

## Chapter 1 : Interests and Motivational Development - Oxford Scholarship

*The emergence of enduring interests is an example of motivational development. Three broad kinds of theories are identified. One group of theories proposes that interests come from a source of intrinsic motivation, such as a curiosity instinct (William McDougall) or feelings of curiosity and interest (Silvan Tomkins, Manfred Prenzle).*

Showing Students the Appeal of a Subject Intrinsic Motivation Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Students who are intrinsically motivated might say things like the following. Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments. On the other hand, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. Also, it helps if the instructor is interested in the subject to begin with! Extrinsic Motivation Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades which keep scholarships coming. Students who are extrinsically motivated might say things like the following. Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students. On the other hand, extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation. In one series of experiments, psychologist Edward Deci had two groups of college students play with a puzzle called Soma. He found that the group that was paid to solve puzzles stopped solving puzzles as soon as the experimentâ€”and the paymentâ€”ended. They had found the puzzles intrinsically interesting. Deci argued that the group that had been paid to solve puzzles might have found the puzzles intrinsically interesting as well, but the extrinsic, monetary reward had reduced their intrinsic interest. Effects of Motivation on Learning Styles Deep learners respond well to the challenge of mastering a difficult and complex subject. These are intrinsically motivated students who are often a joy to teach! Strategic learners are motivated primarily by rewards. They react well to competition and the opportunity to best others. Handle strategic learners by avoiding appeals to competition. Appeal to their intrinsic interest in the subject at hand. Design your assignments tests, papers, projects, etc. Do so by requiring students to apply, synthesize, or evaluate material instead of merely comprehending or memorizing material. Surface learners are often motivated by a desire to avoid failure. They typically avoid deep learning because it they see it as inherently risky behavior. Handle surface learners by helping them gain confidence in their abilities to learn and perform. If so, the student engages in the activity. If the student perceives the activity as stimulating and controllable, then the student tentatively labels the activity as interesting and engages in it. If either condition becomes insufficient, then the student disengages from the activityâ€”unless some extrinsic motivator influences the student to continue. If the activity is repeatedly deemed stimulating and controllable, then the student may deem the activity interesting. Then the student will be more likely to engage in the activity in the future. If over time activities that are deemed interesting provide little stimulation or control, then the student will remove the activity from his or her mental list of interesting activities. The challenge, then, is to provide teaching and learning activities that are both stimulating and offer students a degree of personal control. Strategies for Motivating Students Following are some research-based strategies for motivating students to learn. Become a role model for student interest. Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material. Get to know your students. Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities. Use

a variety of student-active teaching activities. These activities directly engage students in the material and give them opportunities to achieve a level of mastery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own. Cooperative learning activities are particularly effective as they also provide positive social pressure. Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class. Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades. Be free with praise and constructive in criticism. Negative comments should pertain to particular performances, not the performer. Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways tests, papers, projects, presentations, etc. Give students options for how these assignments are weighted. Showing Students the Appeal of the Subject When encouraging students to find your subject matter interesting, use cues to show students the appeal of the subject matter.

**Chapter 2 : Motivating Students | Center for Teaching | Vanderbilt University**

*Development of interest and interest-based motivational orientations Interest is conceptualized as a specific kind or quality of "person-object-relationship". In contrast to many other motivational concepts, interest is characterized by its content or object specificity.*

