



Prifysgol Cymru
Y Drindod Dewi Sant
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Motivational Climate / Environment and Assessment in PE

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Outline

- Introduction
- Self-determination Theory
 - Basic Psychological Needs Theory
- Achievement Goal Theory
 - Goal Involvement
 - Situational determinants:
 - Mastery Climate
 - Performance Climate
 - TARGET

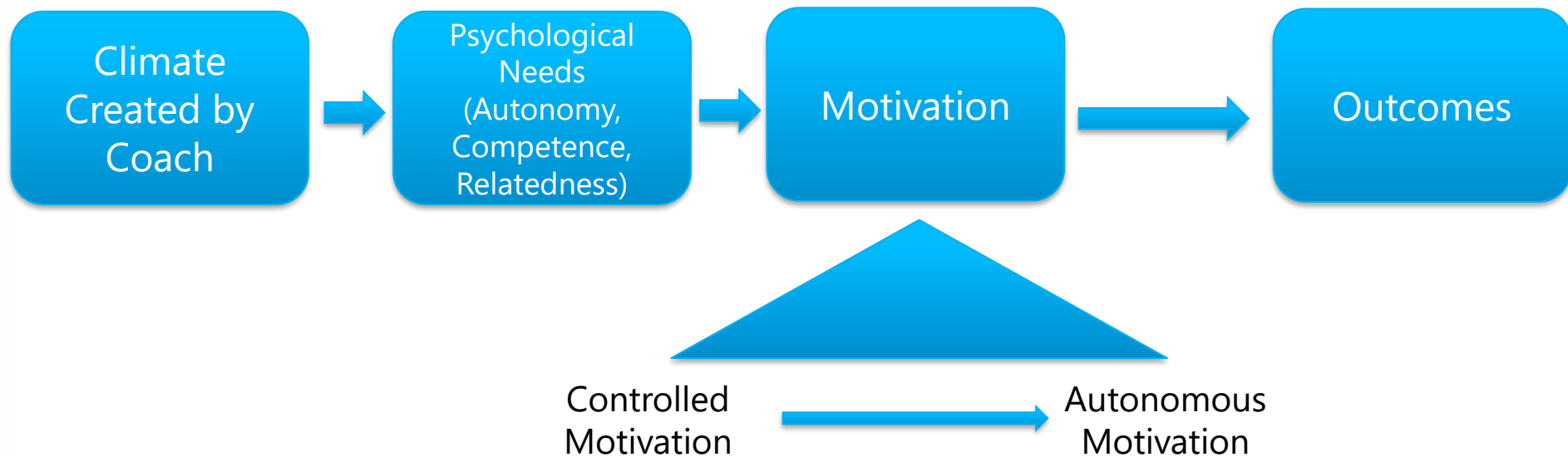
Self-Determination Theory (Ryan & Deci, 2017)

- Ryan & Deci
- 6 Mini-Theories
 - Organisation Integration Theory
 - Basic psychological needs theory
- Selfdeterminationtheory.org

The diagram illustrates the progression of motivation according to Self-Determination Theory. It features a horizontal blue arrow pointing from left to right, labeled "Self Determination". Above the arrow, the stages of motivation are listed: "Amotivation" (in red), "External Regulation", "Introjected Regulation", "Identified Regulation", "Integrated Regulation", and "Intrinsic Motivation" (in blue). Below the arrow, the corresponding states are listed: "Controlled Motivation" on the left and "Autonomous Motivation" on the right.

Amotivation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Motivation
Controlled Motivation					Autonomous Motivation

Self-Determination Theory (Ryan & Deci, 2017)



Autonomy
Supportive
Climate / Need
Supportive
Environment



Support need for

- Autonomy,
- Competence,
- Relatedness



Motivation



Outcomes

Controlling
Climate / Need
Thwarting
Environment



Thwart need for

- Autonomy,
- Competence,
- Relatedness



Basic Psychological Needs Theory

- Autonomy
- Relatedness
- Competence

Autonomy

- The need to experience activities as self-endorsed and choicefully enacted

Relatedness

- The need to feel close, connected, and cared for with important others

Competence

- The need to interact effectively within an environment
- How do we know if we are competent?
 - How to judge success?

