

Research on

# Sociocultural Influences on Motivation and Learning

Dennis M. McInerney  
Shawn Van Etten



# Research In Sociocultural Influences On Motivation And Learning

**Dennis M. McInerney, Shawn Van Etten**



## **Research In Sociocultural Influences On Motivation And Learning:**

**Research on Sociocultural Influences on Motivation and Learning - 2nd Volume** Dennis M. McInerney, Shawn Van Etten, 2002-06-01 This volume covers topics including translation issues in cross cultural research African American teachers for African American students the social mediation of metacognition and cross cultural similarities and differences in affective meaning of achievement *Sociocultural Theories of Learning and Motivation* Dennis M. McInerney, Gregory Arief D. Liem, Richard A. Walker, 2011-07-01 It is now nearly thirty years since sociocultural theories of learning created great excitement and debate amongst those concerned with learning in diverse contexts Since that time significant advances have been made in sociocultural theory and research Various sociocultural approaches to the understanding of learning for example sociocultural psychology sociocultural discourse cultural historical activity theory have been developed and consolidated and new challenges are currently being addressed In the motivational arena sociocultural approaches deriving from Vygotsky have only begun to emerge relatively recently In this Volume we examine and evaluate the achievements of past sociocultural theory and research and consider the future directions of sociocultural theory and research in the domains of learning and motivation

**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 Research on Sociocultural Influences on Motivation and Learning, 2001

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undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

**Research on Sociocultural Influences on Motivation and Learning: Teaching and learning: international best practice** Dennis M.

McInerney, Shawn Van Etten, *Research on Sociocultural Influences on Motivation and Learning: Standards in education*

Dennis M. McInerney, Shawn Van Etten, 2001 *Advancing Cross-Cultural Perspectives on Educational Psychology* Gregory

Arief D. Liem, Allan B. I. Bernardo, 2013-08-01. Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching, student and teacher motivation, engagement, learning and teaching strategies, and by implication, student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place. This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures. As such, there is a compelling and timely need for educational psychology researchers to harness advanced cross-cultural research designs and look at the different key facets of student and teacher academic careers from a cross-cultural perspective. Dennis McInerney is one of the key pioneering figures in cross-cultural educational psychology and has also edited a book series on *Research on Sociocultural Influences on Motivation and Learning*. Information Age Publishing. His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning. This volume is a celebration of McInerney's numerous and extensive contributions as a scholar as well as an appreciation of his personal qualities that make him such an inspiring person. In this festschrift, the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re-examine their research expertise from a cross-cultural perspective. The volume aims to stimulate researchers, scholars, and graduate students in their endeavor to re-look their research from a cross-cultural lens.

**Promoting Motivation and Learning in Contexts** Gregory Arief D. Liem, Dennis M. McInerney, 2020-06-01. The body of literature has pointed to the benefits of educational interventions in facilitating improvement in school motivation and, by implication, learning and achievement. However, it is now recognized that most extant motivation and learning enhancing intervention programs are grounded in Western motivational and learning perspectives such as attribution, expectancy, value, implicit theories of intelligence, self-determination, and self-regulated learning theories. Further empirical evidence for the positive impacts of these interventions seems to have primarily emerged from North American settings. The cross-cultural

transferability and translatability of such educational interventions however are often assumed rather than critically assessed and adapted before their implementation in other cultures In this volume the editors invited scholars to re assess their intervention work from a sociocultural lens Regardless of the different theoretical perspectives and strategies they adopt in their interventions these scholars are in unison on the importance of taking into account sociodemographic backgrounds of the students and sociocultural contexts of the interventions to optimize the benefits of such interventions Indeed placing culture at the heart of designing implementing and evaluating educational interventions could be a key not only to strengthen the effectiveness and efficacy of educational interventions but also to ensure that students of a wider and more diverse range of educational and cultural backgrounds reap the benefits from such interventions This volume constitutes the foundation towards a deeper and more systematic understanding of culturally relevant and responsive educational interventions

**Research on Sociocultural Influences on Motivation and Learning.** D. M. McInerney, (Dennis M.), Shawn Van Etten, 2001 **Culture, Self, and, Motivation** Avi Kaplan, Stuart A. Karabenick, Elisabeth De Groot, 2009-07-01 The authors of the chapters in this volume past and present collaborators of Marty Maehr and a few of his former graduate students along the years are motivational researchers who conduct research using diverse methods and perspectives and in different parts of the world All however see their intellectual roots in Marty s theoretical and empirical work The chapters in this book are divided into two sections Motivation and Self and Culture and Motivation Clearly the distinctions between these two sections are very blurry as they are in Marty s work And yet when the authors were asked to contribute their chapters the research questions they addressed seemed to have formed two foci with personal motivation and socio cultural processes alternating as the core versus the background in the two sections *Research on Sociocultural Influences on Motivation and Learning: Sociocultural influences and teacher education programs* Dennis M.

McInerney, Shawn Van Etten, 2001 *Research on Sociocultural Influences on Motivation and Learning: without special title 3. Sociocultural influences and teacher education programs* Dennis M. McInerney, Shawn Van Etten, 2001 **Big Theories**

**Revisited** Dennis M. McInerney, Shawn Van Etten, 2004-04-01 This text seeks to revisit major theories of motivation and learning in order to evaluate the relevance of each theory to our complex educational environments The chapters are written by the renowned authors of theories or authors who have critiqued theories *Learning and Cognition* Vibeke Grøver Aukrust, 2011-02-17 This collection of 58 articles from the recently published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focus on learning memory attention problem solving concept formation and language Learning and cognition is the foundation of cognitive psychology and encompasses many topics including attention memory categorization etc Most books in the area either focus on one subtopic in depth e g an entire book on memory or cover the gamut of subjects in a series of long technical handbook like chapters This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth but lighter in depth focusing on

main findings established facts and minimizing the amount of space taken up by large multi volume references An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers     **Motivation in Online Education** Maggie Hartnett,2016-03-08 This work explores and explicates learner motivation in online learning environments More specifically it uses a case study approach to examine undergraduate students motivation within two formal and separate online learning contexts In doing so it recognizes the mutually constitutive relationship of the learner and the learning environment in relation to motivation This is distinctive from other approaches that tend to focus on designing and creating motivating environments or alternatively concentrate on motivation as a stable learner characteristic In particular this book identifies a range of factors that can support or undermine learner motivation and discusses each in detail By unraveling the complexity of learner motivation in such environments it provides useful guidelines for teachers instructional designers and academic advisors tasked with building and teaching within online educational contexts     *The Oxford Handbook of Human Motivation* Richard M. Ryan,2019 The Oxford Handbook of Human Motivation Second Edition contains contributions by the top psychologists and researchers within the field of motivation covering the most influential theories the cognitive emotional and biological underpinnings of motivation and applications to schools organizations health care sport psychotherapy and relationships These 28 chapters thus span the science of human motivation and offer an invaluable resource for both researchers and practitioners as well as any student of human nature

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In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Research In Sociocultural Influences On Motivation And Learning**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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