

# Title: Intrinsic Motivation, Flow, Extrinsic Motivation, Internalized Beliefs&Values

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김하림



전유진



이나경



나채현

- ▶ [00:07] Here, we're going to begin part... 1 right?
- ▶ [00:11] This is the second...pack of the book ends...[?00:17]
- ▶ [00:18] So hopefully it will be all... be coherent, is that familiar?
- ▶ [00:21] Reinforce...what we talked about ...maybe...
- ▶ [00:27] And then step on to the new topic...
- ▶ [00:29] And I don't have it all scheduled.
- ▶ [00:31] We'll have time... at least 30 minutes, hopefully 45 minutes
- ▶ [00:37] to go back and ask certain questions to reflect on it, try to [?00:42]
- ▶ [00:48] And then work with it try to make some progress
- ▶ [00:50] And... when we run out of time, I'd like to show you one more thing that... kind of a...
- ▶ [00:56] optional activity, which indentify you to listen to [?01:00] and see

and talk

- **[01:01]** I'll show you.
- **[01:04]** I was... I was thinking, with this strategy, I was thinking, in the first half, before the break, we will talk and see every presentation.
- **[01:12]** And in the second half, we will just watch one time.
- **[01:14]** And talk about it
- **[01:17]** But I regret not having time for group [?01:19]
- **[01:25]** Do you hear... I don't know what topic is
- **[01:28]** There is these things together but they are inter co-related
- **[01:32]** It will... hopefully it will serve... like topic [?01:36]
- **[01:45]** And if you talk of an activity now, if you, if you ...first time of point.
- **[01:49]** I really I know I'm way late.
- **[01:50]** I'll get in the power point and read to drive some of you nuts.
- **[01:55]** I'll catch up; we'll get ahead.
- **[02:00]** We're not there yet.
- **[02:02]** So... I actually haven't really begun... I haven't had a chance but
- **[02:05]** This... this will be a good thing
- **[02:07]** in the slide we've got... on the next page I will show you the data
- **[02:10]** It's a very classic well-known earliest study by Margaret in the States with kids
- **[02:18]** But managing this study, I want to see if you can predict the results
- **[02:23]** ... the third slides, you printed that out



- **[02:25]** We're going to...all of us we're going to be on the bus and go over to a preschool.
- **[02:32]** And just the third kids...how much they play with...a drawing game.
- **[02:36]** And let's just watch all the kids with no score, not [02:43]
- **[02:44]** Let's just say... on average... very difficult case..we write down this data,
- **[02:49]** About 20% of ... drawing
- **[02:52]** But they also... run around and play tag and they play with trucks and they do lots of other things which is
- **[02:59]** Just record how much free choice time.
- **[03:03]** Free choice time... you can do whatever you like.
- **[?03:06]**
- **[03:09]** And then [?03:10]
- **[03:11]** Some kids by the way have the time... some kids...
- **[03:15]** And then they said okay, that's phase one of the studies.
- **[03:19]** We have the name of every child and then after days of observation, how many hours put in percentage term they put in a drawing game.
- **[03:29]** Then they come back the second week, and they administer the independent [?03:32]
- **[03:34]** Some kids are brought individually into a... this is the way you should do it.
- **[03:37]** ... they have the trader
- **[03:41]** Old truck and trader comes on campus
- **[03:46]** And have you ever seen these mobile libraries?

- ▶ **[03:48]** No? It's not that familiar for you
- ▶ **[03:49]** Anyway, it's in... mobile lab, then bring in.
- ▶ **[03:55]** And then one at a time, they bring the kids into this mobile lab.
- ▶ **[04:00]** And randomly assign the children to conditions... [?04:02]
- ▶ **[04:06]** And so far we get... group play award
- ▶ **[04:10]** If you do the drawing game with me today, I'll give you this nice good play award that has your name on it
- ▶ **[04:18]** Beautiful ribbons, some stars, and then you will give it to the teacher and she can put it up here on the...
- ▶ **[04:25]** It states the time; there was a little runner on the top of and had cock
- ▶ **[04:32]** So you have thumb tags, posters, and signs, and sockets
- ▶ **[04:38]** And gold stars
- ▶ **[04:40]** So...we'll draw a picture; we'll put your name on your class; you'll be a good player
- ▶ **[?04:46]**
- ▶ **[04:50]** And then add some amount of time [?04:52]
- ▶ **[04:53]** But it's up to you if you want to see it.
- ▶ **[04:55]**
- ▶ **[05:01]** Unexpected reward, here's a game we would like to play with...
- ▶ **[05:05]** Alright, you did so well! Oh, by the way, surprise!
- ▶ **[05:09]** Because you did so well, here's a good play award.
- ▶ **[05:11]** It's for how well you did... and we'll give it to the teacher

- **[05:15]** And I suppose there is some kind of mention about the drawing game
- **[?05:21]**
- **[05:24]** That's one person at a time they don't know about the group player
- **[05:28]** And then they come back, in week 3, a week later, and for every people they did for the first week and leave it to children
- **[05:36]** And they meet... each individual child... [?05:40]
- **[05:45]** So, here's your challenge, here is... right after 3 conditions, tell me the proceeded time or just rank order who played the most, the least, etc.
- **[05:56]** There were ...significant effects on the study
- **[05:58]** So which group of kids labeled it the most?
- **[06:01]** Labeled it the least?
- **[06:04]** That's critic
- **[06:09]** Even if you thought about it the...[?06:10]
- **[06:12]** okay...
- **[06:29]** Alright, next slide.
- **[06:50]** One of the hampering conditions and write them like... expected and rewarded or unexpected and they still got the reward...
- **[07:02]** So some kind of order like that.
- **[?07:04]**
- **[07:08]** The question can be... so question about it
- **[07:10]** If I were the child, unless you already know, but if you're... if you've taken charge,
- **[?07:21]**



- **[07:28]** (Student Asking) The child who [?07:29]
- **[07:35]** Okay... draw greater then... expected? unexpected
- **[07:38]** ( Student Asking) And then... expected
- **[07:39]** Greater than or equal?
- **[07:43]** (Student Asking) Greater than... I'm not sure.
- **[?07:48]**
- **[07:53]** ( Student Asking) ...control or expected
- **[?07:55]**
- **[07:57]** (Student Asking) unexpected...
- **[07:59]** And... equal...
- **[08:07]** (Student Asking) And they are... more... unexpected
- **[08:13]** Unexpected.
- **[08:15]** Of behaviors... okay
- **[?08:17]**
- **[08:19]** (Student Asking) I think unexpected is really small
- **[08:24]** (Student Asking) unexpected and... expected control... and unexpected
- **[08:28]** Greater than?
- **[08:30]** (Student Asking) expected
- **[08:32]** Okay, refer to the motivated scholars
- **[?08:36]** Teachers?

- **[08:39]** I don't know [?08:40]
- **[08:42]** What do you think that the expected would be?
- **[08:49]** Okay, hopefully if you did not make your mind, you still came up with something...let me show you the results.
- **[08:57]** These results have been replicated so many times that they don't do the studies anymore.
- **[09:02]** That you can't get it published anymore because it's old news.
- **[09:06]** But the finding is really surprising.
- **[09:10]** This is the results from the table from... here's the reference.
- **[09:17]** So,
- **[09:23]** The control group with unexpected reward,
- **[09:25]** The people who engaged in the activity refer not changingly
- **[09:32]** Experienced greater free choice time which is going to be operationally defined as intrinsically motivated behavior.
- **[09:46]** Then the... great reward.
- **[09:48]** And then these are very different from the time...the time when... the week 1 time
- **[09:54]** But this is... this is the condition you need, It's dropped from a slide
- **[10:00]** Week 3, week 1, there was a loss.
- **[10:03]** Declined [?10:04]
- **[10:08]** And also, there's a very interesting article that I really recommend you read.
- **[10:14]** I was going to put it on the ...as a PDF file on the EKU system.
- **[10:21]** But our KU is not teaching the psychology.



- **[10:24]** I got the paper copy ... scanned everything... but only 2 pages.
- **[10:29]** There's an exercise, particularly at the end
- **[10:33]** They ask teachers to do what I ask you to do
- **[10:36]** And it's... navigate points 90% of teachers get it wrong
- **[10:41]** It's a very difficult thing.
- **[10:46??]** Here, when I ...not very good.
- **[10:48]** But the ... one hour.
- **[10:50]** One hour... you can start with that.
- **[10:53]** Maybe there's a scholar, maybe there's an actor or actress...
- **[10:57]** So it's very difficult, very unexpected finding but we're going to make sure we explain it
- **[11:04]** We will explain it well and understand what importance is in it.
- **[11:13]** (Student Asking)... but the reason that the unexpected group show the most... frequent delay
- **[11:19]** (Student Asking) I think that it may be also because of reward because in that group is mostly the same... same position [?11:27]
- **[11:30]** (Student Asking) Because the children will not talk and if... if they... they may have some reward but they just delay and...
- **[11:38]** ( Student Asking) The reason why the kids... they are creating free time, free choices, something like that
- **[11:44]** (Student Asking) Maybe I play this time, I can receive some kind of reward later
- **[11:50??]** (Student Asking) So that kind of reward may be study of good point.
- **[11:55]** (Student Asking) And can we say that extrinsic reward... actually undermines interest



- [12:02] Well, you cannot say that the reward undermine intrinsic motivation.
- [12:08] It actually qualifies... because [?12:12]
- [12:14] You wanted a reward; that's the problem.
- [12:16] It's the contingency, the expectation; it's the deal made; it's to offer a negotiation ... giving this contract
- [12:25] If you do what I ask you to do.
- [12:27] And then I'll give you the reward.
- [12:29] So... I'll explain why that happens so let me just put the finding down there
- [12:35] So, it's the expected reward.
- [12:37] A reward that's the problem.
- [12:39] Rewards are really a problem.
- [12:41] And I may go up on you in a minute, a lot of other research add to this to show you that
- [12:47] If you use unexpected reward as confidence signals, acclamation of job, well done
- [12:52] Very common finding, to show that actually increases; reward increase
- [12:57] Intrinsic motivation
- [12:58] Unexpected confidence affirming rewards in hands, so it's the motivation.
- [13:04] So it's not the reward.
- [13:08] It's why you give it in their hands.
- [13:10] The reason...[?13:12]

- [13:13] So, the direct relationship with teaches is not get rewards out of fashion
- [13:19] It's delivering them in...mind control
- [13:22]
- [13:33] Extrinsic motivation are even... the definition I really want to emphasize the definition
- [13:38] Because you can answer the other nine questions if you don't feel really... the 10 questions.
- [13:42] On a piece of paper, you can really answer the... those questions ...and in nail, really
- [13:49] Get it right, satisfy...
- [13:52] You understand what phenomena is
- [13:55] And here's a definition and I don't mind it at all, if you come up with a better definition.
- [14:01] I know... in common education the professors should be talking the right answer
- [14:08] If you got a better one, justify it, I want you to revise it, keep working.
- [14:13] 3 or 4 people's definition ...put it in together... satisfying
- [14:20] And the one I want to ask you [?14:24] to go with
- [14:26] is environmentally created reason to do something.
- [14:31] Initiating, starting an activity or keep you on it over time.
- [14:36] Usually rewards that could be environmental surveillance, deadlines, but something in the environment make me do it.
- [14:46] I can't be in class [?14:50] something in environment, something in environment keeps me in class.



- ◀ [15:01] Now I'm trying to definition before we do an activity in order to attain separate activity
- ◀ [15:09] So nothing to do with the task, it doesn't matter if you do X.
- ◀ [15:13] X is anything.
- ◀ [15:14] Then you can get this attractive reward.
- ◀ [15:18] Or you will escape this hardship, situation.
- ◀ [15:20] The task is irrelevant.
- ◀ [15:25] And what motivate me is separate power.
- ◀ [15:27]
- ◀ [15:29] I go to work, I make my home calls, I go to my meeting, I don't care about my job
- ◀ [15:33] I care about my paycheck.
- ◀ [15:35] Paycheck motivates me.
- ◀ [15:37] My close relationship [?15:41]
- ◀ [15:43] Some environments affect impress my parents to get their paycheck to gain approval or something.
- ◀ [15:55] That's why.
- ◀ [15:56] If I go to school, I go to school if something else will give me approval, I will do my best.
- ◀ [16:04] Contingency, basically if this is extrinsic contingency, a consequence formula if you do X, and you will get Y.
- ◀ [16:17] So if you use rewards in this way, introduce this way [? 16:22]
- ◀ [16:27] This is the really behaviorism though.
- ◀ [16:29] This is have teacher the environment control over other people



behavior.