Motivational salience Motivation as a desire to perform an action is usually defined as having two parts, directional such as directed towards a positive stimulus or away from a negative one, as well as the activated "seeking phase" and consummatory "liking phase". This type of motivation has neurobiological roots in the basal ganglia, and mesolimbic, dopaminergic pathways. Activated "seeking" behavior, such as locomotor activity, is influenced by dopaminergic drugs, and microdialysis experiments reveal that dopamine is released during the anticipation of a reward. Opioid injections in this area produce pleasure, however outside of these hedonic hotspots they create an increased desire. Dopamine is further implicated in motivation as administration of amphetamine increased the break point in a progressive ratio self-reinforcement schedule. That is, subjects were willing to go to greater lengths. Each stage of the cycle is composed of many dimensions including attitudes, beliefs, intentions, effort, and withdrawal which can all affect the motivation that an individual experiences. Most psychological theories hold that motivation exists purely within the individual, but socio-cultural theories express motivation as an outcome of participation in actions and activities within the cultural context of social groups. These fundamental requirements include food, rest, shelter, and exercise. The next set of needs is social, which refers to the desire for acceptance, affiliation, reciprocal friendships and love. As such, the natural system of management assumes that close-knit work teams are productive. The second type of needs deals with reputation, status, recognition, and respect from colleagues. This differs from the rational system, which assumes that people prefer routine and security to creativity. Self-management through teamwork[ edit ] To successfully manage and motivate employees, the natural system posits that being part of a group is necessary. As a result, individual employees have lost their sense of stability and security, which can be provided by a membership in a group. However, if teams continuously change within jobs, then employees feel anxious, empty, and irrational and become harder to work with. Wage incentives[ edit ] Humans are motivated by additional factors besides wage incentives. For instance, the straight piecework system pays employees based on each unit of their output. Based on studies such as the Bank Wiring Observation Room, using a piece rate incentive system does not lead to higher production. However, recent research on satisficing for example has significantly undermined the idea of homo economicus or of perfect rationality in favour of a more bounded rationality. The field of behavioural economics is particularly concerned with the limits of rationality in economic agents. Flow psychology and Ikigai Intrinsic motivation has been studied since the early s. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity-driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. The employee has the intrinsic motivation to gain more knowledge. Traditionally, researchers thought of motivations to use computer systems to be primarily driven by extrinsic purposes; however, many modern systems have their use driven primarily by intrinsic motivations. Even traditional management information systems e. Not only can intrinsic motivation be used in a personal setting, but it can also be implemented and utilized in a social environment. For example, Eli, a 4-year-old with autism, wants to achieve the goal of playing with a toy train [21]. To get the toy, he must first communicate to his therapist that he wants it. His desire to play is strong enough to be considered intrinsic motivation because it is a natural feeling, and his desire to communicate with his therapist to get the train can be considered extrinsic motivation because the outside object is a reward see incentive theory. Communicating with the therapist is the first, slightly more challenging goal that stands in the way of achieving his larger goal of playing with the train. Achieving these goals in attainable pieces is also known as the goal-setting theory. Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting

student learning. Such efforts often focus on the subject rather than rewards or punishments. Efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. Also, it helps if the instructor is interested in the subject. Goal orientation Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives. While intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, extrinsic motivation, refers to doing something because it leads to a separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which is doing an activity simply for the enjoyment of the activity itself, instead of for its instrumental value. In one study demonstrating this effect, children who expected to be and were rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. Flow in the context of motivation can be seen as an activity that is not too hard, frustrating or maddening, or too easy boring and done too fast. If one has achieved perfect flow, then the activity has reached maximum potential. Positive psychology looks into what makes a person happy. Flow can be considered as achieving happiness or at the least positive feelings. A study that was published in the journal *Emotion* looked at flow experienced in college students playing Tetris. The students that they were being evaluated on looks then told to wait and play Tetris. There were three categories; Easy, normal, and hard. The students that played Tetris on normal level experienced flow and were less stressed about the evaluation. This can be seen as someone who likes to run for the sheer joy of running and not because they need to do it for exercise or because they want to brag about it. Peak flow can be different for each person. It could take an individual years to reach flow or only moments. If an individual becomes too good at an activity they can become bored. If the challenge becomes too hard then the individual could become discouraged and want to quit. In the view of behaviorism, motivation is understood as a question about what factors cause, prevent, or withhold various behaviors, while the question of, for instance, conscious motives would be ignored. Where others would speculate about such things as values, drives, or needs, that may not be observed directly, behaviorists are interested in the observable variables that affect the type, intensity, frequency and duration of observable behavior. Through the basic research of such scientists as Pavlov, Watson and Skinner, several basic mechanisms that govern behavior have been identified. The most important of these are classical conditioning and operant conditioning. Classical and operant conditioning[ edit ] Main article: Motivational salience In classical or respondent conditioning, behavior is understood as responses triggered by certain environmental or physical stimuli. They can be unconditioned, such as in-born reflexes, or learned through the pairing of an unconditioned stimulus with a different stimulus, which then becomes a conditioned stimulus. In relation to motivation, classical conditioning might be seen as one explanation as to why an individual performs certain responses and behaviors in certain situations. In operant conditioning, the type and frequency of behavior is determined mainly by its consequences. If a certain behavior, in the presence of a certain stimulus, is followed by a desirable consequence a reinforcer, the emitted behavior will increase in frequency in the future, in the presence of the stimulus that preceded the behavior or a similar one. Conversely, if the behavior is followed by something undesirable a punisher, the behavior is less likely to occur in the presence of the stimulus. In a similar manner, removal of a stimulus directly following the behavior might either increase or decrease the frequency of that behavior in the future negative reinforcement or punishment. If a student starts to cause trouble in class gets punished with something he or she dislikes, such as detention positive punishment, that behavior would decrease in the future. The student might seem more motivated to behave in class, presumably in order to avoid further detention negative reinforcement. The strength of reinforcement or punishment is dependent on schedule and timing. A reinforcer or punisher affects the future frequency of a behavior most strongly if it occurs within seconds of the behavior. A behavior that is reinforced intermittently, at unpredictable intervals, will be more robust and persistent, compared to one that is reinforced every time the

