Psychology Of Learning And Motivation Volume 41 Advances In Research And Theory

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Psychology of Learning and Motivation

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the

sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Cognition in Education

The Psychology of Learning and Motivation

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. Volume 46 contains chapters on category learning, prototypes, prospective memory, event memory, memory models, and musical prosody. Discusses the concepts of category learning, prototypes, prospective memory, event memory, memory models, and musical prosody Volume 46 of the highly regarded Psychology of Learning and Motivation series An essential reference for researchers and academics in cognitive science

Knowledge and Vision

Motivation

Harness the power of motivation to transform the learning experience! When properly channeled, motivation propels learning forward. Yet teachers across all grade levels and disciplines struggle to recognize and cultivate this dynamic, social force in the classroom. This essential resource proves that all students are motivated to learn, and provides authentic tools to create and sustain a classroom community that is highly engaged. You'll discover: Reflection activities that promote student voice and self-efficacy as well as assess existing motivation levels Case studies and best practices based on current motivation theory and research Strategies to design meaningful learning tasks and build positive relationships with students and colleagues.

Behavioral Neuroscience of Motivation

This book explores stereotypes that learners of six Asian languages— Japanese, Mandarin, Korean, Myanmar, Thai and Vietnamese—hold about the target

language country, its cultures and people. Some of the findings, such as the language learners' mental images of Myanmar, Thailand and Vietnam, are presented here for the first time. Recognizing that stereotypes, and attitudes embedded in them, have an impact on people's actions and behavioural intentions, this book examines whether and how the country stereotypes held by the students influenced their motivation to learn the target language. Besides providing worthwhile insights into the content and structure of the country stereotypes and their relationship with language learning motivation, this book offers methodological and theoretical advancements. Drawing on intellectual heritage of Russian psychologist Lev Vygotsky (1896-1934) the book highlights how the concepts of word meaning (znachenie slova) and word sense (smysl) could be fruitfully employed in studies on stereotypes that people learning a foreign language hold about a target language country. This book will appeal to all readers interested in stereotypes that people have about foreign countries and also to educators and researchers who study language learning motivation.

Understanding Learning and Motivation in Youth

The idea for this book grew out of the conference "Motivational Psychology of Ontogenesis" held at the Max Planck Institute for Human Development in Berlin, Germany, in May 1998. This conference focused on the interface of development and motivation and therefore brought together scholars from three major areas in psychology - developmental, motivational and lifespan. This combination of fields represents the potential influence of development on motivation and the potential role motivation plays in development and its major contexts of family, work and school. Thus, contributors were chosen to apply motivational models to diverse settings of human everyday life and in various age groups across the life span, ranging from early childhood to old age.

Mechanisms of Learning and Motivation

The research is indisputable: Students are less disruptive and do better academically in schools that cultivate the internal motivation of students. In Activating the Desire to Learn, veteran educator Bob Sullo shows how to apply lessons from the research on motivation in the classroom. According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices, to have fun, and to be safe. Studies show that when these needs are met in schools, good behavior and high achievement tend naturally to ensue. Written as a series of candid dialogues between the author and K–12 students, teachers, counselors, and administrators, Activating the Desire to Learn covers everything you need to know to change the dynamics of learning in your classroom or school: * A comprehensive overview of the research on internal motivation; * Case studies of strategies for activating internal motivation at the elementary, middle, and high school levels; * Suggestions on how to assess degrees of student motivation; and Motivating students is not the issue—the hunger to learn is ever-present. Yet schools continue to insist on the traditional reward-punishment model, to the detriment of student achievement. Clearly it's time for change. This engaging and thought-provoking book will help you create a culture of achievement by building on the inherent drive to succeed that students bring to the classroom every day.

Learning and Motivation in the Classroom

Throughout the twentieth century there had been substantial links between scientific psychology and education. Binet, Dewey, Thorndike, and other early pioneers were strongly interested in both realms. Taking advantage of a period of enthusiasm, this title, originally published in 1983, looks at the amalgamation of the recent advances at the time in theory and research in education and psychology, with a particular focus on cognition, motivation and social policy. This volume presents and discusses the implications of this work on learning and motivation for educational policy.

Activating the Desire to Learn

The field of educational psychology is primarily concerned with teaching and learning. Educational psychology has a long historical past and an extensive record of conducting empirical research into the teaching/learning process. Educational psychology has also been involved with the topics of motivation, intelligence, memory, cognition, intellectual development and evaluation and assessment. Over the past 50 years, educational psychology has been predominantly involved with the learning processes of the " normal, average " student. However, over the past 20 years, mainstreaming and later inclusion has presented an additional challenge for educational psychologists and classroom teachers. This book presents leading research on cognition and learning, individual differences and motivation.

The Psychology of Learning and Motivation

Designed to present some of the current research on student motivation, cognition, and learning, this book serves as a festschrift for Wilbert J. McKeachie who has been a leading figure in college teaching and learning. The contributions to this volume were written by former students, colleagues and friends. A common focus on a general or social cognitive view of learning is shared throughout the volume, but there are significant differences in the perspectives the researchers bring to bear on the issues. They provide an excellent cross-section of current thinking and research on general cognitive topics such as students' knowledge structures, cognitive and self-regulated learning strategies, as well as reasoning, problem solving, and critical thinking. Social cognitive and motivational topics are also well represented, including self-worth theory and expectancy-value models. More importantly, an explicit attempt is made to link cognitive and motivational constructs theoretically and empirically. This area of research is one of the most important and promising areas of future research in educational psychology. Finally, most of the chapters address instructional implications, but several explicitly discuss instructional issues related to the improvement of college students' motivation and cognition.