- **[16:37]** You remember when I was an undergraduate a long time ago
- **[16:42]** When I was undergraduate, first page of the intro psych textbook was the mission, the goal, the purpose of psychology.
- **[?16:51]**
- **[16:54]** I understand explaining of neutral human being.
- **[16:58]** That's the purpose.
- **[16:59]** You can't find it any more
- **[17:00]** It's just I understand and explain, but they don't say control
- **[17:06]** But back then, when I was undergraduate, [?17:08] when other three purposes psychology control.
- **[17:12]** So somebody employee this lazy, somebody has psychological illness,
- **[17:19]** somebody is abused in their relationship,
- **[17:21]** you want to fix them.
- **[17:23]** And then you got to figure out the mechanism, the main control of behavior,
- **[17:28]** environmental control, [?17:31], manager, manageable control over that behavior.
- **[17:43]** Just typical consequences, if you make A in this class, if you exercise,
- **[17:48]** if you'll say I'm sorry after you fix something.
- **[17:53]** Then I will give you praise and some kind of attractive external contingency.
- **[18:00]** That's the deal kind of like that.



- **[18:02]** And then under the examples.
- **[18:04]** These are just tips... this is typewriter think of computer
- **[18:11]** thinking of all kind of ways that contingency given at school.
- **[18:17]** This is about imagination actually one way to get a lot of examples.
- **[18:22]** I don't know if you know [? 18:23].
- **[18:24]** He's got a very interesting book I think this is interesting, punish by rewards.
- **[18:30]** The title goes on just trouble with gold stars and central plans, aids, raise, praise and other problems.
- **[18:38]** He's got a nice examples review or studies,
- **[18:41]** Show what's the problem with praise, a possible feedback, tension awards, raise scholarship,
- **[18:46]** being honorable, proper recognition like gold stars,
- **[18:50]** good play awards, getting your name upon it, [?18:53]
- **[18:56]** Getting your name on the paper, getting on the pleck,
- **[19:00]** something you can take home, and show your parents, recognize your achievement and other things.
- **[19:07]** So positive reinforcement is some of that
- **[19:10]** Negative reinforcement are just as contingency and just as controlling as [?19:13]
- **[19:15]** So if you don't do, if you do what I asked you to do, I will give you this stuff.
- **[19:20]** If you don't do, then I will give you the deadline, criticize you, yell, and scream, and redraw with everything else in order to do X.
- **[19:37]** But it's how you change controller



- ▶ **[19:41]** If you take anything in the point, if you take all this things, and just vary them.
- ▶ **[19:49]** You make them appear, and change, increase and decrease give more praise, or less praise,
- ▶ **[19:56]** and then, you redraw them.
- ▶ **[19:58]** Then, your extrinsic motivation rises, appears, and falls, and declines
- ▶ **[20:05]** I can regulate extrinsic motivation by regulating the getting changing increase effectively these extra contingency.
- ▶ **[20:22]** Extrinsic motivation, very closely tackly associated with corresponds with introduction and changing environment.
- ▶ **[20:33]** So, where does it come from?
- ▶ **[20:35]** That's one of our big questions
- ▶ **[20:37]** Where does the extrinsic motivation comes from?
- ▶ **[20:39]** It comes from the environment or person introduces or redrawing attractive or perceive extrinsic contingency.
- ▶ **[20:52]** Practical questions were why people do this so much?
- ▶ **[20:58]** If you do study like [?21:02] someone my favorite studies that she did in [? 21:06] I recommended very interested in practical why
- ▶ **[21:09]** But she said everyone in the world,
- ▶ **[21:12]** teachers, students, parents, principles, work place manager,
- ▶ **[21:18]** searching, believe that extrinsic rewards are good there.
- ▶ **[21:24]** Probably they contribute constructively and positively to motivation.
- ▶ **[21:32]** So you should find good play awards and it's like this
- ▶ **[21:34]** If you want to go motivate your kids, you get them excited and enthusiastic about drawing game or about anything.



- **[21:40]** I know how to motivate them.
- **[21:42]** You give them these good play awards or you give them orange juice, or you have pizza party, we have all these kind of awards and good things to motivate them.
- **[21:50]** Everybody who say that... yes, good strategy.
- **[?21:56]**
- **[22:00]** And second one is generally people say “yes... I don’t want to be negative.”
- **[22:05]** Punishers, most people say it’s not a sure thing... a negative reinforcement people use negative reinforcement all the time.
- **[22:16]** I think they much more use than positive reinforcement
- **[22:21]** just shaping control people behavior.
- **[22:22]** We just work socially direct
- **[22:25]** People destroying our reinforcement like crazy.
- **[22:29]** People stop doing...like just simple thing.
- **[22:35]** Like you tell me [? 22:38] negative reinforcement [? 22:43]
- **[22:53]** But positive reinforcement people say no no no.
- **[22:55]** Okay, I will grant you.
- **[22:56]** I will compromise here and say that there might be some [? 23:01] but positive reinforcement?
- **[23:02]** Come on, listen up.
- **[23:05]** You’re kind of weird [?23:07].
- **[23:11]** And this is true.
- **[23:12]** I don’t know.



- ▶ **[23:14]** I want to ask anybody wants to find a noble pass, or I'll try to do it.
- ▶ **[23:20]** Anybody want to try give us neuroscience expedition?
- ▶ **[23:25]** Why these things are so motivating, why it restrains rewards
- ▶ **[23:30]** If I'm a rat, and I see raisins,
- ▶ **[23:33]** or... smell attractive food or orange juice I will lick my thumb of orange juice,
- ▶ **[23:40]** What happens to?
- ▶ **[23:41]** We will find out child,
- ▶ **[23:43]** and you'll give me attention
- ▶ **[23:46]** or you'll give me children of m&m, free time.
- ▶ **[23:50]** If I'm a worker, you give me a pay raise or bonus.
- ▶ **[23:55]** What happens is the introduction of offering of an attractive external contingency generates a positive emotion.
- ▶ **[24:04]** I'm going along.
- ▶ **[24:05]** Okay, whoever can answer this question whoever can explain how rewards work in neuroscience vocabulary and [?24:13].
- ▶ **[24:14]** You can explain that, then I will give you some [?24:18]
- ▶ **[24:23]** Okay class, if I give you five bonus [? 24:32]
- ▶ **[24:36]** all of the sudden, people eyes go up and attention narrows,
- ▶ **[24:43]** They were sitting at the edge of the chairs, "Whatever" stops,
- ▶ **[24:45]** paying attention, focused, effort, you're on edge, or [?24:49] you're radiated, you are enthusiastic,
- ▶ **[24:52]** your behavior been facilitated, you're engaged, or motivated



- **[24:57]** cause you have opportunity here [?24:59] opportunity for personal game.
- **[25:03]** I will get you a bonus point, I'll give m&ms, I can give you approval for parents.
- **[25:08]** So... I'm ready to go.
- **[25:10]** Expect aspects are unexpected
- **[25:16]** When you're going along and you're surprised like you've never been offered before,
- **[25:22]** bonus points, [? 25:24] for X and also really gives my attention.
- **[25:29]** It's an unexpected [?25:30]
- **[25:31]** And there is literally our brain knows there's a valuable environment out there is Dopamine released that's picked up by structures in Olympic system,
- **[25:43]** we can talk about which one,
- **[25:44]** You can talk about which one.
- **[25:46]** In Olympic system, they get activated this information gets related to the modern area, an act,
- **[25:54]** into the conscious part of the brain to be aware [? 26:02]
- **[26:03]** Sorry, BAS, Behavior Activating System, neuroscience people hear about that.
- **[26:10]** So, I get prime behavior.
- **[26:13]** And I let you on environment unexpected attractive game.
- **[26:21]** So If I want you to pay attention, if I want you to try harder, practice longer, assistance or something like this,
- **[26:27]** offering awards and I see these neuroscience basic facts, that's all...



- **[26:36]** Now anybody want to [?26:36]? Well, you don't have to...
- **[26:37]** Anybody want to take a shot?
- **[26:38]** How does that happen? The environment or [?26:40]
- **[26:41]** What happens in neuroscience in the brain in between the introduction of very attractive high value reward and motivated action?
- **[26:55]** What's to [? 26:56].
- **[26:57]** What happened between [?26:59]
- **[27:04]** What happened?
- **[27:10]** If I want to take a shot, correctly?
- **[27:20]** How about, we'll come back to it if you're interested in when we have open discussion, people... you might be very interested.
- **[27:33]** I want to understand how this works, and I think neuroscientists understand responsibility to attractive high value rewards very well.
- **[?27:46]** wow it's getting so excited.
- **[27:50]** After more practical, interpersonal interaction, why people use rewards so much?
- **[?28:00]**
- **[28:02]** In general, people often don't see what you do at work, what are you doing at school, or cleaning up at the house,
- **[28:10]** as end up in itself reading the book, reading Huckleberry Finn
- **[28:17]** or reading the journal article,
- **[28:20]** The two journal articles known EKU.
- **[28:23]** It's not as own rewards.
- **[28:26]** It's really just amazed at something else.



- **[28:28]** I want to be great, I want to look good in the class, or whatever.
- **[28:31]** The articles are just my ticket to [?28:34] something I have to do in order to do something else.
- **[28:38]** So reading is in another itself.
- **[?28:40]**, creating a science project during project based on by itself... not...point.
- **[28:49]** People think of educators [?28:51]
- **[28:53]** They think [?28:55]
- **[28:58]** If you had the belief and you kind of over appreciate [?29:01] and if you are under appreciate [?29:06]
- **[29:10]** If you talk about the purpose of education.
- **[29:13]** And the second one is most people find benefits of rewards are highly salient and worth any cost.
- **[29:20]** Than that any side effect they might have.
- **[29:24]** What's more important is any reward, on time, attending to the task, following the rule, enthusiastic, try hard, solving problems, they are cost, big deal
- **[29:39]** That's exactly what minds of employees are doing, so I'm going to do it.
- **[?29:46]**
- **[29:50]** Let's talk about the motivational perspective instead of the behavioral perspective.
- **[29:59]** Sometime the student.
- **[30:00]** So here's the attendant to crack why do I use reward.
- **[30:06]** Why do I have the incentive system, or bonus program, or grade.
- **[30:12]** Why do I have grading, why schools have grades?



- **[30:15]** This is just an artificial currency, the school has invented and why did they invented?
- **[30:23]** Why do they have honorables?
- **[30:27]** In general, the effective intrinsic award are two forms
- **[30:31]** One, to produce appliance, to get you do what I want you to do, all the rules or whatever.
- **[30:37]** And allow me to control your [?30:39], to gain control of your behavior.
- **[30:41]** Because I got the rewards and you want the rewards, then I can control you by strictly introducing rewards I gave you.
- **[30:50]** So, if I'm the company, I've got all the money and you need money.
- **[30:54]** And I can get you to come to work, I can get you to work over time, I can get you to do project run overtime,
- **[31:01]** by systematically engineered rewards.
- **[31:03]** So this is kind of a prototype of controlling motivating style
- **[31:09]**
- **[31:12]** So... and then 30 years ago, in psychology there was all control [?31:20].
- **[31:21]** And then in 1977, they have supposed, they have came out of the book called hidden call, it's not my phrases,
- **[31:27]**, they are engrading, had the article that kids [?31:32] came out of the book.
- **[31:34]** And in 1977, a lot of things happened in motivation research in 1977, it was a good year.
- **[31:41]** What if [?31:42] happen this book, this edited book came out, [?31:46] across the rewards.



- **[31:47]** And I need you to go to the chapter, I'll [?31:50].
- **[31:51]** I have one, probably on your books when I was in Boston.
- **[31:56]** But if you come across one, I might give you books of [?31:58], pick it up.
- **[31:59]** I think it's very interesting chapter, in those 1977, before you were born [?32:05].
- **[32:08]** So, good insights.
- **[32:11]** Usually, the bias, my own bias is, the big picture of the... the people are focused on the big phenomena, not all the details.
- **[32:23]** Those are most interesting articles, [?32:25].
- **[32:27]** That's what this book is.
- **[32:28]** They argued, if we go to that, if we work through it,
- **[32:32]** basically, there're three problems, three hidden side effects, with extrinsic reward.
- **[32:38]** First, that's the one got most intention, othermines intrinsic motivation,
- **[32:43]** but in terms of educational psychology, and classrooms, teaching, and the process of education, this at least doesn't work nowadays.
- **[32:53]** But in it, you call it a process of learning,
- **[32:56]** it changes how we learn, why you learn, what do you learn.
- **[33:02]** And lastly, so for education, you got more and more important research [?33:08], autonomous frequency.
- **[33:11]** So these are the frequency of important problem, one of motivation category was reward.
- **[33:17]** So it's kind of a competition of our practitioner, trying to get me work hard.



