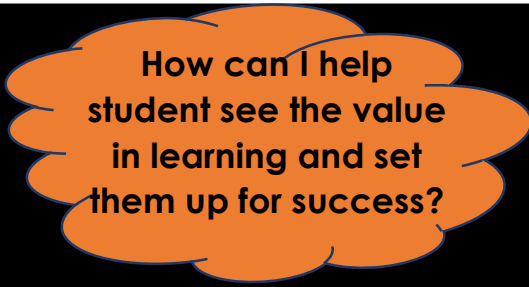


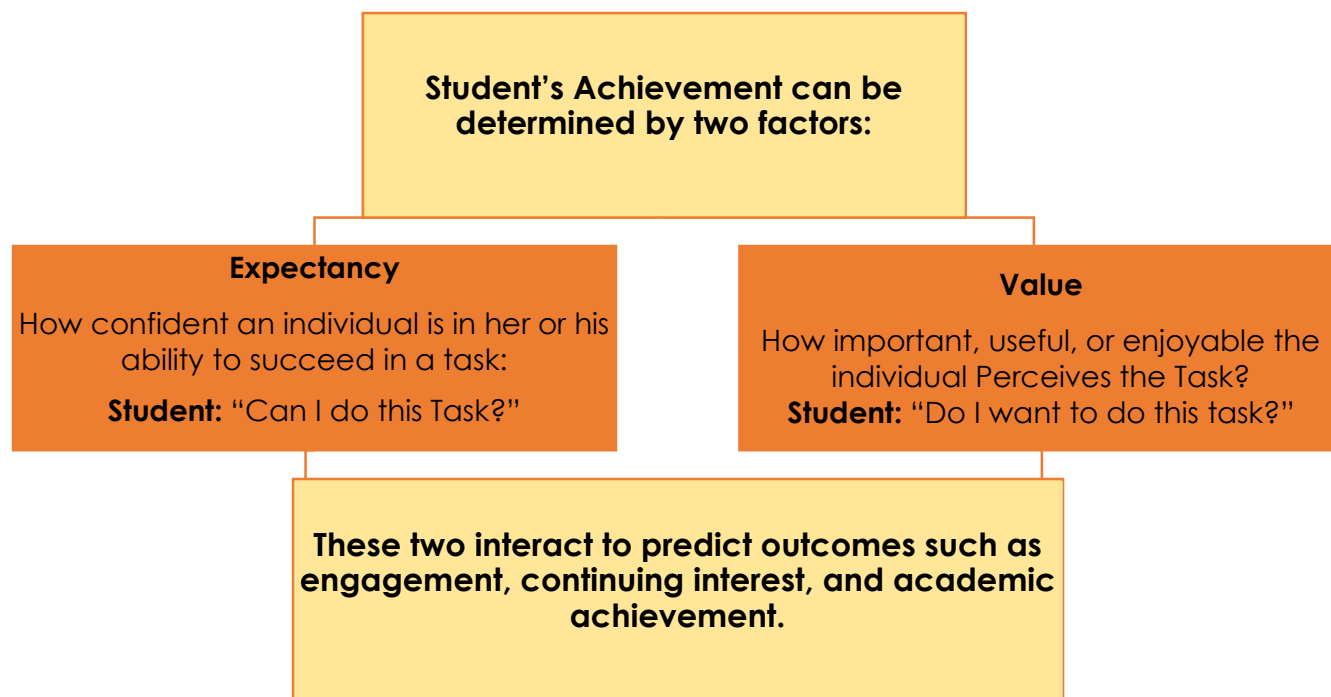
Expectancy-Value Theory

OSU Motivation in Classrooms Lab – Motivation Minute. April 2022



What can teachers do to support expectations and values to increase student motivation?

Expectancy-Value Theory is a theory of motivation that describes the relationship between a student's expectancy for success at a task or the achievement of a goal in relation to the value of task completion or goal attainment.



- **Expectancy** refers to a student's expectation for success on a given task. Past success or failure can impact a student's perception of the likelihood of success.
 - "I didn't study for my last history exam and failed. This time I studied, so I expect to do better on today's exam."
 - "I went to every soccer practice this month. I expect to play well in Saturday's game."
- **Values** refer to reasons for doing the activity. Values are shaped by a student's prior experiences, beliefs, and individual goals.
 - **Four types of values:**
 - Attainment value:** personal importance of doing well on the task
 - I want to do well in school because it is part of who I am
 - Intrinsic value:** enjoyment that a student derives from performing the activity
 - "I chose to take a French class because I love the language."
 - "Because I enjoy basketball, I spend many hours a day practicing."
 - Utility value:** how well a task relates to current and future career goals
 - "Doing well in school will help me graduate from HS with a 4.0 gpa."
 - Cost:** time and opportunities the student gives up for the task
 - I really want to study for this exam, but I also have other assignments that must be done."

Suggestions for Improved Practice

Expectancy	<ul style="list-style-type: none">• Find out students' prior knowledge and skills before starting the activity. If a teacher starts with incorrect assumptions about students' skills, they may create a task that is overly difficult for the students leading to decreased levels of success and motivation.• Create opportunities for students to build success and self-efficacy. Scaffold students' processes through realistic feedback.
Attainment Value	<ul style="list-style-type: none">• Remind them how the task is related to their identity. For example, this assignment/class project will help you become a teacher (any career) that you want in the future.
Intrinsic Value	<ul style="list-style-type: none">• Give students some choices in how they can complete class assignments.• Include activities you know students enjoy.
Utility Value	<ul style="list-style-type: none">• Increase students' perceptions of task value by ensuring that the task has a 'real world' feel with a connection to things outside of class.
Cost	<ul style="list-style-type: none">• Explain with examples how we may have to go through challenges in life like giving up friends or spending time with them in order to gain certain things in life.

Resources

Wigfield, A. (1994). Expectancy-value theory of achievement motivation: A development perspective. *Educational Psychologist*, 6(1), 49–78.
Wigfield, A., & Eccles, J. S. (2000). Expectancy-Value Theory of Achievement Motivation. *Contemporary Educational Psychology*, 25(1), 68–81. <https://doi.org/10.1006/ceps.1999.1015>
Wigfield, A., Muenks, K., Eccles, J. S., (2021) Achievement Motivation: What We Know and Where We Are Going. *Annual Review of Developmental Psychology*, 3(1), 87-111. <https://doi.org/10.1146/annurev-devpsych-050720-103500>

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