Climate
Created by
Coach



Psychological
Needs
(Autonomy,
Competence,
Relatedness)



Motivation



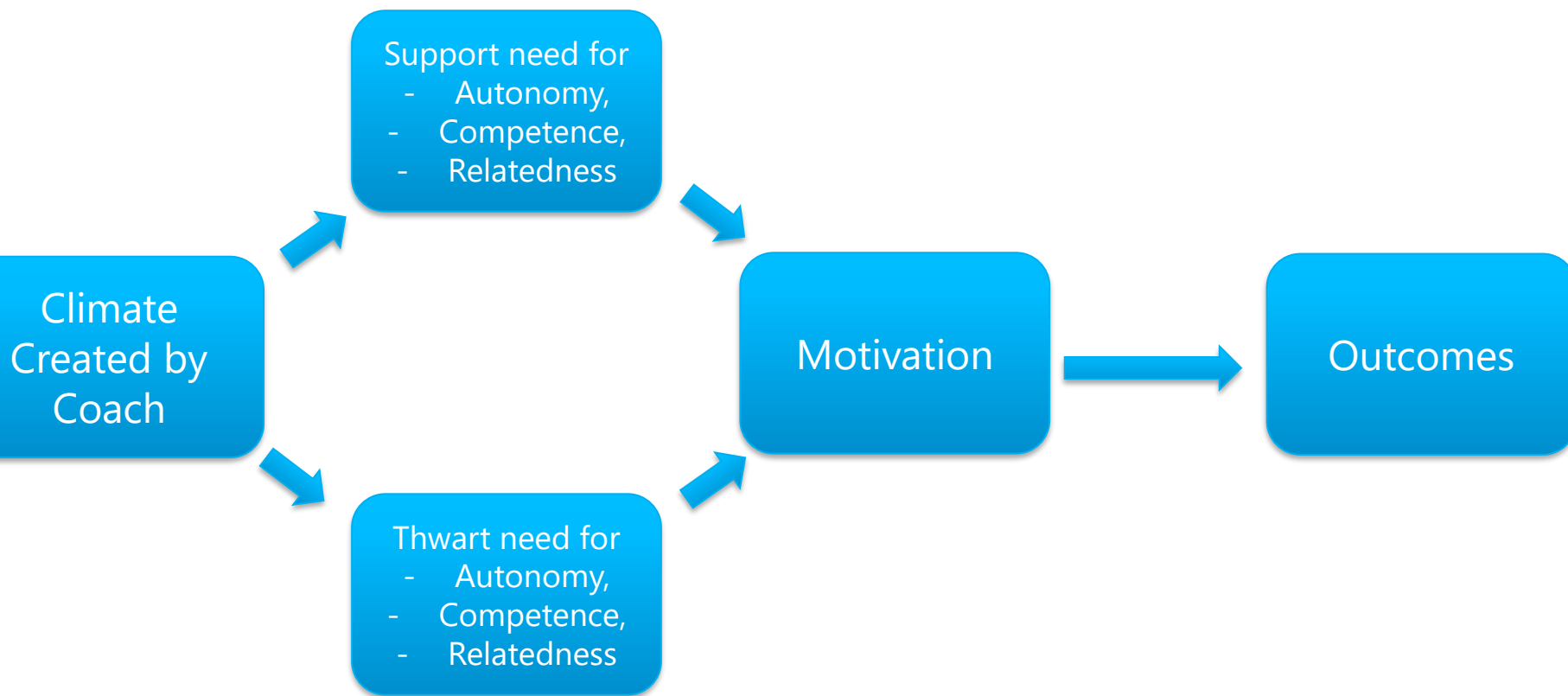
Outcomes



Controlled
Motivation
n



Autonomous
Motivation



Autonomy
Supportive
Climate



Support need for

- Autonomy,
- Competence,
- Relatedness



Motivation



Outcomes

Controlling
Climate



Thwart need for

- Autonomy,
- Competence,
- Relatedness



Teaching Climate/Environment

- Autonomy Support v Controlling Climate
- Autonomy Supportive Climate
- TARGET (Ames, 1992; Epstein, 1988)
 - Task, Authority, Recognition, Grouping, Evaluation, Time

