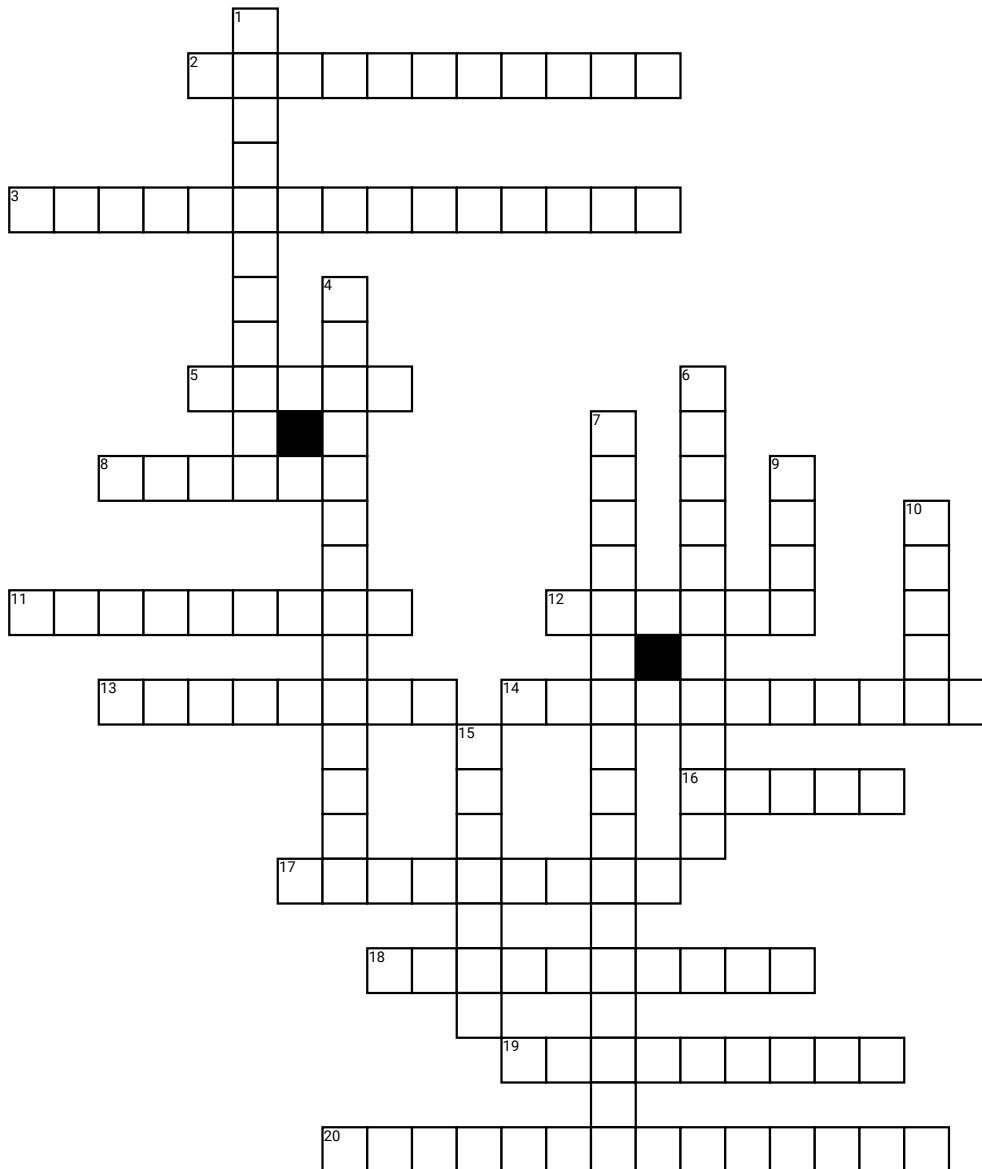


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Chapter 12



## Across

2. One of the three goal structures, in this structure students believe their goal is only attainable when other students also reach the goal.
3. A type of student that sticks to what they know and does not take risks, and claims to not care about their performance when presented with failure.
5. When someone believes that abilities are stable, uncontrollable states, they have this kind of mindset.
8. Model identifying six areas where educators can influence students motivation to learn.
11. A task that has connection to real-life problems that happen outside the classroom.
12. The creator of the hierarchy of needs.

13. To be motivated by where you are now and where you want to be later.

14. A type of extrinsic motivation; engaging in a task to avoid guilt of negative self-perceptions.

16. Location of the cause for success or failure, can be external or internal.

17. Type of motivation associated with activities that are their own reward.

18. The internal process where a particular behavior is initiated, directed, and sustained; drive to do something.

19. First phase of the model of interest development when attention is drawn.

20. Type of strategy attempting to reduce anxiousness by using relation exercises or describing their feelings to friends.

## Down

1. In the Cognitive evaluation theory; if an event pressures students to act or feel a certain way, it has a highly \_\_\_\_\_ aspect.

4. Type of extrinsic motivation, serves a larger goal that is personally motivating, despite a lack of interest.

6. Needs and motives to be part of a group or connected to others.

7. Fulfilling one's potential; highest level of hierarchy of needs.

9. The state when one is fully immersed and concentrated on a task.

10. The belief of how much a task is seen as useful or enjoyable.

15. General uneasiness, a feeling of tension.