
RESEARCH ON
*MOTIVATION
IN EDUCATION*

VOLUME 2

The Classroom Milieu

EDITED BY
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Russell Ames*

Research On Motivation In Education Volume 2 The Classroom Milieu

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Research On Motivation In Education Volume 2 The Classroom Milieu:

Research on Sociocultural Influences on Motivation and Learning - 1st Volume Dennis M. McInerney, Shawn Van Etten, 2001-03-01 The aim of this book series is to provide a much needed outlet for the wealth of cross cultural research that has not impacted upon mainstream education This particular volume is divided into four parts the motivation context the learning context the family context and the curriculum context

Handbook of Research on Student Engagement Sandra L. Christenson, Amy L. Reschly, Cathy Wylie, 2012-02-23 For more than two decades the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive emotional and behavioral components that embody and further develop motivation for learning Similarly the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement The Handbook guides readers through the field s rich history sorts out its component constructs and identifies knowledge gaps to be filled by future research Grounding data in real world learning situations contributors analyze indicators and facilitators of student engagement link engagement to motivation and gauge the impact of family peers and teachers on engagement in elementary and secondary grades Findings on the effectiveness of classroom interventions are discussed in detail And because assessing engagement is still a relatively new endeavor chapters on measurement methods and issues round out this important resource Topical areas addressed in the Handbook include Engagement across developmental stages Self efficacy in the engaged learner Parental and social influences on engagement and achievement motivation The engaging nature of teaching for competency development The relationship between engagement and high risk behavior in adolescents Comparing methods for measuring student engagement An essential guide to the expanding knowledge base the Handbook of Research on Student Engagement serves as a valuable resource for researchers scientist practitioners and graduate students in such varied fields as clinical child and school psychology educational psychology public health teaching and teacher education social work and educational policy

The Competitive Ethos and Democratic Education John G. Nicholls, 1989 Young children and even infants work hard at mastering various skills and show spontaneous pleasure at their own accomplishment John Nicholls explores the conditions that cause students to lose their unselfconscious involvement in a game or task and become concerned with how they are stacking up against others Charting the development of children s concepts of luck effort and ability he argues that with age they are increasingly prone to take superiority over others as the definition of success An emphasis on interpersonal competition which permeates Western society exacerbates this egotistical tendency and results in diminished accomplishment and alienation from school To overcome these problems Nicholls argues we must become as little children for whom absorption in exploration and accomplishment come naturally even when those around them are more competent This ideal is unlikely to be promoted

through technical approaches to education or by the current emphasis on the role of education in economic development. Instead, Nicholls calls for a progressive approach to education. Difficult though it is to implement, this approach is most likely to increase equality of motivation for intellectual development, substantial accomplishment, satisfaction in work, and more productive relations with others. These are important ideas for anyone interested in achievement motivation for those professionally involved in education and for nonspecialists interested in or worried about how we educate our children.

Motivating Humans Martin E. Ford, 1992-10-06 This volume provides a precise and comprehensive description of human motivation. Drawing on psychology, education, and management, Ford integrates classic and contemporary motivation theory into a unified framework: Motivational Systems Theory, from which he derives 17 principles for motivating people. The book provides concrete examples throughout and includes a chapter on practical applications such as promoting social responsibility in young people, increasing motivation for learning and school achievement, increasing work productivity and job satisfaction, and helping people lead emotionally healthy lives.

Motivation: Theory and Research Harold F. O'Neil, Michael Drillings, 2012-11-12 Designed for professionals and graduate students in the personality, social, military, and educational psychology and assessment evaluation communities, this volume explores the state of the art in motivational research for individuals and teams from multiple theoretical viewpoints as well as their effects in both schools and training environments. The great majority of education and training research is an examination of the impact of motivation on performance and thus also on cognition rather than only on motivation itself. Research in training as well as educational settings. The data reported were collected in various venues including schools, laboratories, and field settings. The chapter authors are the researchers that in many cases have defined the state of the art in motivation.

Motivation for Reading: Individual, Home, Textual, and Classroom Perspectives Allan Wigfield, John T. Guthrie, 2013-12-16 Based on research from the National Reading Research Center (NRRC) at the Universities of Georgia and Maryland, this issue presents the contributors' synthesized work on reading motivation and engagement. Articles are devoted to the following topics: the general motivation constructs related to reading; home influences on reading motivation; readers' responses to different types of text; influences of classroom contexts and types of assessment on children's motivation.

