

Characteristics of Learners with Mastery Versus Performance Goals

Learners with Mastery Goals

Are more likely to be interested in and intrinsically motivated to learn course material.

Believe that competence develops over time through practice and effort

Exhibit more self-regulated learning and behavior

Use learning strategies that promote comprehension

Choose tasks that maximize opportunities for learning and seek out challenges

Are more likely to undergo conceptual change

React to easy tasks with feelings of boredom

Seek feedback that accurately describes their abilities and helps them improve

Willingly collaborates with peers to enhance learning

Interprets failure as a sign to work harder

Views errors as a normal part of learning and uses errors to improve

Views teacher as a resource

Are satisfied with performance as long as they make progress

Are more likely to be enthusiastic about school and become activity involved in school activities

Learners with Performance Goals (especially performance-avoidance goals)

Are more likely to be extrinsically motivated (i.e., motivated by expectations of external reinforcement and punishment) and more likely to cheat to obtain good grades.

Believe that competence is a stable characteristic (people are either competent or not) and think that people shouldn't have to try hard

Exhibit less self-regulation

Use learning strategies that promote memorization and may procrastinate more

Choose tasks that maximize opportunities for demonstrating competence and avoid tasks that make them look incompetent

Are less likely to undergo conceptual change

React to success on easy tasks with feelings of pride or relief

Seek feedback that flatters them

Collaborates when doing so helps them look competent

Interprets failure as a sign of low ability and therefore predictive of future failure

Views errors as a sign of failure and incompetence. Engages in self-handicapping as a way to justify failure

Views teacher as a judge, rewarder, or punisher

Are satisfied only if they succeed

Are more likely to distance themselves from the school environment