- ▶ **[33:22]** This kind versus that, here's the benefit, here's the costs.
- ▶ **[33:29]** So try to use rewards.
- ▶ **[33:30]** We go back and get a lot of detail, a lot of colors and studies, to clarify what these are.
- ▶ **[33:43]** But we've done our rewards so far, the first [?33:45] give you elaborately.
- ▶ **[33:47]** In other mind, intrinsic motivation, it's all about [?33:49] the rewards bring extra attendancy, attendance inducing a shift, and perceiver sum comes out.
- ▶ **[34:00]** That just means why do what I said, the locus of the call, the behavior [?34:06].
- ▶ **[34:07]** Where's the call for my behavior?
- ▶ **[34:09]** Is it inside of me or outside of my heart?
- ▶ **[34:14]** Shift from internal perceived locus of personality to an external locus of personality.
- ▶ **[34:20]** So, the explanation for the undermining effect in the first study we started on with.
- ▶ **[34:25]** The children were originally in week 1, drawing, because it's fun and interesting.
- ▶ **[34:33]** I did it because it's fun, intrinsic satisfaction and intrinsic causality, it's fun, I drew.
- ▶ **[34:40]** But then the reward, the group [?34:41] the reward, this is the so called over justification effect.
- ▶ **[34:47]** I did have one reason to draw, and I got two reasons to draw.
- ▶ **[34:52]** It's fun, I get public recognition, I get a reward.
- ▶ **[34:55]** So I got two and the original explanation for over justification effect is the attributional phenomenal,



- **[35:01]** but two attributions of explanations for why I draw compete with one another,
- **[35:08]** and people aren't that complicated, that I could have one reason not many reasons
- **[35:13]** so they discount, that's what they call it, they discount or undermined original interest reason.
- **[35:20]** So as you say, the reason is more and more extrinsic for the good priority of work to get recognition,
- **[35:25]** to get my name up on the board, then that chips away my interest.
- **[35:32]** They did a lot of experiments.
- **[35:33]** But generally, people don't,
- **[35:35]** no one's undermining, no one's know for justification, they are seeing more.
- **[35:39]** But attributional explanation did really pulled up.
- **[35:43]** And the cognitive evalution has some evidence.
- **[35:46]** So something like this, it goes from internal to the external locus.
- **[35:53]** You go from self determination to reward accountings.
- **[36:00]** Maybe not all or nothing, but a little bit less than self determination or [?36:05] determination, a little bit more of rewards.
- **[?36:10]** call it the process of learning, that I thought this needs a lot of explanation,
- **[36:14]** but basically, if there's a reward at stake, here, read this article and we're going to have test on it.
- **[36:23]** There's an extra on attendancy, we come to meet [?36:26].
- **[36:27]** Now, all of sudden, now I'll talk about the article you give me, and it's easy to understand.

- ▶ **[36:33]** It's simple and it outlined and it's got all the answers highlighted.
- ▶ **[36:37]** So it's not going to be hard, it's easy to take good grade or to reward.
- ▶ **[36:42]** It changed my goal for learning and task mastery, understanding what the article is talking about,
- ▶ **[36:49]** to getting the job done or earning the reward.
- ▶ **[36:54]** I read this article, so I'll do well on the test.
- ▶ **[36:67]** It's different.
- ▶ **[36:58]** It's not learning, it's test taking and maybe conforming but not conceptually understanding
- ▶ **[?37:04]**
- ▶ **[37:06]** But takes me away from learning, towards performance and outcomes.
- ▶ **[37:12]** Even, people will read it and while they do this studies for [?37:16] eye monitoring, that they got protocols.
- ▶ **[37:21]** Even while I'm reading, I want to know it's on the test, hope I do well on the test.
- ▶ **[37:24]** And instead of reading the words, they drew this... attention to the consequence.
- ▶ **[37:30]** So it takes off your intentional understanding.
- ▶ **[37:32]** And it gets up on that, if we had chance, one day [?37:38] article of [?37:41] article.
- ▶ **[37:45]** And the last one, if you read the passage for self regulation, this one is not too hard to understand.
- ▶ **[37:52]** Basically, the behavior is initiated, and regulated, starts and maintains itself,
- ▶ **[37:56]** it impresses certain absence, of attractive contingencies rather



than resources itself.

🔊 **[?38:06]**

- 🔊 **[38:09]** Is it personal resources?
- 🔊 **[38:11]** I want to learn, I want to understand, I want to become best teacher or researcher.
- 🔊 **[38:16]** again, I just want to understand motivation, I want to improve myself, I want to [?38:20].
- 🔊 **[38:22]** I want to do well on the test, I want to impress by being better.
- 🔊 **[38:26]** This kind of thing, so more and more, you get the environment gains control over your behavior rather than yourself, for your behaviors.
- 🔊 **[38:35]** They are going to kindergarten, and I hope if you play a rewards for them if you will motivate them.
- 🔊 **[38:45]** The rewards are also bad, now it's a bad instead of good.
- 🔊 **[?38:53]** abuse so much
- 🔊 **[38:54]** First one, people assume that old people can't or won't regulate their behavior,
- 🔊 **[39:02]** in way they response... he is not going to paint the room, I can wait until the cows come home,
- 🔊 **[39:06]** old saying in English, that the cows never come home, they will make [?39:09].
- 🔊 **[39:10]** But the chickens come to roof and all these other afraid.
- 🔊 **[39:13]** I can wait until the end of time, and this is not going to happen.
- 🔊 **[39:19]** Then I am going to clean the room and I am going to read that book,
- 🔊 **[39:22]** and then I'm going to turn in the homework and I'll revise the paper, and I'll sure work up on time,



- 🔊 [39:28] that's not what I do it.
- 🔊 [?39:32]
- 🔊 [39:35] So, what I need to control, or shape or train the other person how to rate the other behavior,
- 🔊 [39:40] how to do [?39:41], how to deal with their culture status, productive, healthy and responsible.
- 🔊 [39:45] Brush your teeth and exercise and be punctual, those kind of things.
- 🔊 [39:51] And I'm going to use intrinsic motivation or intention to do so.
- 🔊 [39:54] And I hope this, that even if I have to, you know, compromise a little bit, and yell and control and bribe and curse people to do what's right,
- 🔊 [40:03] what's productive, healthy, responsible, I'll have to do this first.
- 🔊 [40:07] But then, after that, after you start brushing your teeth, exercise and be punctual, they'll see it's so valuable, they'll see it's worth it.
- 🔊 [40:16] And they know, they'll need me anymore, me off the control, and they'll start doing it by themselves.
- 🔊 [40:24] I have to do it for me at first, but eventually, I hope that they'll be able to self regulate.
- 🔊 [40:31] That's the logic.
- 🔊 [40:32] A lot of people use that kind of logic.
- 🔊 [40:33] A couple of means, I'll work with a child, I'll brush their teeth,
- 🔊 [40:37] also compound, I'll put the paste, toothpaste on the brush, and I'll make the happy face, I'll be inside so they will kind of have fun.
- 🔊 [40:50] And play games, and [?40:51] do best for couple of weeks.
- 🔊 [40:56] But then, they won't need me. On the third week, [?40:58].
- 🔊 [41:00] The basic idea, he's not motivated, he won't do it,



- ↳ **[41:03]** so I got to create motivation for them and I hope they become self regulating.
- ↳ **[41:10]** Five big mistakes, five reasons why that doesn't work.
- ↳ **[41:15]** Here's the same quoting at top on this pages [?41:18].
- ↳ **[41:19]** First, it assumes that people are motivation engine
- ↳ **[41:22]** It's not true, people have all kind of motivational resources
- ↳ **[41:28]** life values, and goals, interests, preferences...
- ↳ **[41:31]** It ignores the idea of this is affecting, probably it's debatable.
- ↳ **[41:37]** But probably, this simple best contribution of self determination over two weeks that we were talking about,
- ↳ **[41:42]** single, most important, no need of motivation psychology they offer is an idea of these types of motivation.
- ↳ **[41:51]** It's not how motivated you are, it's not how much motivation you have, it's the quality.
- ↳ **[42:00]** So the goal is not to motivate people, it's to create anonymous motivation.
- ↳ **[42:08]** And number 3, there's no evidence that this transfer occurs.
- ↳ **[42:12]** If you look at all of a beautiful set, if you start off controlling people, there is no evidence that people spontaneously take off self regulation on their own
- ↳ **[42:24]** It goes all way back rewarding awkward [?42:27].
- ↳ **[42:30]** Again it's an idea of functional autonomy models.
- ↳ **[42:36]** It also assumes that I know what best turn him, I know what's best for my child,
- ↳ **[42:40]** That's where my suit is, I know that's where somebody else... I should regulate my behavior.

- 🔊 [42:51] They're young, they're immature, they don't know they usually on [?42:54].
- 🔊 [42:55] Lastly, I think, as I do this more and more, I think five of this one, STT is most important.
- 🔊 [43:04] The more personal research, and then these five big major most important.
- 🔊 [43:08] And basically, the more you introduce environmental regulation people's behavior, the more and more you divorce them from their own internal causalities.
- 🔊 [43:17] If you kind of do that, if you get distrust, ignore, discount their own internal causalities.
- 🔊 [43:25] So I don't want to do with interesting or what's valuable or pursue my own goals [?43:34].
- 🔊 [43:37] I don't know what book to read, tell me which one is the best?
- 🔊 [43:41] And that, if it's test on the line, if there's a public presentation, outstaged things,
- 🔊 [43:48] Then people starts to say, I don't want to take the chance, grading all behavior, tell me what you regulate for.
- 🔊 [43:57] And that's [?43:59].
- 🔊 [?44:00]
- 🔊 [44:04] That's what problem with extrinsic motivation.
- 🔊 [44:08] Maybe it's a problem and maybe it's not, but what is the problem?
- 🔊 [44:11] It's these three side effects.
- 🔊 [44:15] And... if we talk about these [?44:16] go back to the punishers, and the punishers are interesting
- 🔊 [44:23] They did research on the punishment

- ◀ [44:25] Even [?44:26]
- ◀ [44:27] They don't work.
- ◀ [44:28] You cannot regulate other person's behavior effectively over time like spanking, yelling, and all that
- ◀ [44:35] It's a punishment
- ◀ [44:37] But you can be sure that you always have these three side effects.
- ◀ [44:40] Three side effects that we had.
- ◀ [44:41] So you don't get any positive benefits and you get all the side effects.
- ◀ [44:46] So it's a real good argument that never continue punishment [?44:49] all the time.
- ◀ [44:51] Again we have the negative force to go for that and it's a controversy and positive any forces
- ◀ [44:56] And people say, it gets benefits
- ◀ [44:58] Do what people tell you to do, get their convious
- ◀ [45:04] But you have these side effects and then in the practitioner conseil, it's a value judgement
- ◀ [45:10] Which is more important
- ◀ [45:11] Clients or intrinsic motivation, exceptional understanding, and term self regulations
- ◀ [?45:24]
- ◀ [45:35] So maybe it's a value judgement but for me, it's a repeatable, [?45:39], they are facing pretty clear
- ◀ [45:41] The side effects are really automatic, and they [?45:43]
- ◀ [45:49] And very often, if you want some [?45:51]

- 🔊 [46:04] So it's hard to talk about extrinsic motivational without talking about intrinsic motivation... [?46:11]
- 🔊 [46:13] Here's a definition
- 🔊 [?46:16] Mostly you are upset in second word, most...[?46:20]
- 🔊 [46:24] Not just what it seems like.
- 🔊 [46:26] It's a... the translated term...
- 🔊 [46:28] This [?46:29] to exceed the exercise capability, [?46:34]
- 🔊 [46:38] The definition I like is a better concise, I would like you to figure on it
- 🔊 [?46:44]
- 🔊 [46:49] But I do want you to really spend a lot of time in here, on definitions
- 🔊 [46:54] On test I will ask you about the definitions, where they came from, of course whether you know about it
- 🔊 [46:57] Create individual program
- 🔊 [46:58] But you know this, intrinsic motivation and intrinsic phenomenon,
- 🔊 [47:03] So you can't have your definition says it's an activity
- 🔊 [47:04] It's not an activity
- 🔊 [47:07] It's a motivation phenomenon.
- 🔊 [47:09] So it's not a definition of intrinsic motivation maybe it's a physical motivated behavior
- 🔊 [?47:13]
- 🔊 [47:15] It's my definition of intrinsic motivation behavior
- 🔊 [47:18] So what's an intrinsic motivation?



