**Theory Comparison Table**

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|  | ***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 behaviorRequires lengthy preparation and special attentionA variety of approaches may be needed to motivate studentsExtrinsic:Provides distraction from learningDifficulty in determining appropriate rewards and punishmentIneffective after a long period of timeOnce the reward is removed, motivation is lost | Account for effects of emotion as well as self-efficacyRooted in social cognition theory, a major theme of current research | Assumes changes in the environment will produce changes in the personMinimal attention given to emotional factors that affect personal factors and environmentFocuses on learning processes and does not allow for biological predispositions that affect behavior |
| **Strengths** | Intrinsic:Long-lastingSelf-sustainingFocuses on the subject rather than the reward or punishmentExtrinsic:Quickly changes behaviorsRequires little effort or preparationRequires little knowledge of the student | Emphasis on supporting motivation to achieve goals;  apparently less research on goal orientation and coping with failure | A comprehensive theorySupports accountability through self-regulation in learningAllows for improved self-efficacy |