Children's Development Within Social Context: Research and methodology Lucien T. Winegar, Jaan Valsiner, 1992 First Published in 1992. Routledge is an imprint of Taylor & Francis, an information company.

Improving Foreign Language Teaching Ernesto Macaro, Suzanne Graham, Robert Woore, 2015-09-16 Improving Foreign Language Teaching provides teachers and teacher trainers with a research-based structure for the effective teaching and assessment of second languages. As well as outlining a model for teacher development, the book identifies and exemplifies eight key principles for effective language learning which can be used to guide curriculum design and decisions about classroom pedagogy. Improving Foreign Language Teaching also presents practical activities, related materials, and guidance on how student progress can be monitored and recorded. Based on the research of the authors and

other international experts together with the work of a consortium established by the authors and teachers in a range of secondary schools the book focusses on the development of language skills and communicative competence It also proposes an assessment system which better reflects how learners progress in language learning than current models Taking as its starting point the challenge of a curriculum in flux and complex pedagogical approaches this book offers clear research informed guidance for effective planning teaching and learning It will be essential reading for all those concerned with the improvement of language learning and teaching in the secondary classroom

Motivation and Self-Regulation Across the Life Span Jutta Heckhausen, Carol S. Dweck, 1998-10-28 A group of internationally renowned scholars discuss their research on motivation

Understanding and Teaching the Intuitive Mind Bruce Torff, Robert J. Sternberg, 2001 Pulls together diverse theoretical explores these in a diversity of academic disciplines explicitly links theory research to educational implications

Effective Learning in Classrooms Chris Watkins, Eileen Carnell, Caroline Lodge, 2007-04-03 The book is at once accessible evidence based practical and eminently readable Readers will find in this book a treasury of learners voices guiding us towards the goal of more effective learning in classrooms International Network for School Improvement This book promotes an ambitious and inspiring conception of meaningful pedagogy and works to applaud those teachers who are determined to reflect upon enquire into and then facilitate effective learning A coherent and structured case is made for the primacy of learning over work Learning Collaborative Learning Learner driven Learning and Learning about Learning Evidence from practising teachers in the form of case studies and examples and evidence from international research in the form of useful ideas and frameworks is included

The Cost-Effectiveness of 22 Approaches for Raising Student Achievement Stuart S. Yeh, 2011-03-01 As a consequence of the federal No Child Left Behind NCLB law there is tremendous pressure on school principals teachers school superintendents district staff state departments of education and governors to maximize the increase in student achievement that is obtained with every dollar of expenditure Currently teachers are forced to rely on extremely inefficient approaches that take enormous amounts of time both during the school day and throughout the K 12 learning years This is experienced in terms of the reduced time that is available to teach subjects other than math and reading as schools resort to double periods of math double periods of reading and enormous amounts of remedial instruction that directly reduce the time available for other subjects including science art and music In contrast this book suggests that student achievement may be increased in a way that is not only cost effective in dollar terms but efficient in the sense that it does not rely on unusual investments in the time required to obtain results The book draws upon a wealth of cost effectiveness data to dispel common notions about what works in addressing the achievement gap increased expenditure per pupil charter schools voucher programs increased educational accountability class size reduction comprehensive school reform increased teacher salaries more selective teacher recruitment the use of value added methods to measure and reward teacher performance the use of National Board teacher certification to identify high performing teachers and a host of other

approaches Handbook of Psychology, Educational Psychology William M. Reynolds, Gloria J. Miller, 2003-06-02 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications and future course of major unresolved issues in the area **The Role of interest in Learning and Development**

K. Ann Renninger, Suzanne Hidi, Andreas Krapp, 2014-02-04 Interest is just emerging as a critical bridge between cognitive and affective issues in both learning and development This developing interest in interest appears to be linked to an increasing concern for studying the individual in context examining affective variables as opposed to purely structural features of text analyzing the interrelationship of cognitive and social development understanding practical applications of theories of motivation and recognizing the importance of developmental psychology for the study of learning This book addresses both how individual interest and interest inherent in stimuli books text toys etc across subjects affect cognitive performance While the book's particular emphasis is on theory driven research each of the contributing authors offers a unique perspective on understanding interest and its effects on learning and development As such each has contributed a chapter in which particular questions in interest research are described and linked to a clearly stated theoretical perspective and recent findings Relevant material from the broader literatures of psychology and education are analyzed in the context of these discussions In addition the introductory and concluding chapters build on the contributions to the volume by providing the basis of a coherent view of interest across genres such as stories and expository text and domains as varied as play reading and mathematics **Directed Motivational Currents in L2** Nourollah