How to Create a Need Supportive Climate

- Competence
 - Feedback, structure, optimal challenge
- Autonomy
 - Meaningful rationale, allow athlete input, shared decision making, choices
- Relatedness
 - Group tasks, cooperative learning, praise good teamwork, coach involvement

Achievement Goal Theory (AGT)

- “Achievement goal theory assumes that the individual is an intentional, goal-directed organism who operates in a rational manner, and that achievement goals govern achievement beliefs and guide subsequent decision making and behavior in achievement contexts”
(Roberts, Treasure & Conroy, 2007)

Task Involvement

- Undifferentiated conception of ability/success
 - No differentiation between luck, task difficulty, and effort from ability.
 - Ability associated with learning through effort
 - So effort = ability (undifferentiated)

Ego Involvement

- Differentiated conception of ability/success
 - Ability seen as capacity
 - Demonstration of competence involves outperforming others
 - High ability is seen by outperforming others or performing equal to others while expending less effort

Motivational Climate

- Situational determinants of task & ego involvement

Mastery Climate

- Criteria of success and failure are self-referenced and task involving
- Mastery and learning perceived as valued

Performance Climate

- Criteria of success – other-referenced and ego involving
- Normative ability perceived as valued

Where do people perform best?

- Which type of climate is best?
- Performance v Mastery

Practical Applications

TARGET (Ames, 1992; Epstein, 1988)

- Task
- Authority
- Recognition
- Grouping
- Evaluation
- Time

TARGET (Ames, 1992; Epstein, 1989)

- *Task* - design of tasks and activities, focus on learning and developing new skills, minimizing competition and social comparison.
- *Authority*—incorporates athletes' participation in decision-making processes, supporting their sense of participation and self-determination.
- *Reward*—recognizes and acknowledges improvement, progress, and effort, individually and as a team.
- *Grouping*—encourages heterogeneity and mixing of ability levels with cooperation of group members in trying to solve varying problems and challenges rather than competing with each other at any cost.
- *Evaluation*—targets the provision of evaluative feedback around personal and team improvement, alongside quality of the work process, as opposed to who is superior at a given task.
- *Timing*—challenges the coach to give sufficient time for athletes to master and develop without leaving tasks unfinished, as well as the timing of feedback (eg, immediately after seeing target behavior).

TASK



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Texas A&M University-Commerce
Marketing Communications
Photography (2010)

Trawsnewid Addysg; Trawsnewid Bywydau
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Using Assessment in PE

1. Providing positive feedback after good performances
2. Using the iPad to film performance in a PE lesson
3. Fitness testing all pupils
4. Using assessment to create differentiated activities within PE lessons
5. Assessing and giving all pupils specific targets to improve on
6. Getting pupils to assess each others performance
7. Giving pupils a grade for PE
8. Using leaderboards for fastest running times in athletics

TARGET Behaviour	Mastery Climate	Ego Climate
Task	Self-referenced goals, multi-dimensional, varied & differentiated	Comparative goals, uni-dimensional & undifferentiated
Authority	Participants given leadership roles & involved in decision-making	Teacher makes all the decisions
Recognition	Private recognition of improvement, effort and accomplishments	Public recognition of normative ability and comparative performances
Grouping	Small mixed ability & cooperative groups	Ability groups, whole-class activities
Evaluation	Self-referenced. Private consultations with teacher based on improvement & effort	Normative & public
Time	Flexible time for task completion and maximum time to learn	Inflexible time for task completion

(Gray, Sproule & Morgan, 2009)

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Image References

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