

straightforward answer; indeed, every different psychological perspective on human behaviour is associated with a different theory of motivation and, thus, in general psychology it is not the lack but rather the abundance of motivation theories which confuses the scene.

Furthermore, motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Language is at the same time: (a) a communicative coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of social organisation embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture (cf. Gardner, 1985); thus, in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, L2 motivation also contains featured personality and social dimensions.

In sum, L2 motivation is necessarily a multifaceted construct, and describing its nature and its core features requires particular care. Unfortunately, it is common to find a limited or superficial representation of motivation in the L2 literature, for example, when the results of a few questionnaire items are equated with 'motivation'. It also happens that researchers take the concept of motivation for granted and refer to it without specifying in what sense they use the term: as affect? cognition? motivated behaviour? a personality trait? some kind of a process? mental energy? inner force or power? attitudinal complex? set of beliefs? stimulus appraisal? behavioural response to stimuli? directional choice? abstraction? latent, aggregated concept? or simply the score of motivation test? Because there simply does not exist an absolute, straightforward and unequivocal concept of 'motivation', the current overview will start with the discussion of the basic issue of what motivation is, looking at various conceptualisations in mainstream psychology.

## Motivation as a process

In a recent comprehensive volume on motivation in education, Pintrich and Schunk (1996) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996: v) conclude, 'Explanations of behaviour have moved away from stimuli and reinforcement con-

ditions and instead emphasise learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations'. Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychological energy; neither is it viewed in strictly behavioural terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various mental processes that lead to the initiation and maintenance of action; as they define it, 'Motivation is the process whereby goal-directed activity is initiated and sustained' (1996: 4). From this process-oriented perspective, the main disagreements in motivation research concern what mental processes are involved in motivation, how these operate and affect learning and achievement, and by what means they can be enhanced and sustained at an optimal level.

Although this process-oriented view of motivation is convincing in many respects, we must note that it is at odds with the traditional usage of 'motivation' in everyday parlance, where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process. Drawing on action control theory (e.g. Heckhausen, 1991; Kuhl, 1987, 1992), Dörnyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a 'process whereby a certain amount of motivation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached'.

## Conceptualisations of motivation in mainstream psychological research

In earlier papers (Dörnyei, 1994a, 1994b), I have argued that in psychology there have been two distinct traditions of explaining human behaviour: motivational psychology tended to look for the motor of human behaviour in the individual rather than in the social being, focusing primarily on internal factors (e.g. drive, arousal, cognitive self-appraisal); in contrast, social psychologists tended to see action as the function of the social context and the interpersonal/intergroup relational patterns, as measured by means of the individual's social attitudes. The relevant literature in both areas is extensive and therefore the current overview will need to be restricted to what I consider to be the most important current conceptualisations. First I will briefly cover the most influential social psychological approach, the theory of planned action and its exten-

# Research On Motivation In Education Volume 3 Goals And Cognitions

**Irving B. Weiner, Donald K. Freedheim**



## **Research On Motivation In Education Volume 3 Goals And Cognitions:**

Research on Motivation in Education: Goals and cognitions Russell Ames, Carole Ames, 1984      Handbook of Psychology: Educational psychology Irving B. Weiner, Donald K. Freedheim, 2003 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      **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 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      **New Developments in the Psychology of Motivation** Filip M. Olsson, 2008 Motivation is a reason or set of reasons for engaging in a particular behaviour especially human behaviour as studied in psychology and neuropsychology The reasons may include basic needs e.g. food water shelter or an object goal state of being or ideal that is desirable which may or may not be viewed as positive such as seeking a state of being in which pain is absent The motivation for a behaviour may also be attributed to less apparent reasons such as altruism or morality

**Educational Values and Cognitive Instruction** Lorna Idol, Beau Fly Jones, 2013-12-16 This volume is a comprehensive guide to state of the art research on thinking cognitive instruction social values and reform Cognitive instruction for at risk students is discussed in great detail along with a thorough examination of the teaching of thinking skills from the viewpoint of educational values and school culture The issues of thinking learning and cognitive instruction are linked to the educational reform movement from numerous perspectives Specifically the reader can better anticipate which aspects of research on thinking will conflict with existing paradigms and which aspects of schooling will be most resistant to change

