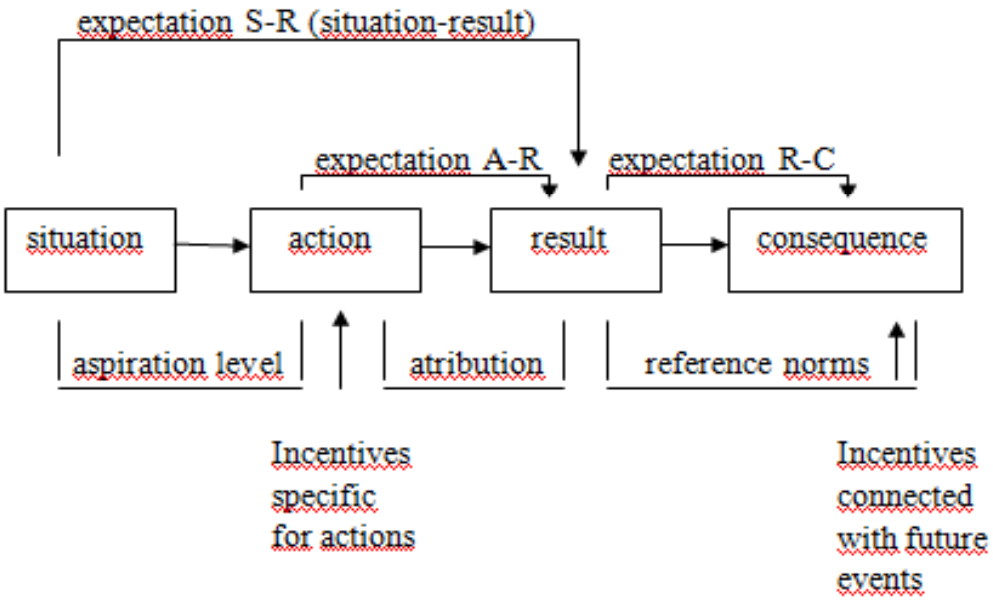
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

ESF II - projekt Západočeské univerzity v Plzni

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Do cognitive factors affect motivation?

- Heckhausen assumed intrinsic motivation to ensue when the action, the desired outcome of the action, and the anticipated consequences of that outcome are thematically congruent.
- fEx.:A student reads an article carefully (= action) because she wants to understand a certain topic (= outcome). She wants to understand the topic because she hopes it will help her solve a difficult problem (= consequences).


expectation S-R (situation-result)
expectation A-R
expectation R-C
situation
action
result
consequence
aspiration level
atribution
reference norms
Incentives specific for actions
Incentives connected with future events

Four types of expectancies, as well as on the incentives in place:

- 1. Situation-outcome expectancies (How likely is it that the desired outcome will ensue without intervention on my part?),
- 2.Action-outcome expectancies (How likely is it that my action will lead to the desired outcome?)

Four types of expectancies, as well as on the incentives in place:

- 3. Outcome-consequence expectancies (How likely is it that the outcome will have the desired consequences?).
- 4. Incentives of anticipated consequences: The incentive value of the anticipated consequences is a further factor in the equation.

When you will prepare to exam?

- All four of the following conditions must be met if a student is to do sufficient preparation for an exam. The student must be confident that:
- 1. she will not get the desired grade unless she prepares for the exam,
- 2. she can influence the grade attained by preparing for the exam,
- 3. the grade is certain to have consequences, and that
- 4. these consequences are sufficiently important to her.

When you weren´t prepare to exam?

- The student will not prepare properly for the exam unless all four of these conditions are met.
- 1. it seems unnecessary to study for the exam,
- 2. it seems pointless to study for the exam, 3. the exam grade is not certain to have consequences, or
- 4. the possible consequences seem unimportant.