- [?47:22] (Student Asking)
- [?47:35]
- [47:37] Now just to help you a little bit on the definitions,
- [47:40] The [?47:41], the novelty, to do what's interesting, the [?47:46] challenged to do what's enjoyable and fun
- [47:52] Extend the exercise of your capabilities,
- [47:54] Personal growth, and mastery, and improvement, personal growth is a [?48:01]
- [48:02] Step floor, and to grow yourself with simulations
- [48:08] To grow your concepts, to grow your skills, to grow your adaptabilities, to grow your understanding of the world and the understanding of yourself
- [48:14] etc.
- [48:16] Experience the difference, experience the differentiate, elaborate, etc.
- [48:23] So the terror of motivation in personal growth.
- [48:28] Have you remember from Brian Rhee's article?
- [48:31] The inherent motivation from what three [?48:33]
- [48:34] Remember the title of the article?
- [48:50] (Student Asking) ... human's evaluation, social development and well being
- [49:00] alcohol, like a stuff the educator and parents care about
- [49:06] If you are motivated in this way, if you are in a language class, if you are in a biology class,
- [49:12] And you want to see cow,

- **[49:15]** You see some picture in the textbook or you have a guest speaker come into class,
- **[49:21]** And you want to interact in the middle of language class or something,
- **[49:25]** You see that novel in this chapter, I want to talk like a guest speaker, I want to ask a question
- **[49:30]** I want to ask the teacher,
- **[49:34]** What the names of the involvement of this scale?
- **[49:37]** I want to see the exercise, show me how the microscope works, tell me how they work
- **[?49:45]** I can't figure it out
- **[49:51]** Explore and learn...
- **[49:54]** Figure it out from activity, from understanding, well being... [?50:00]
- **[50:03]** Where did intrinsic motivation come from?
- **[50:07]** So let's say you got a satisfying definition, of intrinsic motivation
- **[50:11]** It's like a question, before you can start that has some kind of classroom
- **[50:16]** I want to intrinsically motivate my kids
- **[50:19]** I want to increase more motivation
- **[50:21]** And you have to know where it comes from, its origins
- **[50:23]** And there's two positive answers
- **[50:26]** One, you don't have to do anything
- **[50:27]** It's already in there
- **[50:28]** It's just the way nerve system works

- **[50:30]** It's inherent... to be prominous, [?50:35]
- **[50:38]** It's the way nerves work
- **[50:42]** How about... more... research definition, it is simply the motivation that arises out of sets of actions, of the sides of outcome and income.
- **[50:55]** Diagram like this
- **[50:58]** So anything that makes you feel more prominous, or more confident, and even better, and more confident,
- **[51:05]** And it increase more [?51:10]
- **[51:11]** That's what intrinsic motivation is
- **[51:15]** It's what manifestation of psychological needs
- **[51:19]** That's why we were talking about psychological needs first before we talk about whole intrinsic motivation set
- **[51:23]** So, in terms of experiments, in terms of interventions, in terms of parenting styles,
- **[51:30]** Or how I promote it, how I do with confidence
- **[51:35]** How I intervened... in prominous support, in confidence support
- **[51:40]** terms of motivated supports
- **[51:46]** But this is the pack, the cause of the changing motivations
- **[51:54]** Related this, we've talked so much for intrinsic motivation, [?52:01]
- **[52:06]**
- **[52:08]** Some people don't say [?52:12]
- **[52:20]** Here's a strange slide, but I think it is important so I put it up to talk about for a minute
- **[52:25]** What's the reason for reward putting [?52:28]



- ▶ **[52:32]** Why engage in intrinsically motivated activity?
- ▶ **[52:36]** If we go back, and we've tried to explain the rewards, enthuse, the brain to release dopamine and etc.
- ▶ **[52:49]** And it gets excited by rewards, we can explain how it works
- ▶ **[52:54]** That explains how the intrinsic motivation works
- ▶ **[52:58]**
- ▶ **[53:00]** Why are we keep, we trying to figure out this jigsaw puzzle to put the picture of real together
- ▶ **[53:07]** Idea of the... Miquelon
- ▶ **[53:13]** Inherent or contaneous affections
- ▶ **[52:16]** It's a motion, it's a feeling, it's intuition, it's gut, it's... I don't know what, it's interesting
- ▶ **[53:26]** it's fun, obviously, it's fun
- ▶ **[53:32]** Effect of three, effect of cops, psychological needs, and needs of the epic phenomenon,
- ▶ **[53:37]** Needs of the emotional epic phenomenon, emotional consequences of feeling confidence
- ▶ **[53:51]** So if you ask people, "what do you do in your free time?", "What's your favorite hobby?"
- ▶ **[53:58]** Collect stamps, travel, play basketball, or whatever people would say,
- ▶ **[54:03]** Just hanging out with their friends, just, talk on the phone, video games
- ▶ **[54:07]** You ask them, "Why?"
- ▶ **[54:10]** And they will say, "It's the only place where I feel free or self, get to do what I want"



- ▶ **[54:16]** “I feel confident, and I feel...” you will see
- ▶ **[54:20]** They will say also it’s fun, and it’s interesting
- ▶ **[54:21]** But the reason it’s fun and interesting is [?54:25]
- ▶ **[54:29]** OK, so that’s intrinsic motivation
- ▶ **[54:31]** So we’ve brought it a little bit to [?54:35]
- ▶ **[54:36]** I won’t go for this a lot, but I want to do couple of slides
- ▶ **[54:42]** Look, we’ve already talked about basic intrinsic...
- ▶ **[54:45]** So I want to talk about the things that are in the middle, I think we will skip the personality
- ▶ **[54:50]** Just to get... a full proper picture of this approach of motivation
- ▶ **[54:56]** Just try to understand it, try to do the experiment, and try to help do the intervention,
- ▶ **[55:04]** So we’ve talked about basic needs,
- ▶ **[55:05]** So, how about the reward?
- ▶ **[?55:09]** Here’s a reward
- ▶ **[55:12]** We don’t like SCET, or [?55:14], it worked
- ▶ **[55:15]** So I am going to the next slide, but if you want to read it,
- ▶ **[55:20]** I think, it’s a former theory, it’s all classical, philosophy theory
- ▶ **[55:25]** We have propositions, and assumptions...
- ▶ **[55:28]** And here is the theory in a diagram
- ▶ **[55:32]** And I am going to over simplify it so either you want to reduce it, get you interested
- ▶ **[55:36]** We will talk about it, or you can read about it...



- [55:40] So, here's the purpose of the theory
- [55:43] I am going to explain [?55:46]
- [55:48] Let's just explain how any extra loyant
- [55:50] We reward, deadlines, surveillance, the approval, it could be donuts, it could be anything.
- [55:57] It's going to affect your intrinsic and extrinsic motivation.
- [56:00] This theory will be ringing the bell way back into the 1977 era
- [56:04] Trying to explain how reward, or extrinsic rewards affect intrinsic and extrinsic evaluation
- [56:11] And the basic idea is, well, it depends
- [56:15] If you say, effects for the explanation
- [56:20] These are lot of explanation and evaluations
- [56:22] But basicly if I give you this good prior work,
- [56:26] Or promise you reward will be zero,
- [56:29] Then you say, "Why?"
- [56:31] Why would you do that?
- [56:33] Why are you promising me money or recreating or giving me a tension?
- [56:38] Why? Why would you do that?
- [56:40] And if I believe you are doing it, to control my behavior
- [56:46] The reason you are smiling, and enthusiastic,
- [56:50] Let's say, it's going to be on the test,



- ▶ **[56:52]** you just want to make me read the book
- ▶ **[56:54]** Instead of playing with my friends, and do what I want, you just want to make me read the book
- ▶ **[56:59]** So, it feels control
- ▶ **[57:03]** It feels like undermines me like a colony
- ▶ **[57:06]** And if it does, if it feels like colony,
- ▶ **[57:09]** If it feels controlling, and function, and purpose
- ▶ **[57:13]** Then my colony my intrinsic motivation may go down, and my extrinsic motivation goes up
- ▶ **[57:19]** If it doesn't feel like controlling, it's not a big deal
- ▶ **[57:25]** The reason my parents... if I am brushing my teeth, when I am a young child,
- ▶ **[57:29]** Then my parents is smiling and patting me on the back,
- ▶ **[57:33]** And say, "I am so proud of you" and things like that,
- ▶ **[57:35]** It doesn't feel like controlling, that's...
- ▶ **[57:40]** I don't feel like you are manipulating me, mom
- ▶ **[57:44]** So no, a colony, intrinsic motivation don't go down,
- ▶ **[57:48]** And extrinsic motivation remains in effect
- ▶ **[57:51]** So anything that increases the cause in selling, my experience of control is,
- ▶ **[57:57]** It's going to undermine extrinsic motivation
- ▶ **[58:02]** But also, it says every single extra [?58:04], or a donut,
- ▶ **[58:11]** has some level of controlling,



- ▶ **[58:15]** But it also has some level of confidence, communicative
- ▶ **[58:20]** The reason you pat me on the back and smiling, and saying that you are so proud of me
- ▶ **[58:25]** It's because I am doing a good job
- ▶ **[58:28]** And maybe that feels saviant.
- ▶ **[58:30]** In the style, how you give them the praise and your approval.
- ▶ **[58:36]** If I feel like you are communicating confidence,
- ▶ **[58:38]** it's not about the rewards, it's about confidence
- ▶ **[58:41]** Then, confidence goes up, intrinsic motivation go up
- ▶ **[58:48]** If it doesn't feel confident, like... a deadline,
- ▶ **[58:51]** It will be on the test,
- ▶ **[58:53]** That's kind of like [?58:54] confidence
- ▶ **[58:55]** It's control
- ▶ **[58:56]** So, it doesn't... well even if it's negative, it makes me feel [?59:00]
- ▶ **[59:01]** But if it makes me feel unconfident, like criticism, it will be on the test, and you know
- ▶ **[59:11]** Then confidence, and intrinsic motivation decrease
- ▶ **[?59:16]**
- ▶ **[59:18]** And a lot of extra consistencies are controlling [?59:22]
- ▶ **[?59:28]** that kind of thing,
- ▶ **[59:30]** It's unconfident, and incontrol
- ▶ **[59:35]** Waiting to go



- ▶ **[59:40]** So what you do is to say, “I want to do four to introduce”
- ▶ **[59:46]** Policy in my class
- ▶ **[59:47]** Before I make this decision,
- ▶ **[59:50]** Everyone had a paper, or if I had it in advance,
- ▶ **[59:54]** The midterm...
- ▶ **[59:56]** I don't want to before I administer.
- ▶ **[01:00:00]** So you put it with the blank
- ▶ **[01:00:06]** Promising your child that you are going to the Everland,
- ▶ **[01:00:09]** If they go to music classes.
- ▶ **[01:00:15]** So, you are going to the Everland,
- ▶ **[01:00:17]** So the question is, I don't know if I have the answer,
- ▶ **[01:00:20]** If it's... the control motivation
- ▶ **[01:00:23]** And then the answer to that is... it depends on how convenient the child experience is
- ▶ **[01:00:30]** It's mostly controlled, mostly competent
- ▶ **[01:00:35]** I will come back to this in a second
- ▶ **[01:00:36]** That's a functional certificate purposes...
- ▶ **[01:00:41]** This one right down here is instinct personal, the intransitive reward
- ▶ **[01:00:48]** The average of D as a fact sign,
- ▶ **[01:00:54]** And the negative sign means it decreases
- ▶ **[01:00:58]** So rewards, generally intrinsically generates motivation



- **[01:01:00]** Behavior, attain for reward, decreases the verbal rewards,
- **[01:01:06]** As increasing the motivation
- **[01:01:08]** So verbal rewards are not problem because it communicates the
- **[01:01:13]** And hand rewards are really a problem,
- **[01:01:18]** And effective, as we read...[?01:01:22] effective, tangible rewards... so underline
- **[01:01:26]** That they use problem [?01:29]
- **[?01:01:39]** While we are enthusiastic about this
- **[01:01:43]** What it means, about what you are doing tonight
- **[01:01:47]** And the theory like information
- **[01:01:50]** The information we control, [?01:01:53]... for the control
- **[01:01:58]** It's a composite for control, and which we are going to more saving, it's not producing [?1:02:02]
- **[01:02:07]** A motivation...[?01:02:09]
- **[01:02:15]** The goal content theory?
- **[01:02:16]** We have article, not about
- **[01:02:20]** Let me just introduce this,
- **[01:02:24]** Just says, you know, whatever goal you may have, I want to make A
- **[01:02:29]** I want to win the election
- **[01:02:32]** I want to do whatever... I want to get in shape.
- **[01:02:34]** And the question is, what's the why, why behind the goal.