Zarrinabadi, Saeed Ketabi, Mansoor Tavakoli, 2019-01-24 The book presents theoretical considerations as well as the results of empirical research on the existence of directed motivational current DMC experiences among Iranian English as a foreign language EFL learners in order to provide insights into how a DMC is triggered and launched and to explore whether the key characteristics of DMCs could be detected in language learners experiences in Iran Although Dörnyei et al 2016 claimed that language learners who experience a DMC may have an amalgamation of several positive emotions they did not present any evidence of whether these feelings exert any impact on learners willingness to take part in language learning situations willingness to communicate WTC their confidence to use their L2 their self perceptions and the extent to which they independently try to learn English inside and outside the classroom context language learner autonomy This book extensively studies DMCs in an EFL setting and examines how such experiences affect language learners WTC self concept language learner autonomy and self confidence *SAGE Handbook of Research on Classroom Assessment* James H. McMillan, 2013

The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base

in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education.

Self-regulation of Learning and Performance Dale H. Schunk, Barry J. Zimmerman, 2023-01-06 In recent years educators have become increasingly concerned with students' attempts to manage their own learning and achievement efforts through activities that influence the instigation, direction, and persistence of those efforts. In 1989, Zimmerman and Schunk edited the first book devoted to this topic. They assembled key theorists offering a range of perspectives on how students self-regulate their academic functioning. One purpose of that volume was to provide theoretical direction to ongoing as well as nascent efforts to explore academic self-regulatory processes. Since that date, there has been an exponential surge in research. This second volume on academic self-regulation offers the fruits of the first generation of research. It also addresses a number of key issues that have arisen since then, such as how self-regulation differs from such related constructs as motivation and metacognition, and whether students can be taught self-regulatory skills. The contributors reveal an interesting, uplifting, and at times disturbing picture of how students grapple with the day-to-day problems of achieving in circumstances with inherent limitations and obstacles. This volume provides insight into the source of students' capabilities to surmount adversities, the origins of their self-initiated processes designed to improve learning, motivation, and achievement. The text is organized on the basis of a conceptual framework that analyzes academic self-regulation into four major dimensions. That model is presented in the first chapter, and key processes that influence each of these dimensions are discussed by prominent researchers in the chapters that follow. Because each chapter is written to follow a common format, this work provides a level of continuity and parsimony normally found only in authored textbooks.

The Social Psychology of the Primary School Colin Rogers, Peter Kutnick, 1992-04-02 Colin Rogers and Peter Kutnick reassess the role of social psychology in educational practice for the primary classroom. They offer an analysis of the ways in which the process and structure of classroom life affect the interpersonal and academic outcomes of schooling. Social schooling is seen to have a crucial role to play in achieving effective teaching.

Powerful Teacher Education Linda Darling-Hammond, 2012-06-28 Powerful Teacher Education describes the strategies, goals, content, and processes of seven highly successful and long-standing teacher education programs: Alverno College, Bank Street College, Trinity University, University of California, Berkeley, University of Southern Maine, University of Virginia, and Wheelock College. All these colleges and universities have succeeded in preparing teachers to teach diverse learners to achieve high levels of performance and understanding. In discussing the common features of these programs, Linda Darling-Hammond shows what outstanding teacher education models do and how they do it, and what their graduates

accomplish as a result Powerful Teacher Education also examines the policies organizational features resources and relationships that have enabled these programs to succeed **Growing Up in a Changing Society** Ronnie Carr,Paul Light,Martin Woodhead,2014-02-04 The final reader in the Child Development in Social Context series shows how the study of child development is inevitably bound up in more ephemeral cultural ideas about the nature and needs of children and in the educational practices that rise from these ideas Some readings point to the dangers which can arise from the meeting of science and cultural values using for illustration studies of the role of psychological theory in reinforcing social attitudes to child care inside and outside the family Other readings look at children s initiation into that relatively recent cultural invention the school and the relationship with their learning at home There are studies of their social development in classroom and playground with particular emphasis on ethnic relationships

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