



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name
Motivation
Teaching staff (Also indicate the Professor in charge) Dr. Rodrigo de Sá-Saraiva (Professor in charge) Dr. João Justo Dr. Isabel Janeiro Dr. André Mata
ECTS 6
Functioning 4th semester
Learning goals Presentation of the diversity of perspectives on human motivation, with an emphasis on evolution and function of systems of motivation, new-born motivations, cognition and motivation.
Skills to be developed Understanding human behaviour as multi-determined Looking at human behaviour as centrally driven by motivation Learning ways of researching motivation



Acquiring an integrative and multidisciplinary approach to human behaviour

Prerequisites (precedences) *

Contents

Module 1

- . Evolution of humans and biologically determined behaviour in the new-born
- . Evolution of hominid behaviour and its influence on anatomical, cerebral and cranial development
- . Human adaptation to the increase of cranial volume and to the narrowing of the distance between the femoroacetabular impingement(FAI) and the spine
- .. Evolution of humans and its consequences for the new-born behaviour.
- . Pre-natal life and biologically determined behaviour competencies in new-borns
- .. Motor
- .. Sensorial
- .. Reflexes
- .. Baby-mother interaction
- . Foetal emotions and their impact in pre and post-natal behaviour
- .. Observation of pre-natal emotions
- .. pre-natal emotions and pre and post natal behavioural organization

Module 2

- . Brain and mind as an interface between organism needs and environment characteristics
- .. Adaptive function of the interface: the motivational system
- . Motivational systems as self-modifying and drivers of organism-environment relationships
- . Natural selection of motivation



- .. Similarities between human and mammal motivational systems
- .. Mental innovations in *Homo sapiens* and the new set of determinants of motivation: biology, culture and mind.
- .. Specific cases
- .. Sexuality: biological origin, function and strategies. Cultural shaping of sexuality and its function and psychological conflict.
- .. Group formation, cohesion, cooperation and conflict. The case of war
- .. How curiosity turned into religion and science
- .. Conclusion: determination and freedom.

Module 3

- .. Motivation in education
- .. Classic perspectives
- .. Intrinsic and Extrinsic motives
- .. Cognitive perspectives
- .. Aims, plans and dreams. Time perspective and the role of anticipation of the future in motivation
- .. Success and failure. Explanations: attribution theories, motivation and emotion
- .. Self and motivation
- .. Meta-theories: self-determination and basic needs.

Module 4

- . Motivated thinkings: what it is and basic concepts
- . Comparative bias: how we think we are better than the others
- .. Better than mean effect
- .. Unrealistic optimism
- .. Self-enhancement strategies: refining the self, others and societal concepts



. Thinking: how we believe in favourable and reject unfavourable information

.. Defensive attribution

.. Selective attention

.. Strategic thinking: quantity regulation and processing quality

Bibliography:

Buss, D.M. (2017): *Evolutionary Psychology: the new science of the mind*, 5th edition. Allyn & Bacon, Boston.

Pintrinch, P. R. & Schunk, D. H. (2002). *Motivation in education: Theory, research and applications* (2nd ed.). NJ: Merrill Prentice Hall

Ryan, R. & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological needs in Motivation, Development and Wellness*. NY: Guilford Press.

Strathman, A. & Joireman, J. (Eds.), (2005). *Understanding behavior in the context of time: Theory, research, and application* (pp. 85–107). Mahwah, NJ: Lawrence Erlbaum Associates

Teaching methods

Lectures and practical classes

Evaluation Regimes (General and/or Alternative)

Final exam plus evaluations from practical classes

Evaluation Elements

Final exam 60%+Practical evaluation 40%. In order to pass, students must be approved in all the practical evaluation elements and in the final exam

Rules for grade improvement

Only the final exam can be repeated. Practical evaluations may be repeated by students who did not pass in them in the first phase.

Rules for students having previously failed the course unit *



The CU must be repeated in all its components

Requirements on attendance and punctuality

Free attendance in lectures.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese, but the professors may personally communicate with students in other languages.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.



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Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable