**Theory Comparison Table**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Intrinsic/Extrinsic*** | ***Goal Theory*** | ***Social Cognitive*** |
| **Key Theorists** | Harter, White,  Rotter | Maslow, Ford, Dweck | Bandura, Ryan, Deci and Zimmerman |
| **Key Terms** | Effectance Motivation,  Self-Determination and Flow | Hierarchy of Needs, Motivational Systems Theory, Self-theory, Mindset | Social Learning Theory, Self Determination Theory and Self-regulated Learning |
| **Theoretical**  **Framework** | Different levels of intrinsic and extrinsic motivation can exist within a person at the same time. | Developed to explain achievement behavior. | Behavior represents an interaction of the individual with the environment. |
| **Limitations** | Intrinsic:  Slow to change the behavior  Requires lengthy preparation and special attention  A variety of approaches may be needed to motivate students  Extrinsic:  Provides distraction from learning  Difficulty in determining appropriate rewards and punishment  Ineffective after a long period of time  Once the reward is removed, motivation is lost | Account for effects of emotion as well as self-efficacy  Rooted in social cognition theory, a major theme of current research | Assumes changes in the environment will produce changes in the person  Minimal attention given to emotional factors that affect personal factors and environment  Focuses on learning processes and does not allow for biological predispositions that affect behavior |
| **Strengths** | Intrinsic:  Long-lasting  Self-sustaining  Focuses on the subject rather than the reward or punishment  Extrinsic:  Quickly changes behaviors  Requires little effort or preparation  Requires little knowledge of the student | Emphasis on supporting motivation to achieve goals;  apparently less research on goal orientation and coping with failure | A comprehensive theory  Supports accountability through self-regulation in learning  Allows for improved self-efficacy |