Student Motivation Theory: “I Can” and “I Want”
Resource Bundle

I. Expectancy-Value Resource

II. References
**Expectancy-Value Quadrant**

**Resource**  
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**List**  
*Think about student behaviors that lead you believe he or she is struggling with motivation:*

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**Open-Ended Questions**  
*BRAINSTORM A FEW QUESTIONS THAT WILL INVITE THE STUDENT TO REFLECT ON HIS OR HER FEELINGS TOWARDS A TASK OR CONTENT AREA. CONSIDER STARTING QUESTIONS WITH “HOW” AND “WHAT”.*

Examples: How do you feel about science? What kind of learning activities interest you?

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**Record**  
*JOT DOWN INFORMATION FROM THE CONVERSATION YOU HAVE WITH THE STUDENT, THEN IDENTIFY WHERE YOU BELIEVE HE OR SHE FALLS ON THE QUADRANT BELOW.*

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**Expectancy**  
*(I can)*

**Value**  
*(I want)*

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
</table>
| Low | I can’t and I don’t want to.  
*(Indicates low expectancy and value.)* | I can’t but I want to.  
*(Indicates low expectancy, high value.)* |
| High | I can but I don’t want to.  
*(Indicates high expectancy, low value.)* | I can and I want to!  
*(Indicates high expectancy and value.)* |

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References


Quate, S., & McDermott, J. (2009). *Clock watchers: Six steps to motivating and engaging disengaged students across content areas.* Portsmouth: NH.


Sullo, B. (2007). *Activating the desire to learn.* Alexandria: VA.


