

The Role of Interest in Learning and Development

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Role Of Interest In Learning And Development

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Role Of Interest In Learning And Development:

The Role of interest in Learning and Development K. Ann Renninger, Suzanne Hidi, Andreas Krapp, Ann Renninger, 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

Science Education John K. Gilbert, 2006 Udvalgte artikler fra 1985 2005 fordelt p 8 temaer The relationship between science and science education Aims of the formal science curriculum and the needs of the students Science education in the formal curriculum Assessment in formal science education Teaching in science education Learning in science education The conceptual development of students in science education The professional development of science teachers

Handbook of Self-determination Research Edward L. Deci, Richard M. Ryan, 2004 Over the past twenty years an increasing number of researchers from various universities have been investigating motivational issues underlying the self regulation of behavior Using either Self Determination Theory or closely related theoretical perspectives these researchers have performed laboratory experiments as well as field studies in a variety of real world settings In April 1999 thirty of these researchers convened at the University of Rochester to present their work share ideas and discuss future research directions This book is an outgrowth of that important and fascinating conference It summarizes the research programs of these social personality clinical developmental and applied psychologists who have a shared belief in the importance of self determination for understanding basic motivational processes and for solving pressing real world problem Midwest

Intrinsic and Extrinsic Motivation Carol Sansone, Judith M. Harackiewicz, 2000-07-24 In understanding human behavior psychologists have long been interested in what motivates specific actions Debates have pitted extrinsic motivators e g rewards punishment against intrinsic motivation in attempting to determine what best motivates individuals This book provides a summary view of what research has determined about both extrinsic and intrinsic motivation and

clarifies what questions remain unanswered Divided into three sections section I revisits the debate about the effects of extrinsic incentives or constraints on intrinsic motivation and creativity and identifies theoretical advances in motivational research Section II focuses on the hidden costs and benefits of different types of achievement goals on motivation and performance Section III discusses theory and research findings on how extrinsic and intrinsic motivators may work in everyday life and over time This book is of interest to researchers in psychology education and business as well as to a wider audience interested in promoting optimal motivation and performance Coverage in this book includes Debates and controversies in motivational research Developmental nature of intrinsic and extrinsic motivation over time Influences of parents educators and employers in facilitating motivation Effect of achievement goals on learning and performance The role of intrinsic and extrinsic motivation in self regulation Key Features Brings together major figures in the fields of motivation education and social psychology Provides a mix of theory basic and applied research Presents research conducted both in laboratories and educational settings Comprehensive chapters provide excellent reviews of previous literature as well as outlines important new directions Provides different perspectives on controversial debates in a balanced constructive manner

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 Research on Learning and Instruction Richard E. Mayer, Patricia A. Alexander, 2011-02-15 During the past twenty years researchers have made exciting progress in the science of learning i e how people learn and the science of instruction i e how to help people learn This Handbook examines learning and instruction in a variety of classroom and non classroom environments and with a variety of learners both K 16 students and adult learners The chapters are written by leading researchers from around the world all of whom are highly regarded experts on their particular topics The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in reading writing mathematics science history second languages and physical education as well as learning to think critically learning to self monitor and learning with motivation The instruction section consists of chapters on effective instructional methods feedback examples self explanation peer interaction cooperative learning inquiry discussion tutoring visualizations and computer simulations Each chapter reviews empirical research in a specific domain and is structured as follows Introduction Defines key constructs and provides illustrative examples or cases Historical Overview Summarizes the historical context for the topic or domain Theoretical Framework Summarizes major models or theories related to the topic or domain Current Trends and Issues Synthesizes the research literature and highlights key findings or conclusions Practical Implications Suggests relevance of the research for educational practice Future Directions Considers next steps or stages needed for future research Perspectives on Practice and Meaning in Mathematics and Science Classrooms D. Clarke, 2006-04-11 This is a variegated picture of science

and mathematics classrooms that challenges a research tradition that converges on the truth The reader is surrounded with different images of the classroom and will find his beliefs confirmed or challenged The book is for educational researchers research students and practitioners with an interest in optimizing the effectiveness of classrooms as environments for learning Handbook of Communication and Social Interaction Skills John O. Greene, Brant Raney Burleson, 2003 A comprehensive handbook covering social interaction skills skill acquisition in the context of personal professional and public stages For scholars students in interpersonal group family health communication *Adult Educational Psychology*, 2008-01-01 Adult Educational Psychology is useful for those encountering psychology as a subject in adult education courses as well as those with an interest in the psychology of adult development It is directly relevant for teachers in higher education instructors in technical and further education staff development and human resource practitioners as well as community educators It provides the first major text of its type offering a wide ranging and comprehensive introduction to educational psychology from an adult perspective It covers fundamental topics such as human development social psychology social learning emotion motivation interest intelligence cognition retention and learning Applied chapters focus on skill development psychological testing and human judgement Fifteen contributors introduce the reader to recent advances in psychology with an emphasis on learning and adjustment in adulthood Each chapter concludes with major references questions for review and exercises Early Childhood Education Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience *Psychology of Learning and Motivation* Brian H. Ross, 2002-06-18 The Psychology of Learning and

Motivation publishes empirical and theoretical contributions in cognitive and experimental psychology ranging from classical and instrumental conditioning to complex learning and problem solving Each chapter provides a thoughtful integration of a body of work Volume 41 includes in its coverage chapters on multimedia learning brain imaging and memory among others

Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed Handbook of Motivation at School Kathryn R.