- 🔊 [01:02:38] And there's such thing as transic goal, or personal growth goal, and the extrinsic goal.
- 🔊 [01:02:47] And the intrinsic goal find exactly what it is,
- 🔊 [01:02:51] The function A, you can define it
- 🔊 [01:02:52]
- 🔊 [01:02:58] If the reason, I want to exercise,
- 🔊 [01:03:00] The reason I want to make a priority in class,
- 🔊 [01:03:02] The reason I want my paper published in the journal,
- 🔊 [01:03:04] If it allows me to have more competent relative,
- 🔊 [01:03:11] That means intrinsical, our way rotation,
- 🔊 [01:03:13] Fame, fortune, status, prestige, social recognition, your psychological dissatisfaction, [?01:03:26]
- 🔊 [01:03:30] So...this is hard to read, but just to give you the idea, what typical, great common,
- 🔊 [01:03:36] Intrinsic goals are... if you are doing something
- 🔊 [01:03:38] Like trying to lose weight, or learn how to speak a foreign language,
- 🔊 [01:03:43] If you do it for personal growth,
- 🔊 [01:03:45] Or connectedness with other people,
- 🔊 [01:03:48] Or community contribution, in a relating...
- 🔊 [01:02:53] And that's priority to psychological recess, right?
- 🔊 [01:03:57] As I pursue this goal, one of the consequences,
- 🔊 [01:04:00] Retain my goal enough,



- ▶ **[01:04:01]** I get all the psychological needs as I pursue the goal,
- ▶ **[01:04:05]** As I exercise, or try to learn language, as I recycle, as I [?01:04:11]
- ▶ **[01:04:13]** Learn communication skills,
- ▶ **[01:04:17]** Verses, financial success, social recognition, and appearance,
- ▶ **[01:04:22]** This is study, placed in Europe, but the recent research was at the America
- ▶ **[01:04:28]** And it was, on the American Dream which is basically fame, fortune, and status.
- ▶ **[01:04:35]** That's... imagine you are in America, if you are famous, rich, and you have a lot of social status.
- ▶ **[01:04:40]** It's... I'm so proud of myself, it's so rich, it's so famous, it's so popular... it's so attractive.
- ▶ **[01:04:52]** A lot of extrinsic purposes
- ▶ **[01:04:53]** And then... this is a personal [?01:05:00]
- ▶ **[01:05:02]** Just to show you the results, so you are pursuing the same goal.
- ▶ **[01:05:07]** I am trying to get in shape, I am trying to learn foreign language
- ▶ **[01:05:11]** And I ask you, why?
- ▶ **[01:05:12]** Why would people go to America
- ▶ **[01:05:16]** Why people try to give up cigarettes?
- ▶ **[01:05:21]** So, how important is it to you, there's a lot of [?01:05:25] here
- ▶ **[01:05:30]** If you pursue fame, fortune, and status,
- ▶ **[01:05:32]** That's why I am learning the language, so that I can go ahead in work well,



- ▶ **[01:05:38]** Negative, 66! That's not even a
- ▶ **[01:05:41]** We saw actualization
- ▶ **[01:05:44]** So be famous, and rich, and all that you have to turn off
- ▶ **[01:05:48]** I mean, for self activation, let's say, go back inside, we are not going to do that now.
- ▶ **[01:05:53]** We are going to be rich, we are going to get that's what we are doing
- ▶ **[01:05:57]** So the reason any experience with self actualization,
- ▶ **[01:06:06]** Reface the language, for my community to use the language, personal growth,
- ▶ **[01:06:11]** And few people satisfies...[?01:06:14]
- ▶ **[01:06:18]** I mean it's the really
- ▶ **[01:06:21]** It asks us to attain the goal
- ▶ **[01:06:24]** I want to learn foreign language, I seek to learn foreign language.
- ▶ **[01:06:29]** Still, it doesn't matter
- ▶ **[01:06:32]** If you... actually... if you actually become rich, and famous, and popular, you've made it.
- ▶ **[01:06:44]** Then, also factualization, [?01:06:46],
- ▶ **[01:06:51]** You get up and say [?01:06:53] I've made this sacrifices, I've worked so hard,
- ▶ **[01:06:59]** I'm rich, and I own a mountain
- ▶ **[01:07:02]** As a lot of people in Korea want to... have a mountain...
- ▶ **[01:07:05]** I've made it, further generations

🔊 [01:07:10]

🔊 [01:07:23] So the reason, it's important is that it's tragically award, those kinds of thing

🔊 [01:07:28] ... talk about, trying to control the people's behavior

🔊 [01:07:35] And after behavior, you give rewards,

🔊 [01:07:37] And react to people's behavior

🔊 [01:07:38] Goals are pulling behaviors that are trying to reinforce the behavior

🔊 [01:07:43] That are trying to initiate, encourage... our behavior

🔊 [01:07:49] ... I'm trying to do something in the future, I'm trying to succeed in the future

🔊 [01:07:52] But the outcomes are just as same

🔊 [01:08:00] Here's the reading we have for this week

🔊 [01:08:02] Are given to talk about, over to do article, educational psychologists

🔊 [01:08:07] It's speaking straight to the educators, examples

🔊 [01:08:15]

🔊 [01:08:18]

🔊 [01:08:22] If the teacher comes in, and says the reason we are going to learn what we are going to learn today,

🔊 [01:08:25] Is for personal growth, intrinsic goal

🔊 [01:08:30] Pursue extrinsic goal,

🔊 [01:08:35] If I am a good predictor, a conceptual learning

🔊 [01:08:40]



- ▶ **[01:08:44]** In the study that you read, was mediated through... [?01:08:47], intrinsic dissatisfaction
- ▶ **[01:08:50]** Because it is mediated by the
- ▶ **[01:08:55]** Intrinsic goals [?01:08:56] dissatisfaction,
- ▶ **[01:08:59]** Past involve, and reward involved, [?01:09:01]
- ▶ **[01:09:10]** Why intrinsic goals have positive benefits, [?01:09:16]
- ▶ **[01:09:20]** How about one more and we will take a break
- ▶ **[01:09:21]** It's kind of a quick one, internalization
- ▶ **[01:09:25]** We will take a break, come back and have a flow... then articles and other sections
- ▶ **[01:09:34]**
- ▶ **[01:09:39]** Internalization...
- ▶ **[01:09:41]** And some of you already know this, but a lot of you don't know this
- ▶ **[01:09:47]** It starts back in 1980s, STT was very popular among educators
- ▶ **[01:09:53]** They thought it was naïve
- ▶ **[01:09:55]** Intrinsic motivation is fine, relevant to schools
- ▶ **[01:10:00]** You have to make this, you have to make them all the rules
- ▶ **[01:10:02]** And you know what intrinsic motivation is, the theory is not really relevant
- ▶ **[01:10:08]** And first few years... there was no presentations, except for mine
- ▶ **[01:10:13]** STT, [?01:10:13] none, no where
- ▶ **[01:10:18]** It's also [?01:10:19]



- **[01:10:20]** But we see them come up with organism integrate, first theory error
- **[01:10:26]** And then name all the theory, organism integration theory
- **[01:10:32]** As a theory of extrinsic motivation, also it became very awkward
- **[01:10:34]** ... they lack the theory of extrinsic motivation, more than they lack the theory of intrinsic motivation.
- **[01:10:40]** Because they deal with... [?01:10:42] everyone today
- **[01:10:45]**
- **[01:10:52]** This is from the version of America's Psychologist Association,
- **[01:10:57]** So... intrinsic motivation is complicated, it's a one thing
- **[01:11:01]** And able motivation is not too complicated [?01:11:05]
- **[01:11:07]** The extrinsic is complicated
- **[01:11:09]** It's more than... it's got types, and types really matter
- **[01:11:15]** They... there's continent, how it hung, control, extrinsic motivation...
- **[01:11:24]** Just a... same plot
- **[01:11:28]** This is originally their diagram, America Psychologists'
- **[01:11:31]** And this needs a lot more explanation if we...
- **[01:11:38]** I don't want to do that
- **[01:11:40]** So the basic, the idea, the essence of these types of motivation
- **[01:11:44]** We know intrinsic motivation, so this is for
- **[01:11:49]** External regulations, that's a proto type, extrinsic motivation



- ↳ **[01:11:54]** And that's the external consequence,
- ↳ **[01:11:56]** And we will talk about it real quick
- ↳ **[01:11:59]** We've talked about extrinsic motivation
- ↳ **[01:12:02]** In early years
- ↳ **[01:12:03]** But now, it's kind of confusion because many types of extrinsic motivation
- ↳ **[01:12:06]** So don't intrinsic motivation and extrinsic motivation anymore
- ↳ **[01:12:10]** Because of external regulation
- ↳ **[01:12:15]** So, extrinsic motivation behave external regulation
- ↳ **[01:12:17]** Let's talk about three types of extrinsic motivation
- ↳ **[01:12:22]** So, interjecting regulation, is a little bit of [?01:12:25],
- ↳ **[01:12:27]** But it's basically the society of control, that they're interjected or pushed
- ↳ **[01:12:34]** Or shoved, into the social system
- ↳ **[01:12:39]** And they are isolated, not valued, and not understood,
- ↳ **[01:12:43]** They're not endorsed, but they're pushed in there.
- ↳ **[01:12:49]** They should dos, you know... they should do, they should must, they should have to do
- ↳ **[01:12:55]** Approved of
- ↳ **[01:12:57]** So things they told you, the ego ideal, that kind of thing
- ↳ **[01:13:02]**... The good boy is, the good girl is
- ↳ **[01:13:08]** And exactly where you should be and things you have to do



- 🔊 [01:13:13] You ought to be polite, you ought to always recycle,
- 🔊 [01:13:16] And you ought to have good handwriting,
- 🔊 [01:13:18] And good costume, and say please, and excuse me
- 🔊 [01:13:24] And, all these things you ought to do
- 🔊 [01:13:28] They are not my behaviors, they are my mom's behaviors
- 🔊 [01:13:32] That's what they call interjected because literally the metaphor is it takes somebody's...
- 🔊 [01:13:38] It has to have somebody's regulation and push it into the personality
- 🔊 [01:13:41] And to shove it there... and do that
- 🔊 [01:13:45] ... Identify regulation is different
- 🔊 [01:13:49] It's where you voluntarily seek out
- 🔊 [01:13:53] Internal motivation
- 🔊 [01:13:55] Ways of behaving
- 🔊 [01:13:58] How do I get scholarship, how do I improve my health?
- 🔊 [01:14:03] How do I improve my diet, how do I learn, how do I understand, how do I grow person
- 🔊 [01:14:10] You find out what's uninteresting, boring, hard, fragile to work
- 🔊 [01:14:16] That are not intrinsically motivating
- 🔊 [01:14:18] That you conditionally, willfully take in
- 🔊 [01:14:22] I want that personality, I want to exercise, I want to walk up the steps than take elevator
- 🔊 [01:14:26] And I do this voluntarily



- **[?01:14:29]** Because it's good for me, and that I will grow
- **[01:14:32]** So... it might... the behavior may be the same
- **[01:14:37]** Brush your teeth, and exercising, and being polite, and revising your paper
- **[01:14:43]** Maybe the behavior may be exactly the same, but interjected it feels like pressure, and somebody else's idea,
- **[01:14:52]** And with identified regulation, it feels like freedom and your idea.
- **[01:14:57]** This... this condition is fully accepted, there's no conflict.
- **[01:15:03]** Here, it's nothing but conflict.
- **[01:15:05]** I want to do this but I have to do this
- **[01:15:07]** I don't want to read if I'm angry
- **[01:15:08]** But you're doing the behavior whatever
- **[?01:15:10]**
- **[01:15:16]** Identify... this is... it feels free, even though you're bored.
- **[01:15:20]** Over... stress, and in integrated regulation, it's hard to study.
- **[01:15:26]** Because it's hard to get a good measure of this
- **[01:15:28]** And it may not be relevant for kids.
- **[01:15:31]** But this is identity integration.
- **[01:15:34]** This is... you take all these isolated items and values you have.
- **[01:15:38]** You somehow holistically integrate them into yourself.
- **[01:15:43]** And then you own them.



