Performance and Mastery Goals Presentation Script

◊ Slide One
The purpose of this presentation is to provide an overview of two different achievement goals. As defined by Carol Ames, an achievement goal is “the purposes of achievement behavior.” She presents two contrasting achievement goal constructs. These two goal constructs result in very different motivational patterns. Motivation, in this case, refers to how students think about themselves, their tasks, and their peers. Let’s take a look at the 2 types of achievement goals.

◊ Slide Two: Mastery Goals
The first is the mastery goal. You see a picture of a man trying to push a boulder up a hill. The focus of a mastery goal is emphasis on effort and the process of learning. Mastery focuses on the intrinsic value of the learning process itself. Learners try to understand their work. They are willing to engage in the process in order to fully grasp the concepts.

◊ Slide Three: Mastery Goals
Mastery Goals are focused on the process. They are likely to lead to positive learning activities, successful efforts, sustainable achievement, self-regulated learning. These are most likely to promote long-term love for learning.
Students want to learn new skills, they are engaged with the process, they are willing and motivated to learn. Mastery goals actually increase the amount of time children spend on tasks and they keep trying even when it is challenging. Mastery goals can provide a sense of belonging b/c individuals feel important. Think of it as safe to struggle and learn.

◊ Slide Four: Performance Goals
The second type of achievement goal is the performance goal. This goal is oriented toward outcome and comparison to others. The focus is on one’s ability and self-worth. This ability is evidenced by doing better than others. We represented this goal with the A+ like on a report card. Learning itself is viewed only as a way to achieve a desired goal (like an A or being better than someone else).

◊ Slide Five: Performance Goals
Performance Goals are likely to lead to failure-avoiding behaviors, resistance to challenges, and low or negative self-worth. They are focused on outcomes. Learning is only viewed as a way to reach a certain standard. Outcomes of this could be students feeling defeated when the task is too hard or students just doing the easiest thing to get a good grade.

◊ Slide Six: Conclusions
We can conclude that research evidence suggests mastery goals are more likely to promote high quality involvement in learning as well as a long-term love for reading. If students work to
understand what is being taught rather than focusing on obtaining a high grade, they are working towards a mastery goal and are likely to succeed in their endeavors.

Reference: