John Hattie’s Typology of Student Goals and Motivations (Excerpts)

*Self-efficacy* This is the confidence or strength of belief that we have in ourselves that we can make our learning happen. Those with high self-efficacy are more likely to see hard tasks as challenges rather than try to avoid them, and when they have failures, they see them as a chance to learn and to make a greater effort or to look for new information next time....

*Self-motivation* This can be towards intrinsic or extrinsic attributions: is the learning itself the source of satisfaction, or are perceived rewards the sources of satisfaction? ‘How do I reinvest in learning more?’, ‘How do I move to the next, more challenging task?’, and ‘Now I understand . . .’ are examples of the former. ‘Is this on the test?’ , ‘Do I get a sticker?’, and ‘Is this enough to pass?’ are examples of the latter. A combination of both is probably needed, but the more the balance moves towards intrinsic motivation, the greater the investment in learning, which then leads to greater learning gains. Too much external motivation can lead to shallow learning of the surface features, completion of work regardless of the standard, and completing work for the sake of praise or similar rewards....

*Self-goals* There is a rich literature on the goals that students can have. There are three major types of goal, as follows.

- Mastery goals arise when students aim to develop their competence and they consider ability to be something that can be developed by increasing effort.
- Performance goals arise when students aim to demonstrate their competence particularly by outperforming peers, and they consider ability to be fixed, and not malleable or able to be changed.
- Social goals arise when students are most concerned about how they interact with, and relate to, others in the class.

Excerpted from John Hattie, *Visible Learning for Teachers* (Hoboken: Taylor and Francis, 2012), 41-43 (http://alcuin.furman.edu:80/record=b3949552~S1)