behavior is performed. In addition to these basic principles, environmental stimuli also affect behavior. Behavior is punished or reinforced in the context of whatever stimuli were present just before the behavior was performed, which means that a particular behavior might not be affected in every environmental context, or situation, after it is punished or reinforced in one specific context. The various mechanisms of operant conditioning may be used to understand the motivation for various behaviors by examining what happens just after the behavior the consequence, in what context the behavior is performed or not performed the antecedent, and under what circumstances motivating operators. The most common incentive would be a compensation. Compensation can be tangible or intangible, It helps in motivating the employees in their corporate life, students in academics and inspire to do more and more to achieve profitability in every field. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as delay lengthens. From this perspective, the concept of distinguishing between intrinsic and extrinsic forces is irrelevant. Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B. Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract" a person towards them, and push them towards the stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: As opposed to in drive theory, which involves negative reinforcement: For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst. In operant conditioning, the function of the reinforcer is to influence future behavior. The presence of a stimulus believed to function as a reinforcer does not according to this terminology explain the current behavior of an organism "only previous instances of reinforcement of that behavior in the same or similar situations do. Through the behavior-altering effect of MOs, it is possible to affect current behavior of an individual, giving another piece of the puzzle of motivation. Motivating operations are factors that affect learned behavior in a certain context. MOs have two effects: A common example of this would be food deprivation, which functions as an EO in relation to food: The worker would work hard to try to achieve the raise, and getting the raise would function as an especially strong reinforcer of work behavior. Conversely, a motivating operation that causes a decrease in the effectiveness of a reinforcer, or diminishes a learned behavior related to the reinforcer, functions as an abolishing operation, AO.

**Chapter 3 : Motivation - Wikipedia**

*Vocational interests and goal orientation (GO) are examined for their potential influences on employees' decisions to engage in professional development and to apply the knowledge and skills gained from development activities in their jobs.*