Wentzel, David B. Miele, 2009-09-10 The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children s motivation at school It covers the major theoretical perspectives in the field as well as their application to instruction learning and social adjustment at school Key Features Comprehensive no other book provides such a comprehensive overview of theory and research on children s motivation at school Theoretical Applied the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools Chapter Structure chapters within each section follow a similar structure so that there is uniformity across chapters Commentaries each section ends with a commentary that provides clear directions for future research **Developing Engaged Readers in School and Home Communities**

Linda Baker, Peter Afflerbach, David Reinking, 2012-12-06 This book comprises a synthesis of current directions in reading research theory and practice unified by what has been referred to as the engagement perspective of reading This perspective guides the research agenda of the National Reading Research Center NRRC a consortium of the University of Georgia University of Maryland and affiliated scholars A major goal of the book is to introduce reading researchers to the engagement perspective as defined by the NRRC and to illustrate its potential to integrate the cognitive social and motivational dimensions of reading and reading instruction Engaged readers are viewed as motivated strategic knowledgeable and socially interactive They read widely for a variety of purposes and capitalize on situations having potential to extend literacy The book is organized into four sections representing key components of the NRRC research agenda and the engagement perspective This perspective emphasizes contexts that influence engaged reading Accordingly the first section of the volume focuses on the social and cultural contexts of literacy development with chapters devoted to examining home influences home school connections and the special challenges facing ethnic minorities The engagement

perspective also implies greater attention to the role of motivational and affective dimensions in reading development than traditional views of reading. Therefore the second section examines motivational theory and its implications for reading engagement with special attention to characteristics of classroom contexts that promote motivation in reading. The engagement perspective embraces innovative instructional contexts that address the cognitive social and motivational aspects of reading. Thus the third section includes chapters on current directions in promoting children's learning from text on the value of an integrated curriculum in promoting reading engagement and on the challenges of assessing students' development as engaged readers. Finally the broader conception of reading implied by the engagement perspective requires an expanded array of research approaches sensitive to the complex and interacting contexts in which children develop literacy. The concluding section focuses on these important contemporary issues in literacy research and educational research with chapters examining the variety of alternative modes of inquiry gaining prominence in literacy research: teacher inquiry and ethical issues of collaboration between university and teacher researchers. Intended for university-based researchers, graduate students and classroom teachers, this volume brings together researchers who think about students and their literacy development in school and home communities in distinctly different ways. The cooperative and collaborative inquiry presented contributes to a richer understanding of the many factors influencing engaged reading.

Individual Learner Differences in SLA Janusz Arabski, Adam Wojtaszek, 2011 *Individual Learner Differences in SLA* addresses the apparently insoluble conflict between the unquestionably individual character of the process of second language acquisition, foreign language learning and the institutionalised, often inflexible character of formal instruction in which it takes place. How then is success in SLA so prevalent?

From West to East: Recent Advances in Psychometrics and Psychological Instruments in Asia Mengcheng Wang, Yiyun Shou, Joseph Wu, Hui-Fang Chen, Cheng-Ta Yang, Kazuhisa Takemura, 2022-03-03 *Resources in Education*, 1994

Emotions, Technology, Design, and Learning Sharon Y. Tettegah, Martin Gartmeier, 2015-10-07 *Emotions Technology Design and Learning* provides an update to the topic of emotional responses and how technology can alter what is being learned and how the content is learned. The design of that technology is inherently linked to those emotional responses. This text addresses emotional design and pedagogical agents and the emotions they generate. Topics include design features such as emoticons, speech recognition, virtual avatars, robotics and adaptive computer technologies, all as relating to the emotional responses from virtual learning. Addresses the emotional design specific to agent-based learning environments. Discusses the use of emoticons in online learning, providing an historical overview of animated pedagogical agents. Includes evidence-based insights on how to properly use agents in virtual learning environments. Focuses on the development of a proper architecture to be able to have and express emotions. Reviews the literature in the field of advanced agent-based learning environments. Explores how educational robotic activities can divert students' emotions from internal to external.

MENC Handbook of Research on Music Learning Richard

Colwell, Peter R. Webster, 2011-11-23 Summarizes the latest research on music learning focusing on the profession's empirical conceptual knowledge of how students gain competence in music at various ages in different contexts

Handbook of Research on Reading Comprehension, Second Edition Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment. It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

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