

General information

Course information	This course offers an in-depth study of motivation, which is essential to the understanding of human functioning, and any attempt to guide, change or influence it.
Course code	MA480
Course name	Motivation in Sport
Academic year and semester	First semester, master, fall
Credits	15 ECTS
Course responsible	Siv Gjesdal
Type of examination	4 hour at-school exam without aid

Documents that must be available to the assessor:

Examination questions (if not included in WISEflow)

Course syllabus or program syllabus

Learning outcomes

Which learning outcome descriptions is the examination linked to?

- Demonstrate the ability to reflect on theories of motivation in an in-depth and critical manner.
- Explain the differences between various theories of motivation.
- Use theories of motivation to guide practice, for example informing sports programs and interventions for athletes.

Syllabus/subject matter

The most important aspects related to the exam will be the curriculum and topics directly related to theories, and the explanation of these theories. The other subject matters, such as the ecological perspective and self-regulation is not being tested.

Teaching

The students have been allowed to immerse themselves in one theory through their mandatory assignment, which they also have received feedback on.

Summary/suggested solutions/assessment criteria

Part A (50 % of the grade)

Part A is made up of several short answer questions, presented below with the correct answers:

1. Define Self-Efficacy and briefly explain its different sources with examples within sport.

Answer: Students should define SE closely to Bandura's 1977 reference, which is that SE is an individual's belief in their own capacity to organize and execute the course of action required to manage specific situations or accomplish specific tasks. All sources should be mentioned, specifically previous experiences, vicarious experiences, verbal persuasion, physical activation, psychological and emotional experiences. Plus if the examples clearly shows understanding.

2. Please define the psychological need for autonomy and briefly explain how a coach can go about satisfying this need in the context of sport.

Answer: The student should be able to explain autonomy as being the initiator of one's own behavior, different from independence. A good answer will also reflect the complexity of autonomy, for example not simply defining autonomy satisfaction as being offered choice. This should also be reflected in how the coach can satisfy this need, particularly in team sports. Autonomy-support should also be explained.

3. Define motivational climate, and outline the two different climates as presented in AGT?

Answer: The students should define the motivational climate in line with AGT, as the perceived salient achievement goals as emphasized by significant others in a context. It is a strength if the students can underline that it is the perception that is crucial here, not a more objective view of the motivational climate.

The students should be able to outline a mastery climate and a performance climate (task/ego, both will be ok), naming specific strategies tied to these climates. The most central aspect is to show understanding for the main definition here is whether the athletes perceive the relevant significant other to value performance or mastery.

4. Explain the two dimensions of Expectancy-Value Theory (EVT). How do these dimensions influence each other in shaping motivation?

Answer: The students should write something about the origins of Expectancy-Value Theory, highlighting its roots in explaining motivation, particularly regarding academic performance and gendered life achievement-related choices.

A definition of *expectations of success* and *subjective task value* are required. A definition of expectations of success is "a persons' belief about how well they think they will do on an upcoming task or in a particular domain, such as sports". When defining subjective task value, they should elaborate on its four key components:
Intrinsic interest: the inherent enjoyment of the task.

Attainment value: the importance of the task for one's sense of identity or personal goals.

Utility value: the relevance of the task to future plans or aspirations.

Cost: the perceived negative aspects of engaging in the task, such as effort, time, or lost opportunities.

Motivation involves more than simply believing in one's ability to succeed. Students should recognize the reciprocal relationship between ES and STV. For example, perceiving an activity as valuable increases the likelihood of performing well in that task, and performing well can, in turn, enhance the perceived value of the activity.

5. Briefly describe how the social identity approach differs from other motivational theories when it comes to motivation, and give some examples of how social identity can impact an individual's motivation:

Answer: In typical motivational theories, the individual is in focus, whereas in SIA, motivation is viewed as being shaped by the social context in which people are in. In SIA, social identity is a basis for shared motivation – where individuals can be motivated to cooperate and perform as a group. The stronger a person identifies with a group, the stronger it can impact motivation. It will be good if students exemplify this.

All questions in part A will be graded based on clarity and precision. A-level questions will precisely define the constructs of interest and show understanding in the examples offered. References will not be a big part of the evaluation in part A, but the inclusion of very relevant references will not be disregarded.

Part B (50 % of the grade)

In part B it is expected that the students show good understanding of the theory that they have decided to base their answer on. This will count for more than knowledge of the context of the case. It will also be considered a strength if the student is able to use the behavior change wheel in their answer. To reach an A-level in part B it is expected that the students will also show some critical reflections (for example, what can the theory not answer) and include some key references in the text. A good average answer (i.e. a C-answer) shows a good overview of the theory, and defines all important aspects related to the theory, yet does lack some critical reflection. An E-answer shows some basic understanding of the theory, by mentioning some aspects, without showing an understanding for what they mean and how they relate to the case.

Use of AI-tools

AI is not relevant here due to it being an in-school exam

Guiding template for content

- We also refer to the [General grade descriptions for higher education](#) (UHR 6 August 2004, rev. 2011), present below. Which we use as a guide when grading exams:

symbol	description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

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- In situations where the two different parts of the exam receive very different grades, part B will be weighted slightly higher due to this part showing more understanding compared to part A. The students are informed about this.