- ▶ **[01:15:45]** They will take the comfort of your idea in yourself, definition
- ▶ **[01:15:48]** And when you say...I exercise and brush my teeth
- ▶ **[01:15:53]** And revise my papers and walk up the steps
- ▶ **[01:15:56]** because that's who I am
- ▶ **[01:16:00]** I didn't do these things I would probably be false to myself, I'd be untrue
- ▶ **[01:16:04]** That's what integrated regulation is.
- ▶ **[01:16:07]** It's who I am.
- ▶ **[01:16:09]** What I do.
- ▶ **[01:16:10]** I know what's...
- ▶ **[01:16:12]** I stay up at 4 o' clock in the morning
- ▶ **[?01:16:14]** read newspaper and I clean
- ▶ **[01:16:18]** I got a responsibility.
- ▶ **[01:16:20]** The intrinsic motivation which is fun
- ▶ **[01:16:25]** Here's the continuum
- ▶ **[01:16:27]** Just... just the words on it
- ▶ **[01:16:28]** For autonomous external regulation [?01:16:30]
- ▶ **[01:16:33]** Interjection, identify and interrelated
- ▶ **[01:16:35]** The point in this slide is continuum of the conflict.
- ▶ **[01:16:38]** We should go from top to bottom to become in more self [?01:16:42]
- ▶ **[01:16:44]** The words are important factor [?01:16:47]



- ▶ [01:16:48] So here's the internalization and its process
- ▶ [01:16:49] So we're trying to get now, the point itself, a determination theory
- ▶ [01:16:54] The autonomous self regulation.
- ▶ [01:16:56] And you can get this in two ways.
- ▶ [01:16:58] You can get it through intrinsic motivation, or you can get it through identifying regulation.
- ▶ [01:17:02] You can get it through alitional extrinsic motivation.
- ▶ [01:17:07] Okay...
- ▶ [01:17:09] Because the definition of internalization, the process, so that's okay the second words are pretty good.
- ▶ [01:17:15] It's a developmental process
- ▶ [01:17:21] To which a person transforms, formulating [?01:17:22] relation
- ▶ [01:17:25] something to think, something to feel, something to do
- ▶ [?01:17:27]
- ▶ [01:17:33] So, I'm the writing professor
- ▶ [01:17:36] And I say, this is good writing.
- ▶ [01:17:40] You should write this way.
- ▶ [01:17:42] And I teach you how to write
- ▶ [01:17:44] And I put like... I tell you, how you should write.
- ▶ [01:17:48] And then I explain... I got to show you the experiment
- ▶ [01:17:52] Why you should write this way: how it's going to benefit you
- ▶ [01:17:55] How this... it matches with your intrinsic goals to develop



yourself as a writer.

- ▶ **[01:17:59]** Things like this and finally you say, that's not my idea of writing.
- ▶ **[01:18:05]** But it sounds good, I like it.
- ▶ **[01:18:07]** I'm going to copy, I'm going to take that idea and bring it to myself
- ▶ **[01:18:10]** It's going to become my own standard.
- ▶ **[01:18:12]** For my own value or own definition, for my good writing.
- ▶ **[01:18:16]** And that's what internalization is.
- ▶ **[01:18:18]** When you take other people's ideas about what to think,
- ▶ **[01:18:23]** Like what goals to have, or values to endorse
- ▶ **[01:18:26]** How to feel and how to act
- ▶ **[01:18:29]** When you take other people's demonstrations of or recommendations of these things,
- ▶ **[01:18:33]** And you steal, that is, you borrow them, you internalize them
- ▶ **[01:18:37]** As your own. That's internalization.
- ▶ **[01:18:44]** So if you support, we talked about autonomy [?01:18:46]
- ▶ **[01:18:47]** A little bit now on... relative support
- ▶ **[01:18:50]** But the magic ingredient here is... before I'm going to take in anything that you recommend,
- ▶ **[01:18:57]** I have to have this rock solid belief
- ▶ **[01:19:00]** That you care about, our welfare,
- ▶ **[01:19:03]** When you do it for my good
- ▶ **[01:19:04]** You're not manipulating me; you're not coercing me; you're not tricking me



- **[01:19:08]** You really really really, I believe, you really really really care
- **[01:19:13]** And you've given me this recommendation [?01:16:15]
- **[01:19:16]** I believe that. That's the relative support.
- **[01:19:19]** And then, it's like the open door to internalization.
- **[01:19:23]** But I think you're tricking me, manipulating me, pooh! I close the door.
- **[01:19:28]** And I do the opposite idea that's called the reaction, okay?
- **[01:19:32]** The opposite, veto [?01:19:33]
- **[01:19:37]** Being over 9, being over 12... just [?01:19:42] the guarantee
- **[01:19:45]** In the course, the reason I'm asking you become a 12
- **[01:19:48]** Discuss, you may explain it, you tell the difference, the clear relationship of love, care, and well-being.
- **[?01:19:54]**
- **[01:19:59]** (Student Asking) Can we say there is a difference between [?01:20:05] and relating experience?
- **[01:20:08]** We're going to read it.
- **[01:20:09]** For good reasons. It's hard to be supportive and be relative without being [?01:20:14]
- **[01:20:15]** I still remember, early studies I did on this found that... you know Jeff Waves
- **[01:20:24]** He did all this medical education but we will.. we would
- **[?01:20:27]**
- **[01:20:32]** And we could never get them, the factor separate a factor or else.



- ▶ **[01:20:35]** They're one thing,
- ▶ **[01:20:37]** Conceptionally and theoretically, they are different.
- ▶ **[01:20:40]** Autonomy support, what we talked about last week
- ▶ **[01:20:44]** Related support, what the attachment theory talks about
- ▶ **[01:20:47]** Response... responsibility, warmth, mutual care and so forth, those kind of things.
- ▶ **[01:20:55]** Theoretically they're different concepts
- ▶ **[01:20:58]** In practice, I'm not sure.
- ▶ **[01:21:00]**
- ▶ **[01:21:05]** Try a little bit here.
- ▶ **[01:21:07]** Here are some examples of autonomy support differentiated from related support
- ▶ **[01:21:11]** This is comprehensive, this is an example.
- ▶ **[01:21:14]** So, if I want you to, for whatever reason, I think, if I'm, I just tell you I write in all my life
- ▶ **[01:21:23]** And this is good writing; this is how you should write poetry.
- ▶ **[01:21:26]** This is how you should ... whatever it is when we talk about in class
- ▶ **[01:21:31]** If I take your perspective, you care about writing, you think this is a good writing.
- ▶ **[01:21:38]** You have a different view of writing.
- ▶ **[01:21:40]** Acknowledge negative feelings.
- ▶ **[01:21:41]** This is different from what you expect.
- ▶ **[01:21:44]** You may think poetries for 60s.



🔊 [01:21:47]

- 🔊 [01:21:50] I know it's hard to write this way; it's much easier.
- 🔊 [01:21:52] just to write and be done with it.
- 🔊 [01:21:54] It's far harder to really work at writing
- 🔊 [01:21:58] The reason that is worth your time to do your hard work as a writer.

🔊 [01:22:01]

- 🔊 [01:22:02] That's all autonomy support
- 🔊 [01:22:03] And relatedness is just a continual communication
- 🔊 [01:22:06] Of what, of a peer.
- 🔊 [01:22:09] Right, this is [?01:22:11] ... just for you.

🔊 [01:22:11]

- 🔊 [01:22:15] This client can't [?01:22:17]
- 🔊 [01:22:18] I'm not here to evaluate you or criticize you
- 🔊 [01:22:21] I'm here to improve your life

🔊 [01:22:24]

- 🔊 [01:22:30] So the blue box is the formula for relatedness or internalization, excuse me
- 🔊 [?01:22:37] In one part [?01:22:38] in one part relatedness
- 🔊 [01:22:40] So I'm going to internalize if I feel free and interpersonal connectedness.
- 🔊 [?01:22:48] Open the door



- ▶ **[01:22:53]** This is one of our studies
- ▶ **[01:22:55]**
- ▶ **[01:22:59]** I thought it really captured the experience that we go from 'I don't want to do it' to... I'm not sure
- ▶ **[01:23:08]** 'I want to do it'.
- ▶ **[01:23:10]** And what we... this study, decades ago, we had kids in a pre-service teacher in Iowa.
- ▶ **[01:23:16]** And we were teaching them conversational Chinese.
- ▶ **[01:23:19]** If I knew I would have come to Korea and we would have done Korean but we did in Chinese.
- ▶ **[01:23:23]** Because I actually wanted Chinese [?01:23:26] in Iowa
- ▶ **[01:23:28]** Really? The...8...5 to 8 percent of population in the school is from Chinese.
- ▶ **[01:23:36]** Probably immigrants, 2<sup>nd</sup> generations.
- ▶ **[01:23:38]** So, in one study, we asked the teachers to learn conversational Chinese.
- ▶ **[01:23:44]** Here's an exercise ... an hour on it
- ▶ **[01:23:47]** Go do it. An assignment of it.
- ▶ **[01:23:49]** We have all in different conditions but that's the ...like... control group of learning.
- ▶ **[01:23:54]** And then you want to do it, they did... as they were heard about what the test was
- ▶ **[01:23:58]** They spent an hour on the conversational Chinese
- ▶ **[01:24:01]** They didn't feel ownership: I was certain I want to do.
- ▶ **[01:24:05]** They didn't understand why. They were being asked to learn conversational Chinese.



- **[01:24:09]** And another... with the extra 5 conditions that are studied
- **[01:24:13]** But another condition is, we tried to provide the rational, the reason to try.
- **[01:24:18]** So we say, now, when you become a teacher
- **[01:24:23]** And our... explanatory rational for autonomy support
- **[01:24:26]** 5 to 8 percent of your students in your class on average ...are going to...
- **[01:24:31]** Speak Chinese in the home.
- **[01:24:33]** So, what's that?
- **[01:24:35]** 2 people.. 2 students in every class
- **[01:24:38]** Wouldn't it be nice if you could just say the basic things like 'hello', 'glad you're here' 'what's your name?' things like this
- **[01:24:45]** and make them feel accepted and welcomed in all of the culture
- **[01:24:50]** and wouldn't it be nice to be able to do that to Chinese speaking students
- **[01:24:55]** And let the teachers understand
- **[01:24:58]** Yeah, it would be nice.
- **[01:24:59]** And all suddenly said, that is important.
- **[01:25:02]** I can improve the relationship; I am with my kids.
- **[01:25:06]** I want to do it.
- **[01:25:08]** So, the reason for try helped them have this a heart moment.
- **[01:25:13]** Where they say, yeah, I want to do it, it's fine



- **[01:25:18]** What... identification experience is... this... 75 to 75.
- **[01:25:22]** So, one part of this, one part equal weight
- **[01:25:26]** It's important and I own it. I should have followed suit.
- **[01:25:29]** It's my idea to learn conversational Chinese.
- **[01:25:31]** And it was your idea, it's now my idea.
- **[01:25:35]** I want to do it and it's important I do; this hour that I've got a chance to learn conversational Chinese.
- **[01:25:40]** I'm going to make an adventure; And I'm going to learn it.
- **[01:25:42]** And the more you have a hard experience, the harder you try.
- **[01:25:45]** You measure that in some report, and well, we [?01:25:47]
- **[01:25:49]** So, and this other boxes worth mentioning when we pick the slides is,
- **[01:25:53]** a lot of time people already have their own understandings and their own reasons for why they think they're important.
- **[01:26:02]** And you don't have to create all new reasons.
- **[01:26:04]** You just have to make it bring it out and make it say or remind people of the good reasons why they exercised [?01:26:10]
- **[01:26:12]** And they will come up with their own idea [?01:26:14]
- **[01:26:15]** And actually your own reasons have greater weight than extra [?01:26:18]
- **[01:26:19]** Because of these you are doing your own reasons.
- **[01:26:24]** But this is kind of... the... flow of internalization.
- **[01:26:29]** How do you go from 'I want you to learn something' versus students saying 'I want to do it'
- **[01:26:38]** One more talk about flow.



