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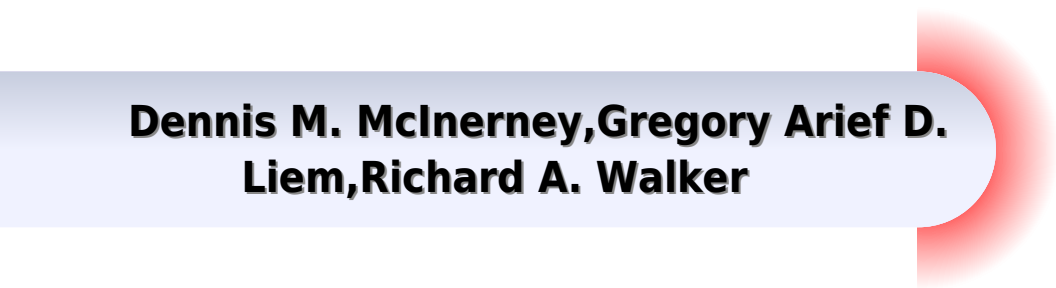
Sociocultural Influences on Motivation and Learning

Dennis M. McInerney
Shawn Van Etten



Research In Sociocultural Influences On Motivation And Learning

**Dennis M. McInerney, Gregory Arief D.
Liem, Richard A. Walker**



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

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

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 Dennis M. McInerney, Shawn Van Etten, 2000

Research on Sociocultural Influences on Motivation and Learning: An historical perspective Dennis M. McInerney, Shawn Van Etten, 2001 *The International Handbook of Educational Research in the Asia-Pacific Region* J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region In so doing the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues Moreover since new problems and issues are constantly arising the articles in the Handbook also indicate the likely directions of future developments The different articles within the Handbook seek to conceptualize the problems in each specific content area under review provide an integration of the research conducted within that area the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research 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: An historical perspective* Dennis M. McInerney, Shawn Van Etten, 2001 [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 reassess 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
Research on Sociocultural Influences on Motivation and Learning: Sociocultural influences and teacher education programs Dennis M. McInerney, Shawn Van Etten, 2001

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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.
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

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. The Oxford Handbook of Human Motivation Richard Ryan, 2019-07-15. The field of human motivation has been undergoing a revolutionary shift in the 21st century. What new philosophical assumptions, motivational models, and empirical evidence have emerged? What does this look like in theory and in application? The Oxford Handbook of Human Motivation, Second Edition, addresses these key advances made in the field since the previous edition, offering the latest insights from the top theorists and researchers of human motivation. The volume includes chapters on social learning theory, control theory, self-determination theory, terror management theory, and regulatory focus theory, while also presenting articles from leading scholars on phenomena such as ego depletion, choice, curiosity, flow, implicit motives, and personal interests. A special section dedicated to goal research highlights achievement goals, goal attainment, goal pursuit, and unconscious goals, and the goal orientation process across adulthood. This Handbook also provides practical research and guidance with sections on relationships and applications in areas such as psychotherapy, education, physical activity, sport, and work. By providing reviews of the most advanced work by the very best scholars in this field, The Oxford Handbook of Human Motivation, Second Edition, represents an invaluable resource for both researchers and practitioners, as well as any student of human nature.

Interpersonal Regulation of Learning and Motivation Simone Volet, Marja Vauras, 2013-01-03. Interpersonal Regulation of Learning and Motivation is the first book in the field to focus on major methodological advances in research on interpersonal regulation of learning and motivation. Interest in developing ways of capturing the dynamics of interpersonal regulation in real-life learning interactions is growing rapidly. Understanding these dynamics is particularly timely given the increased use of collaborative learning activities in schools and university settings, as well as through face-to-face and computer-supported collaborative learning (CSCL) environments. While groups and collections of individuals in social interaction are expected to bring their own motivations and goals to the learning situations, it is also assumed that these are further shaped through interaction as the group activity evolves. Research methodology publications in the field of learning regulation and motivation are still dominated by a focus on the individual. The study of collaborative learning at both conceptual and methodological level has not incorporated the significance of social regulatory processes of learning and motivation. This is a new development in the field and one covered by this book. The book contains numerous illustrations of innovative methodological approaches to study and interpret the dynamics of interpersonal regulation. Data sources and data representations to capture scaffolded instruction. Theory-based analytic methods to investigate interactions in real-life collaborative learning. Coding systems and social software tools for gathering and analysing interactive data. Interpersonal Regulation of Learning and Motivation brings together the work of scholars who have been studying interpersonal regulation

of learning and motivation at the boundaries of the individual and the social and who have made original methodological contributions to the study of interactive learning environments In combination their work provides a range of distinctive and original conceptual and methodological contributions to this under examined and vital field of research making this an essential read for any researcher or student interested in collaborative learning and motivation

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