*The Educational Role of the Museum* Eilean Hooper-Greenhill, 1999 Grounded in the strengths of its first edition this book has been restructured to include new papers and recent articles and presents front running theory and practice as it addresses the relationships of museums and galleries to their audiences      *Handbook of Approach and Avoidance Motivation* Andrew J. Elliot, 2013-05-13 Of the many conceptual distinctions present in psychology today the approach avoidance distinction stands out as one of if not the most fundamental and basic The distinction between approach and avoidance motivation has a venerable history not only within but beyond scientific psychology and the deep utility of this distinction is clearly evident across theoretical traditions disciplines and content areas This volume is designed to illustrate and highlight the central importance of this distinction to serve as a one stop resource for scholars working in this area and

to facilitate integration among researchers and theorists with an explicit or implicit interest in approach and avoidance motivation. The main body of this volume is organized according to seven broad sections that represent core areas of interest in the study of approach and avoidance motivation including neurophysiology and neurobiology and evaluative processes. Each section contains a minimum of four chapters that cover a specific aspect of approach and avoidance motivation. The broad applicability of the approach-avoidance distinction makes this Handbook an essential resource for researchers, theorists, and students of social psychology and related disciplines.

**Motivating Students to Learn** Kathryn R. Wentzel, 2014-02-18. Written specifically for teachers, *Motivating Students to Learn* offers a wealth of research-based principles on the subject of student motivation for use by classroom teachers. Now in its fourth edition, this book discusses specific classroom strategies by tying these principles to the realities of contemporary schools, curriculum goals, and classroom dynamics. The authors lay out effective extrinsic and intrinsic strategies to guide teachers in their day-to-day practice, provide guidelines for adapting to group and individual differences, and discuss ways to reach students who have become discouraged or disaffected learners. This edition features new material on the roles that classroom goal setting, developing students' interest, and teacher-student and peer relationships play in student motivation. It has been reorganized to address six key questions that combine to explain why students may or may not be motivated to learn. By focusing more closely on the teacher as the motivator, this text presents a wide range of motivational methods to help students see value in the curriculum and lessons taught in the classroom.

***Behavioral Sport Psychology*** James K. Luiselli, Derek D. Reed, 2011-07-25. Sport psychology is a topic of growing interest. Many professionals read journals such as *The International Journal of Sports Journal of Sport Behavior Journal of Applied Sport Psychology Research Quarterly for Exercise and Sport* and *The Sport Psychologist*. In August 2008, *Monitor on Psychology*, the monthly publication of the American Psychological Association (APA), featured a special issue on sport psychology. Indeed, Division 47 of APA is devoted to the scientific, educational, and clinical foundations of exercise and sport psychology. The North American Society for the Psychology of Sport and Physical Activity (NASPSPA) and the Association for the Advancement of Applied Sport Psychology (AAASP) convene conferences each year to present scientific findings and new developments in a rapidly expanding field. The AAASP and other organizations also qualify professionals as certified sport and exercise psychology consultants. Finally, a visit to any bookstore will reveal the lay public's fascination with sports as revealed in numerous self-help books and guides to perfecting athletic performance. Behavioral psychologists have studied sport psychology for more than three decades. Martin Thompson Weinberg, Martin Vause Schwartzman, 2005, but no book has covered the topic with an emphasis on ABA and CBT methodology and practice. Accordingly, *Behavioral Sport Psychology: Evidence-Based Approaches to Performance Enhancement* is a first of its kind volume.

***Planning and Control Processes Across the Life Span*** Margie E. Lachman, 1993. *A Multidimensional Approach to Achievement Validation* Richard J. Shavelson, Robert W.