Potensia eko-turismu juventude ba hari-dame: Kualidade servis ho satisfasaun kliente: Malisan rekursu iha Timor-Leste: Taka lakuna jersaun iha Timor-Leste: Tetun nudar lian jurnalizmu: Poder, cultura e ordem social: Democracia local, poder e legitimidade: Oil, debt and sustainability: An initial experience of using English as a medium of instruction in teaching computer science students: Exploring the motivational interests of international development workers in Timor-Leste Sam Carroll-Bell The role of the indigenous music in Timor-Leste and its connection to lulik Ros Dunlop An assessment of the effectiveness of political, social and economic reforms In promoting development and economic growth -- Case study: Analysis of reform programme in Timor-Leste George Ereu Deceit, dissent and the verdict of history Clinton Fernandes The Dunn Report forty years on Peter Job Democracy in post-conflict society: A case study of Timor-Leste: As Bayu-Undan dries up: Challenges and opportunities Charles Scheiner Looking back and looking forward: Questioning how trauma is understood and addressed in Timor-Leste Emily Toome Indigenisation of the Pacific War in Timor Island: Youth, migration and local development in Timor-Leste Ann Wigglesworth What are the main drivers of childhood stunting in Timor-Leste? Shared sovereignty in Timor-Leste: Perceptions of reproduction and demography in post-conflict Timor-Leste Laura F. The relationship between violence against women and mental health in Timor-Leste: As I pour each of us a cup of coffee, she begins to tell me about how she came to be in her current position. Over the next hour or so I learn that this is just the latest in a long line of gender orientated positions both as a professional and a volunteer that she has undertaken in various countries. I ask her to explain what draws her to this line of work? She tells me that: So, people matter and I have never been a dollar chaser. She has since come to embrace the term as being somewhat representative of the many complexities and contradictions to be found in development: Over the last 40 years or so, I have become less and less inclined to believe in development although I clearly still do believe that there is a need to do something positive to help certain people and countries. In addition to highlighting the various challenges associated with defining just who and what an international development worker is, this conversation introduces the main subject matter of this article; that is, the motivational interests of international development workers operating in the post-conflict state of Timor-Leste. I would like to express my sincere thanks and gratitude to the many development workers who gave up their time and offered their thoughts and experiences. Learning more about what motivates these individuals and how these interests may be similar to, or be different from, those in the communities with whom they are working provides both the study and practice of development with the opportunity to develop a more nuanced understanding of the development arena along with those who operate within it. Methodologically, this article draws upon primary research data that was collected during the period August – November Throughout this time, 30 in-depth semi-structured interviews were conducted with international development workers operating in four areas of developmental activity, namely: Reflective in their approach, these interviews sought to explore the lived experience of international development workers based in Timor-Leste in order to provide ethnographic data for analysis and understanding. The interview process was acutely aware of the sensitivities involved and the need for confidentiality. Where consent was provided, the interview was also recorded and later transcribed. All of the data presented in this article has been de-identified at the request of the research participants so as to preserve their anonymity. Readers should also note that this article represents one aspect of a broader PhD research agenda that examines the lived experience and epistemological assumptions of international development workers operating in Timor-Leste. Following a brief literature review, this article will outline four of the more commonly cited areas of motivational interest: In so doing this paper observes that help, much like the practice of development itself, is a multifaceted human activity involving a wide variety of intersecting interests and motivations. Literature, clarifications and limitations In seeking to learn more about