- **[01:26:39]** We'll take a break.
- **[01:26:43]** I think the flow [?01:26:44]
- **[01:26:45]** But the rest [?01:26:46]
- **[01:26:52]** In a fifteen? In a fifteen minute break.
- **[01:27:00]** Here's a definition of flow.
- **[01:27:04]** I hope ...I wonder if you would like to spend more time on the definition.
- **[01:27:06]** It... you share a little... [?01:27:12] or uncomfort
- **[01:27:15]** What is flow? Some of you know 'flow' already.
- **[01:27:17]** Some of you have heard about it for the first time.
- **[01:27:19]** But is it commutative?
- **[01:27:21]** Is it a [?01:27:22] or kind of experience?
- **[01:27:24]** Is it a state of concentration; is it a way of thinking?
- **[01:27:28]** They're what flow is.
- **[01:27:30]** It's kind of involved so holistic absorption and deep involvement or concentration
- **[01:27:34]** Is it cognitive?
- **[01:27:36]** But I want you to think about that. Maybe it is, maybe it's not.
- **[01:27:39]** I don't think so. I don't think it's cognitive; the way of belief
- **[01:27:43]** or value or judgment.
- **[01:27:46]** or an expectation, it's cognitive.
- **[01:27:48]** I want to revise the definition, but I have to think about that it's



more of an experience.

- **[01:27:54]** What's the... it entails [?01:27:57] What would you say
- **[01:28:00]** Is it an emotion? Is it a appearance [?01:28:03]
- **[01:28:06]** But here's... these are 1975 definition of flow.
- **[01:28:14]** So I know some of you may know from ARA Andrew Morgan
- **[01:28:18]**
- **[01:28:19]** Here's what people will say; here's what people will agree
- **[01:28:22]** and responding a questionnaire... they feel...
- **[01:28:25]** holistically involved; they feel like they are in control.
- **[?01:28:33]** any more traces
- **[01:28:35]** These are all synonyms for the subjective experience in this flow
- **[01:28:40]** And then, there's a concentration time, only focused on doing
- **[01:28:46]** And here is this basic model
- **[01:28:48]** if you're interested, I recommend state it out for a day
- **[01:28:51]** It doesn't take one day
- **[01:28:53]** Unless English is a real barrier
- **[01:28:55]** but... you know, big words, [?01:28:58]
- **[01:28:59]** It's not little.
- **[01:29:03]** But this... it's got lots of books now.
- **[?01:29:05]** go back to the... idea of...
- **[01:29:13]** Slow, beyond [?01:29:14]



- ↳ **[01:29:15]** Experiencing flow in working plot.
- ↳ **[01:29:19]** Contribution of those book besides lots of answers and interviews and stories was the model on the left.
- ↳ **[01:29:26]** He spent a lot of time trying to figure out where flow came from and had created at the second stage.
- ↳ **[01:29:35]** The set is pretty those kind of simple.
- ↳ **[01:29:38]** It just two real variables have interact to explain when you go from one type of experience to [?01:19:47] experience.
- ↳ **[01:29:51]** It is just basically how skillful, how competent, how masterful, how able at the task you are,
- ↳ **[01:29:59]** then how complicated, how difficult, how challenging, how demanding,
- ↳ **[01:30:05]** how resource intense that activity itself was.
- ↳ **[01:30:09]** And you can somehow match those two variables. You can...
- ↳ **[01:30:16]** This activity is an optimal challenging.
- ↳ **[01:30:20]** It's given my skills, develop where I am, my background and talents.
- ↳ **[01:30:28]** That's optimal challenges and things you are, things that are too simple,
- ↳ **[01:30:32]** things are arriving at the normal proximal development.
- ↳ **[01:30:40]** Creates this, you need to create [? 1:30:42] you need to create output.
- ↳ **[01:30:47]** Now this is 8<sup>th</sup> book of optimal experience and flow at the same thing.
- ↳ **[01:30:52]** I don't know why which difference [?1:30:54] I think the problem are [? 1:31:00] but now it says surely quite.



- ▶ **[01:31:02]** This is so good. If you says most [?1:31:03] low challenged,
- ▶ **[01:31:07]** if the experience the day of coming back planning this is the worst profile of experience.
- ▶ **[01:31:12]** This is more a motivated, motivated.
- ▶ **[01:31:17]** So this [?01:31:18] signal, this unique stuff down there and I called a motivation.
- ▶ **[?01:31:24]**
- ▶ **[01:31:26]** And the contemporary research, they have a cooperance now.
- ▶ **[01:31:30]** I want to use Csikszentmihalyi's original diagram, but if you go to research literature,
- ▶ **[01:31:36]** and if you measure people quaderate experience your [?01:31:41]
- ▶ **[01:31:48]** How to measure this...it's a... compare to all the activities you do,
- ▶ **[01:31:54]** how challenging, it's also a synonym
- ▶ **[01:31:58]** how complicated, how complex, how difficult, how challenging.
- ▶ **[01:32:07]** People don't know what challenging means, so they use ask difficult parts, resources.
- ▶ **[01:32:10]** Competence is higher level task,
- ▶ **[01:32:13]** and then man have how good fit to get together the idea of anasy into the poll.
- ▶ **[01:32:23]** So how he did original study he use actually [? 1:32:28] people's his contribution not only the motivation
- ▶ **[01:32:32]** It's the methodology.
- ▶ **[01:32:34]** But he would ask technology that you may never even heard of...



- ▶ **[01:32:41]** People would aware of these little clips on a belt called dippers.
- ▶ **[01:32:47]** It was you to walk along and some central signal, some plots of experimental from the work place with send the signal.
- ▶ **[01:32:57]** And you're suppose to calling to the office, we have message for you.
- ▶ **[01:33:02]** You know this before the technology of cellphone
- ▶ **[01:33:06]** So in the experience, we would have the students or whoever work [?1:33:11]
- ▶ **[01:33:13]** for 8 times or randomly during the day a time you will be here
- ▶ **[01:33:14]** and that means you are focused, collect your question and broken questionnaire, stop what you're doing, and fill out questionnaire
- ▶ **[01:33:22]** and say whatever you're doing, sitting in the class, talking with your friend, define your task.
- ▶ **[01:33:30]** How difficult what you're doing have confident you feel in terms of demand.
- ▶ **[01:33:36]** And he sort of predicts just this two variables whether you are for or not.
- ▶ **[01:33:41]** He's going to predict your emotional consequences
- ▶ **[01:33:44]** Are you anxious, are you bored, are you intrinsically motivated as flow or you're apt to it
- ▶ **[01:33:50]** Just from your responsible almost two variables.
- ▶ **[01:33:53]** So he can get art square, the percent barely touch the screen, pretty high or predict your motionality
- ▶ **[01:33:59]** based on the fit of these two variables.
- ▶ **[01:34:10]** Let me just try very simple demonstration,
- ▶ **[01:34:14]** but for some of you might be kind of powerful not being



explanatory

- **[01:34:18]** And some of you think I'm just lost or I'm silly.
- **[01:34:20]** I'm going to ask you to frog game for a minute, just a frog game.
- **[01:34:26]** Just pick this up two days ago with my child who needed the McDonalds, the happy meal.
- **[01:34:35]** But I want to know basically here is the task I'm asking for.
- **[01:34:37]** How difficult, how competent do you feel, try to predict your emotionality to this cast.
- **[01:34:48]** Fortunately, the structure how to do this,
- **[01:34:52]** once I [?1:34:54]
- **[01:34:55]** So if you can get seven times in a row, it can give you a hard challenge.
- **[01:35:00]** Then something there would be a surprise.
- **[01:35:03]** So you're idea is take the steel ball and you suppose to click it and going to the frog's mouth as all of this.
- **[01:35:11]** Okay? You can't miss and I am going to do three times and then you will see, you'll have this in a minute.
- **[01:35:20]** And a little frog you should reinforce like this.
- **[01:35:23]**
- **[01:35:29]** I don't know how to [?01:35:31], we don't know.
- **[01:35:35]** Three times give you an extra reward.
- **[01:35:39]** I just want to know if you enjoy this, send them in the flow enjoy better and continue motivation [? 01:35:50], concentration.
- **[01:35:52]** But I just wanted you to create level of challenge.



- ▶ **[01:35:55]** First time you do [?01:35:59] versus trumpets.
- ▶ **[01:36:02]** They're just play, try to do one two or three times and pass it to the next guy.
- ▶ **[01:36:07]** And we'll keep going with class, but class is interacted.
- ▶ **[01:36:11]** I just want you to have an experience and do you feel confident getting to the flow or not?
- ▶ **[01:36:16]** Here's an activity somehow it create ultimate challenge... [?01:36:19]
- ▶ **[01:36:28]** But the task is fun or not. [?01:36:31]
- ▶ **[01:36:36]** Some of the consequences just pairing up some of the consequence according to the research, this is not Csikszentmihalyi
- ▶ **[01:36:42]** However a lot of people are informed to.
- ▶ **[01:36:50]** Consequence, this match between how accomplish you are and how challenging. That's it.
- ▶ **[01:36:52]** That's a lot of different phenomena logical consequences,
- ▶ **[01:37:03]** emotionally experiences and phenomena logical experiences.
- ▶ **[01:37:07]** They come out of this activation of [?01:37:10] unique state.
- ▶ **[01:37:17]** Now one thing is flow is fun.
- ▶ **[01:37:18]** It's inherently enjoyable.
- ▶ **[01:37:21]** It's intrinsically motivated.
- ▶ **[01:37:23]** It's own reward.
- ▶ **[01:37:24]** That's the definition of this [?01:37:28] personality.
- ▶ **[01:37:28]** Somebody can enjoy the task for its own sake.
- ▶ **[01:37:31]** It's not means to end, although [?01:37:33] its own reward the way intrinsic motivation is own reward.



- **[01:37:40]** Our reading, just to read.
- **[01:37:45]** But here is the study to see if it predicts how you're doing achievement, the outcome
- **[01:37:51]** and he can measure example performance.
- **[01:37:54]** That's kind of interesting they can control... actually age is the best predictor, that's weird.
- **[01:37:59]** The younger you're, the better you understand this assignment, that's weird.
- **[01:38:01]** The control for grade in a primary math class, the control for prior knowledge of subject matter... calculus or whatever, something else.
- **[01:38:18]** in a flow the control of variables it's a unique predictor.
- **[01:38:25]** 2021 just high and higher than anything else, variables.
- **[01:38:31]** So flow is not only some reward, it has something benefits way intrinsic motivation
- **[01:38:37]** place to learning, place to assistance, educationally useful and worthy of thinking about how to create [?01:38:47]
- **[01:39:01]** Here is the article that was a... it can be weird...
- **[01:39:05]** Here is the article I asked you to read one or two days ago.
- **[01:39:15]** I apologize all of abbreviation stuff.
- **[01:39:20]** Michael Jordon of frogs.
- **[01:39:25]** But in the article if you have chance to read it, I wouldn't be surprised if you didn't have a chance.
- **[01:39:28]** It was so late.
- **[01:39:29]** But they give in the first page of the article, they give kind of explanations



- 🔊 [01:39:33] and something looks like not just definition but descriptions, color, context,
- 🔊 [01:39:44] or what this element of flow experience are.
- 🔊 [01:39:48] And the contribution of the article structure frame modeling article just to differentiate
- 🔊 [01:39:53] what you think the complexity of questionnaire like this.
- 🔊 [01:39:56] All this different experience going on with the flow.
- 🔊 [01:39:59] They just ask is it all simultaneously happening or just there are underlining kind of [?01:40:08].
- 🔊 [01:40:12] And this article they make the argue that the central cause of flow or enjoyment of the task
- 🔊 [01:40:19] is a optimal challenge, challenge skill balance, up here somewhere,
- 🔊 [01:40:25] and clear unambiguous, I know exactly what I'm supposed to do
- 🔊 [01:40:30] very high structure and very clear goal.
- 🔊 [01:40:32] I'm supposed to learn these team vocabulary words and spell them find them and pronounce them exactly what I'm going to do next.
- 🔊 [01:40:42] I know whether I learn the team [?01:40:44] as suppose to saying write a good essay.
- 🔊 [01:40:53] What am I supposed to do?
- 🔊 [01:40:54] How long should it be? What should talk be about?
- 🔊 [01:41:02] Be more responsible.
- 🔊 [01:41:04] As supposed to be on time next class,
- 🔊 [01:41:11] but they kind of feed in the clear the goal, the more the probability you have before you pronounce [?01:41:16]



- **[01:41:18]** getting into this optimal challenge and skills.
- **[01:41:24]** And then it has consequences
- **[01:41:25]** Clear goal leads this types of experiences, sorry about abbreviations, but concentration,
- **[01:41:31]** more enjoyment, [?01:41:33] and welcome that balance.
- **[01:41:37]** This is kind of interesting.
- **[?01:41:40]** sense of control and action that is emerging, consequences of this is [?01:41:49] experience together.
- **[01:41:52]** Here is another about actually one of my favorites is his task is not about trying to explain the flow,
- **[01:42:02]** but trying to explain what makes his task enjoyable.
- **[01:42:05]** So he has [?01:42:06] four conditions that average enjoyable than mine.
- **[01:42:14]** Why? He needs to go four conditions.
- **[01:42:18]** And the first one is it has to be very very clear goals and that has to be completed the goal, [?01:42:25]
- **[01:42:27]** but basically it's very good help for teacher that say I'd like my class to be more enjoyable.
- **[01:42:33]** I don't know why my students don't have fun in my poetry class.
- **[01:42:37]** He is trying to say just take as standard criteria.
- **[01:42:42]** This is what enjoyable task [?01:42:44]
- **[01:42:46]** And this rate your class your experience provide students what it have clear goal
- **[01:42:52]** and if you want to make more fun how about rearrange or rebalance?