Roeser,2018-12-07 Two of the most interesting conceptual turns in Richard E Snow s thinking called for a broadening of the concept of aptitude to include not only cognitive processes but also affective and cognitive processes as essential for understanding academic performance and learning and an exploration of the possibility that individual differences in learning and achievement emerge from dynamic person situation transactions that unfold over time The articles in this special issue address these big ideas through the lens of a study of high school students achievement in science

**Formative Assessment and Science Education** Beverley Bell,B. Cowie,2001 Formative Assessment and Science Education documents the findings of a research project which investigated the ways in which teachers and students used formative assessment to improve the teaching and learning of science in some New Zealand classrooms The research documented in this book used the definition of formative assessment as the process used by teachers and students to recognise and respond to students learning in order to enhance that learning during the learning The book contains one detailed case study from the research as well as cameos of instances of formative assessment The book also contains two summaries of the research findings a model developed to describe the process of formative assessment used by the teachers and students involved in the research and a summary of the characteristics of formative assessment The findings are also theorised with respect to sociocultural and discursive views of learning This research will be of interest to graduate students and researchers as well as teacher educators curriculum developers and assessment specialists *Routledge International Handbook of Social Psychology of the Classroom* Christine M. Rubie-Davies,Jason M. Stephens,Penelope Watson,2015-05-22 The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom Many of these topics have been studied independently for example motivation self concept class management class climate and teacher expectations are generally studied separately by different groups of researchers This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these topics relate and how each factor influences students and their learning With chapters by established international leaders in their fields as well as emerging new talent this handbook offers cutting edge research and surveys the state of the art in the social psychology of the classroom Major areas covered include Motivation Belief self concept and personality Emotional engagement Teacher student relationships Teacher expectation Classroom management Culture and identity The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the social psychology of the classroom including how these theories apply to classrooms and learners Current evidence clearly shows that areas explored by social psychology and brought together for the first time in this volume can have a very significant impact on classroom learning and student achievement J Hattie Visible Learning A Synthesis of over 800 Meta Analyses Relating to Achievement Routledge 2009 This handbook is a must for all academics whose research relates to the social

psychology of the classroom It is also an invaluable resource for teachers and teacher education students who want to understand why they are effective instructors and yet still encounter students in their classes who are not responding as expected

**Handbook of Competence and Motivation** Andrew J. Elliot, Carol S. Dweck, David S. Yeager, 2017-03-24 Now completely revised over 90% new this handbook established the concept of competence as an organizing framework for the field of achievement motivation With an increased focus on connecting theory to application the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school work sports and other settings Leading authorities present cutting edge findings on the psychological sociocultural and biological processes that shape competence motivation across development analyzing the role of intelligence self regulated learning emotions creativity gender and racial stereotypes self perceptions achievement values parenting practices teacher behaviors workplace environments and many other factors As a special bonus purchasers of the second edition can download a supplemental e book featuring several notable highly cited chapters from the first edition New to This Edition Most chapters are new reflecting over a decade of theoretical and methodological developments Each chapter now has an applied as well as conceptual focus showcasing advances in intervention research Additional topics self regulation in early childhood self determination theory challenge and threat appraisals performance incentives achievement emotions job burnout gene environment interactions class based models of competence and the impact of social group membership Supplemental e book featuring selected chapters from the prior edition

Handbook of Competence and Motivation, Second Edition Andrew J. Elliot, Carol S. Dweck, David S. Yeager, 2018-02-21 Now completely revised over 90% new this handbook established the concept of competence as an organizing framework for the field of achievement motivation With an increased focus on connecting theory to application the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school work sports and other settings Leading authorities present cutting edge findings on the psychological sociocultural and biological processes that shape competence motivation across development analyzing the role of intelligence self regulated learning emotions creativity gender and racial stereotypes self perceptions achievement values parenting practices teacher behaviors workplace environments and many other factors As a special bonus purchasers of the second edition can download a supplemental e book featuring several notable highly cited chapters from the first edition New to This Edition Most chapters are new reflecting over a decade of theoretical and methodological developments Each chapter now has an applied as well as conceptual focus showcasing advances in intervention research Additional topics self regulation in early childhood self determination theory challenge and threat appraisals performance incentives achievement emotions job burnout gene environment interactions class based models of competence and the impact of social group membership Supplemental e book featuring selected chapters from the prior edition