the motivational interests of international development workers in Timor-Leste, this article has much in common with the various actor-orientated frameworks advocated by Long , , Arce , Olivier de Sardan , Lewis and Mosse , and the anthropology of development literature. While differences of opinion can be found across this literature, many of these frameworks present development as an inherently social activity that unfolds in local spaces and which comprises a diverse range of actors, interests and worldviews. To that end, it has become quite common for anthropologists to produce detailed descriptions of how development works or not , be it: It is only in recent years that the everyday activities and behaviours of development workers have been made visible by a sub-category of this literature known as Aidland see Apthorpe ; Mosse ; Fecther ; Fecther and Hindman ; Autesserre Comparatively little time, it seems, has been spent on describing the development worker, their background or reasons for taking up the practice; they are portrayed as a mere transmitter or conduit through which development attempts to layer or integrate technical forms of knowledge over of a series of local understandings and practices Hindman and Fecther , This is made all the more remarkable in light of the following statement by Robert Chambers in The neglect of the personal dimension in development is at first sight seems bizarre. It is self-evident to the point of embarrassment that most of what happens [in the development arena] is the result of what sort of people we are, how we perceive realities, and what we do and do not do p. Prior to detailing the four motivational interests I outlined in the introduction, it is important for me to clarify several points relating to this discussion. First, and as a way of moving forward with the analysis, I use the term international development worker as a way of defining and categorising a range of foreign professionals who are engaged in activities that broadly seek to improve the material well-being of individuals and communities located in Timor-Leste. It also provides a way of both conceptualising and navigating what is a complex field of actors undertaking a diverse range of activities across different points in time, location and experience. Second, while this article focuses on the motivational interests of international development workers, it does not seek to valorise these workers or the activities they undertake. Nor does this discussion seek to question or denigrate the commitment and passion that is so clearly evident in the work of these professionals. Rather, it seeks to explore and make visible the source of this commitment so as to deepen our understanding of these workers and thus development in Timor-Leste more generally. Third, that while this article outlines four broad areas of motivation, this should in no way be seen as a complete or exhaustive list of motivators. Instead, this article outlines just four of the more dominant themes to emerge from a long and complex list of intersecting motivational positions Finally, these motivations should not be seen as being mutually exclusive, nor should they be seen as being permanent or fixed. Development workers will frequently hold a range of motivations that come together in highly complex and subjective ways. Exploring these statements further, some workers were quite critical of the sectors and industries in which they had previously been engaged, due in no small part to a perceived lack of meaning and purpose: As someone who worked in the finance sector, you could argue, and I have argued this in the past, that financial institutions exist to help people€ But the reality is these institutions exist to generate money and profits for a relatively small number of shareholders. So, when you are working in that environment, it either ends up defining everything about your existence or it defines nothing at all. For me, I was lost, floundering, the work had no point, no real purpose to it. I needed to do more. I needed to find a way of really helping people. So, I retrained and changed career. That led me to development and to Timor. Here the practice of development offered the worker a way of circumventing, or responding to, the highly abstracted social relations and activities that had come to define their work. Moreover, it provided them with the opportunity to pursue what they saw as more embodied, and thus more meaningful, relationships and undertakings. Put another way, the practice of development enabled them to physically and emotionally engage with the product of their labour. For others, working in development was less a career change and more following a path that had been established years earlier. Working in the service of others was seen as an inherently positive activity that provided structure and purpose to the worker and their being: I think it stems from the notion of having a purpose and making yourself useful. Other less recurrent themes included: Development was less about finding a sense of purpose than enacting the lessons, values and meanings that had been instilled decades earlier. Indeed, it tended to be articulated in one of two ways. In the more

straightforward sense, workers spoke of a strong desire to address the various inequities that exist both within and between nations. This was typified by the following from an Australian worker: As you know, Timor-Leste is one of our closest neighbours and yet it is also one of the most poverty-stricken countries in the Asia-Pacific Region. I find that really difficult and it really upsets me. It is just so unfair and so unjust. Thus, the practice of development provided the worker with a positive outlet, a way of responding to the various inequities they had observed by participating in activities that assist people to: Another set of workers however saw their work as moving beyond inequity“although this was important in its own right“to address the ways in which various nation states, be it through direct or indirect means, had contributed to the many challenges Timor-Leste now faced. I always had this sense that we [Australia] had just never done the right thing [in regards to Timor-Leste]. Then, after going and spending time there, I was just horrified Thus, the practice of development provided the worker with a way of addressing the moral outrage felt towards their own government, all while upholding and projecting the universal meanings and values they had come to associate with human, economic, social and cultural rights. Another motivation frequently identified by workers was religious conviction and the need to enact belief through their everyday occupational activities. This was particularly strong for those with a Christian background. It should be noted however that these workers were quick to distinguish these motivations, along with many of their day-to-day activities, from that of the Christian missionaries of centuries past. Indeed, a number of workers described a compartmentalisation of their values and motivations so as to ensure that their activities were contained or restricted to providing material assistance to those who were in need: As one senior worker noted: The bible calls on us to have compassion for the poor. In fact, the story of the Good Samaritan calls on us to show mercy as well as render assistance to all those who have fallen on hard times, regardless of who they are where they are from For me it is inspiration and motivation.