- **[01:42:57]** You try to figure out [?01:42:59]
- **[01:43:00]** He is the founder, a positive psychology.
- **[01:43:10]** Who found the positive psychology? [?01:43:13] Csikszentmihalyi.
- **[01:43:18]** Actually they [?01:43:19]
- **[01:43:25]** But his goal is try to have people live more productive, happy, enjoyable, satisfying.
- **[01:43:31]** So he is trying to say this is what satisfying experience is given into a flow.
- **[01:43:42]** The frog is silent.
- **[01:43:44]** How did you get a chance to challenge though.
- **[01:43:50]** Speaking of challenge itself.
- **[01:43:52]** Here... this is the article you can find this article this just meet trying to help teachers actions.
- **[01:43:58]** First time it came up with... it was invited by Singapore [?01:44:03] educators.
- **[?01:44:06]** educators want me to talk to because their students are [?01:44:09]
- **[01:44:14]** And now, you give them frustration and under challenges.
- **[01:44:19]** Teachers don't have challenges.
- **[01:44:22]** So here is the enemy of optimal challenge.
- **[01:44:24]** Csikszentmihalyi this is what makes enjoyable this is what makes challenge
- **[01:44:30]** six step process to optimal value [?01:44:33]
- **[01:44:35]** First thing to do, in order to have someone feel challenged at the frog game



- ↳ **[01:44:41]** or anything else is you have to prepare... you have to have learning client
- ↳ **[01:44:47]** We talk to the pseudonyms or overact your...
- ↳ **[01:44:55]** We've talked about the topic, if your autonomy support, before you ask people to do personally risky thing,
- ↳ **[01:45:01]** we talk about mastery goal, or [?01:45:03] culture.
- ↳ **[01:45:05]** But the one I want to talk about today is error tolerant environment.
- ↳ **[01:45:10]** First thing you do, before you ask people to test themselves and stress their limitation,
- ↳ **[01:45:15]** and learn skills that they all yet have, like learning foreign language,
- ↳ **[01:45:20]** or learn sophisticated systematic analysis, or learn how to build themselves affectively in front of the public, or to write or teach in class.
- ↳ **[01:45:31]** Those kind of things.
- ↳ **[01:45:33]** So, first thing you do, you should need to take a figure and voice motivational table.
- ↳ **[01:45:38]** So, these are the kind of things that teacher would say to establish a learning climate instead of performance culture or evaluative culture.
- ↳ **[01:45:48]** I'm not here to evaluate you, I'm not here to prove how smart you are, those kind of performance central culture.
- ↳ **[01:45:55]** In a learning climate, we, students feel safe to make mistakes, errors and fail.
- ↳ **[01:46:02]** So they call it, more equivalent, failure tolerance, she even calls it prizing of failure.
- ↳ **[01:46:09]** I love that when you fail, you don't distress me if you succeed all the time.



- 🔊 [01:46:13] So, she wanted her students to challenge themselves to the point they made all the mistake.
- 🔊 [01:46:19] She expected it and valued it honored it during class.
- 🔊 [01:46:23] So, here's kind of things started to lead to you but [?01:46:26].
- 🔊 [01:46:26] In this class, [?01:46:29] is quick or fast [?01:46:32].
- 🔊 [01:46:32] That just means that your work is too easy not [?01:46:35], that's all what quick answer means that we are going to test.
- 🔊 [01:46:40] I expect you to make mistakes, I expect you to work hard,
- 🔊 [01:46:44] I expect you to be confused, I expect you to learn in the obstacles, I expect you to learn in the dead ends,
- 🔊 [01:46:50] frustrated, if you are not, then we are not doing the class right, we've got problems.
- 🔊 [01:46:55] You're not going to learn the language, you're not going to learn calculus, if you're not first going through the struggle,
- 🔊 [01:47:00] confusion and doubt [?01:47:02].
- 🔊 [01:47:04] I want you to constantly revise your work, blah, blah, blah, I'm more interested in climate [?01:47:08].
- 🔊 [01:47:08] That's what I want to see in the paper that you turn in.
- 🔊 [01:47:11] I don't care about your first draft, I don't care about your second draft,
- 🔊 [01:47:14] I'm just here to help you improve and get ready for the paper that you are going to turn in a month.
- 🔊 [01:47:19] I'm here to [?01:47:20] about your quality of final project, but I'm little [?01:47:22] about the intermediate products.
- 🔊 [01:47:26] In fact, I'm going to criticize, I am going to give all kind of red ink over your paper,
- 🔊 [01:47:30] but the goal is to have better paper than you turn in for the last



project, that's what I want,

- « **[01:47:35]** I want you to read yourself here.
- « **[01:47:37]** So, here's what mistakes and failures, here's what being confused means, means this,
- « **[01:47:44]** I've got a challenge, I got a challenge, okay?
- « **[01:47:46]** Now, of course, you also have to have unbelievable [?01:47:49] and support and [?01:47:52]
- « **[01:47:53]** and everything we've talked about [?01:47:56] that really helped me develop the skills I need to make the challenges [?01:48:00] me.
- « **[01:48:00]** So I need the [?01:48:01] of instructional support.
- « **[01:48:05]** If I have a lot of support, guidance, modeling, tutoring, assistance when I needed,
- « **[01:48:12]** enhance when I'm stuck, all that kind of stuff, and you've given me this challenges
- « **[01:48:17]** and instead of psychologically fake environment fail him,
- « **[01:48:22]** see some paper I marked [?01:48:23] that's the rest of paper for [?01:48:25].
- « **[01:48:28]** So the first thing you need to do, is to get the evaluation and the performance culture [?01:48:35],
- « **[01:48:37]** if you're here to learn, not to prove our personnel.
- « **[01:48:42]** So, [?01:48:43] includes count step 1, first thing you do is to state the challenge.
- « **[01:48:49]** lots of... actually there are lots of research on exactly what goes into psychological experience of challenge
- « **[01:48:56]** and these are the most common process.
- « **[01:49:00]** First thing, here's a challenge, let's see if we can do it.



- **[01:49:02]** So, I just [?01:49:02], say there's a standard of excellence, and see if you can do.
- **[01:49:10]** Here's a jigsaw puzzle, here's a way to speak in French,
- **[01:49:20]** here's how you say something in Spanish, what time is it, what's your name, any Spanish out there?
- **[01:49:32]** So I give you some kind of model, some kind of standard of excellence, some kind of performance, okay, can you do it?
- **[01:49:42]** Can you solve the jigsaw puzzle, you know those "Sudoku" puzzles, I don't know how to pronounce it, you know the numbers?
- **[01:49:48]** Basically, here's the partial puzzle, maybe few answers and guides, and the question is, can you solve it.
- **[01:49:56]** That's the challenge.
- **[01:49:57]** Can you take the [?01:49:58] page and the few numbers in them and make it complete page?
- **[01:50:04]** Or in schools, they do this, their clear goals, essentially vital, to an enjoyable sport.
- **[01:50:13]** So in basketball, they've got the goal sitting up there 10 feet high, and the question is can you make it,
- **[01:50:21]** can you make the free draw, can you make the shot, can you make the [?01:50:23].
- **[01:50:24]** It's possibly saying, can you do it?
- **[01:50:26]** It's objective, it's fair, there's no tricks, we just want to see what you can and cannot solve.
- **[01:50:33]** You think about all the sports, all penalty, the nets, the goals and [?01:50:39], 10 pins and knock out, if you knock them down, in bowling, are you going to get 30?
- **[01:50:50]** Or, you can say, if you tell me what excellence is, or what is great write, what is good singing, good piece.
- **[01:51:01]** You tell me what excellence is, who writes well, how the social



comparison...

- **[01:51:11]** Here's what one person did in the past, can you do that, or can you do anything better?
- **[01:51:18]** I'm going to ask you to write a paper or draw an art project, or play, sing, or play the piano something like this.
- **[01:51:27]** So, here's the drawing that somebody had, you know, last semester, or paper that they wrote, or if you are a teacher, this is how they taught intrinsic motivation.
- **[01:51:39]** Here's what they want, can you do that thing better than that.
- **[01:51:42]** Can you do that well or can you do better than that.
- **[01:51:45]** Can you teach better than the guy that taught you last year, or the teacher in the next room, or teacher who also teaches in Korea University.
- **[01:51:55]** Or, mention the in terms of possible selves, what would you like to do, what would you like to accomplish,
- **[01:52:02]** or your goals, here's your future goal, can you meet your future goal, your instate, they call it your instate [?01:52:09].
- **[01:52:12]** One way or another, you put it up, a clear goal, in a standard of excellence.
- **[01:52:18]** A standard of excellence can be intrinsic to the task, can you solve the puzzle, can you read all
- **[01:52:26]** 220 pages in the book, can you do it,
- **[01:52:31]** can you order in four language in a restaurant, you're just... can you do this.
- **[01:52:37]** It can be the task itself, it can be social comparison that someone else has done it, how you've done it in the past, your own performance.
- **[01:52:48]** So, here's your paper, you set this with the paper,
- **[01:52:51]** and I'm challenging you to make a better paper, revise it, so your own standard of excellence,



- ↳ **[01:52:56]** or you taught in class that by public school teachers usually, they have multiple sections of the same class, like they teach PE at 10 o'clock,
- ↳ **[01:53:07]** and they also teach PE 11 o'clock.
- ↳ **[01:53:09]** So, at 10 o'clock, [?01:53:10], and at 11 o'clock, can you do even better, [?01:53:14], it's a challenge.
- ↳ **[01:53:18]** So in lots of ways, you can create [?01:53:20], you can create spirits for challenge, [?01:53:24], personal intrinsic goal.
- ↳ **[01:53:30]** Second thing is, as you put the standard of excellence at... here's the frog,
- ↳ **[01:53:35]** can you make three goals in a row, can you even make one taller, I bet you can [?01:53:42], that would be your real standard of excellence [?01:53:48].
- ↳ **[01:53:50]** But as you try to do this thing, as you try to write and paint and sing and teach,
- ↳ **[01:53:56]** the focus is not on the in product, how well you write, how many frog goals you made.
- ↳ **[01:54:04]** It's simply, the focus on improvement and actually,
- ↳ **[01:54:11]** however the first studies we're doing, interpersonal competition,
- ↳ **[01:54:15]** when you put the... when the people experience the challenge.
- ↳ **[01:54:19]** It's not when you give the challenge, because it's so much of the anxiety, ambiguity, and doubt and hesitation,
- ↳ **[01:54:31]** it's not all the different experience, not enjoyed, something is like, you know, you get ready to go on a stage,
- ↳ **[01:54:38]** to act, or to sing, something like that.
- ↳ **[01:54:40]** You're not in the flow, you're not enjoying what you're doing, there's so much mixed emotion explode.

- **[01:54:46]** But when the experience of challenge begins is the very second that you begin to perform.
- **[01:54:53]** So you should sing the first note, say the first line,
- **[01:54:56]** hit the first tee around the golf, something like that, teach you how to [?01:55:00], or you throw your first ball in the bowling.
- **[01:55:05]** That's when the challenge's on.
- **[01:55:06]** So you have to have this performance element, you have to interact with the task,
- **[01:55:11]** and then the question is, can you make progress and improvement.
- **[01:55:14]** If you're focused on that, you'll have this experience of the challenge but if you go directly to the outcome,
- **[01:55:19]** did you win, did you lose, did you get 10 pins, 8 pins or 6 pins, did you do good, did you do bad,
- **[01:55:25]** did the audience pleased or the audience bored, you focus on that, it really undermines the experience of challenge.
- **[01:55:33]** So, what you... the challenge invites you to try to do your best,
- **[01:55:37]** as you can [?01:55:38] my focus as a teacher or as a mentor or something.