*Motivation, Emotion, and Cognition* David Yun Dai, Robert J. Sternberg, 2004-07-13 The central argument of this book is that cognition is

not the whole story in understanding intellectual functioning and development To account for inter individual intra individual and developmental variability in actual intellectual performance it is necessary to treat cognition emotion and motivation as inextricably related Motivation Emotion and Cognition Integrative Perspectives on Intellectual Functioning and Development represents a new direction in theory and research on intellectual functioning and development portrays human intelligence as fundamentally constrained by biology and adaptive needs but modulated by social and cultural forces and encompasses and integrates a broad range of scientific findings and advances from cognitive and affective neurosciences to cultural psychology addressing fundamental issues of individual differences developmental variability and cross cultural differences with respect to intellectual functioning and development By presenting current knowledge regarding integrated understanding of intellectual functioning and development this volume promotes exchanges among researchers concerned with provoking new ideas for research and provides educators and other practitioners with a framework that will enrich understanding and guide practice

The Development of Emotion Regulation and Dysregulation Judy Garber, 1991-05-31 Provides a developmental perspective of the regulation and dysregulation of emotion in particular how children learn about feelings and how they learn to deal with both positive and negative feelings Emotion regulation involves the interaction of physical behavioral and cognitive processes in response to changes in one's emotional state The changes can be brought on by factors internal to the individual e.g biological or external e.g other people Featuring contributions from leading researchers in developmental psychopathology the volume concentrates on recent theories and data concerning the development of emotion regulation with an emphasis on both intrapersonal and interpersonal processes Original conceptualizations of the reciprocal influences among the various response systems neurophysiological biochemical behavioral expressive and subjective experiential are provided and the individual chapters address both normal and psychopathological forms of emotion regulation particularly depression and aggression from infancy through adolescence This book will appeal to specialists in developmental clinical and social psychology psychiatry education and others interested in understanding the developmental processes involved in the regulation of emotion over the course of childhood

**Handbook of Educational Psychology** David C. Berliner, Robert C. Calfee, 2004 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology

Second Edition provides an indispensable reference volume for scholars, teacher educators in service, practitioners, policy makers, and the academic libraries serving these audiences. It is also appropriate for graduate level courses devoted to the study of educational psychology. s teacher educators in service, practitioners, policy makers, and the academic libraries serving these audiences. It is also appropriate for graduate level courses devoted to the study of educational psychology. Goals, Goal Structures, and Patterns of Adaptive Learning Carol Midgley, 2014-04-08 Achievement goal theory has emerged as one of the preeminent approaches to motivation. Goals, Goal Structures, and Patterns of Adaptive Learning presents the findings of a large scale longitudinal study that uses goal theory as the lens through which to examine the relation among achievement goals, the learning context, and students and teachers' patterns of cognition, affect, and behavior. These results are integrated within the larger literature on goal theory, providing an overview of the research that has been conducted, as well as suggestions that goal theory researchers might want to consider. Written by scholars who are well known in the field, this book provides a comprehensive summary of research related to achievement goal theory, one of the preeminent approaches to motivation today. It presents a detailed overview of research conducted in conjunction with the Patterns of Adaptive Learning Study, a decade long multi faceted study employing both quantitative and qualitative methods. A description of the development, reliability, and validity of the Patterns of Adaptive Learning Scales is included. These scales are being used by many researchers using achievement goal theory in this country and internationally. It includes important information about the relevancy of achievement goal theory for an understanding of avoidance behaviors in schools, describes the relevancy of achievement goal theory for children who are disaffected from school and schooling, and points to the gaps in research on achievement goal theory and provides guidance for future research in the field. **EdPsych Modules** Cheryl Cisero Durwin, Marla Reese-Weber, 2019-12-04 EdPsych Modules uses an innovative modular approach and case studies based on real life classroom situations to address the challenge of effectively connecting theory and research to practice. Succinct stand alone modules are organized into themed units and offer instructors the flexibility to tailor the book's contents to the needs of their course. The units begin with a set of case studies written for early childhood, elementary, middle, and secondary classrooms, providing students with direct insight into the dynamics influencing the future students they plan to teach. All 25 modules highlight diversity, emphasizing how psychological factors adapt and change based on external influences such as sex, gender, race, language, disability, status, and socioeconomic background. The Fourth Edition includes over three hundred new references across all 25 modules and expanded coverage of diversity in new diversity related research. This title is accompanied by a complete teaching and learning package.



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