Learning and Motivation in the Postsecondary Classroom

There is commonly-held belief that some people learn better than others because they are born that way. However, research indicates that many people who learn better are simply more strategic: they use effective strategies and techniques to

improve their learning. Further, these strategies and techniques can be taught to students. Thus, understanding how we learn enriches our lives and the lives of others. Written by leading experts on learning, this book situates this topic within the broader context of educational psychology research and brings it to a wider audience. With chapters on how the mind works, evidence-based recommendations about how to enhance learning from both the perspective of students and teachers, and clear explanations of key learning concepts and ideas, this short volume is designed for?any?education course that includes learning in the curriculum. It is indispensable for pre- and in-service teachers and student researchers alike. ?

Psychology of Learning and Motivation

While the annals of educational psychology and scholarship of learning theory are vast, this book distills the most important material that the higher education faculty need, translating it into clear language, and rendering from it examples that can be readily applied in the college classroom. Understanding theory can enrich one's own teaching by increasing efficiency and effectiveness of both the instructor and the student, promoting creativity, encouraging self-reflection and professional development, and advancing classroom research. Finally, a good grounding in theory can help faculty navigate when a student is having difficulty. This clearly written book outlines the learning theories: cognitive, concept learning, social learning, and constructivist, as well as the motivation theories: expectancy value, attribution, achievement goal orientation, and self-determination. It then delves deeper into each one, showing how to develop rich, meaningful instruction so that students master basic information and move into deeper levels of learning.

Motivation, Learning, and Technology

Psychology of Learning and Motivation

Motivational Psychology of Human Development

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.

The Psychology of Learning and Motivation

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.

Working Memory Capacity

Knowledge and Vision, Volume 70, the latest release in the Psychology of Learning and Motivation, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning, to complex learning and problem-solving. Topics in this new release include Memorability: How what we see influences what we remember, The impact of prior knowledge on visual memory, Neural dynamics of visual and semantic object processing, Comprehending and developing the meaning of visual narratives, Attention and vision, The role of learning and memory in early visual development, The Information Content of Visual Categories, What do neurons really want?, and more. Contains coverage of an unusually broad set of emerging topics in language, spanning comprehension and production and both speech and reading

Contemporary Language Motivation Theory

This volume presents a variety of perspectives from within and outside moral psychology. Recently there has been an explosion of research in moral psychology, but it is one of the subfields most in need of bridge-building, both within and across areas. Interests in moral phenomena have spawned several separate lines of research that appear to address similar concerns from a variety of perspectives. The contributions to this volume examine key theoretical and empirical issues these perspectives share that connect these issues with the broader base of theory and research in social and cognitive psychology. The first two chapters discuss the role of mental representation in moral judgment and reasoning. Sloman, Fernbach, and Ewing argue that causal models are the canonical representational medium underlying moral reasoning, and Mikhail offers an account that makes use of linguistic structures and implicates legal concepts. Bilz and Nadler follow with a discussion of the ways in which laws, which are typically construed in terms of affecting behavior, exert an influence on moral attitudes, cognition, and emotions. Baron and Ritov follow with a discussion of how people's moral cognition is often driven by law-like rules that forbid actions and suggest that value-driven judgment is relatively less concerned by the consequences of those actions than some normative standards would prescribe. Iliev et al. argue that moral cognition makes use of both rules and consequences, and review a number of laboratory studies that suggest that values influence what captures our attention, and that attention is a powerful determinant of judgment and preference. Ginges follows with a discussion of how these value-related processes influence cognition and behavior outside the laboratory, in high-stakes, real-world conflicts. Two subsequent chapters discuss further building blocks of moral cognition. Lapsley and Narvaez discuss the development of moral characters in children, and Reyna and Casillas offer a memory-based account of moral reasoning, backed up by developmental evidence. Their theoretical framework is also very relevant to the phenomena discussed in the Sloman et al., Baron and Ritov, and Iliev et al. chapters. The final three chapters are centrally focused on the interplay of hot and cold cognition. They examine the relationship between recent empirical findings in moral psychology and accounts that rely on concepts and distinctions borrowed from

normative ethics and decision theory. Connolly and Hardman focus on bridge-building between contemporary discussions in the judgment and decision making and moral judgment literatures, offering several useful methodological and theoretical critiques. Ditto, Pizarro, and Tannenbaum argue that some forms of moral judgment that appear objective and absolute on the surface are, at bottom, more about motivated reasoning in service of some desired conclusion. Finally, Bauman and Skitka argue that moral relevance is in the eye of the perceiver and emphasize an empirical approach to identifying whether people perceive a given judgment as moral or non-moral. They describe a number of behavioral implications of people's reported perception that a judgment or choice is a moral one, and in doing so, they suggest that the way in which researchers carve out the moral domain a priori might be dubious.

Motivation for Learning and Performance

First published in 1979. Routledge is an imprint of Taylor & Francis, an informa company.

Stereotypes and Language Learning Motivation

This book celebrates the scholarly achievements of Prof. David A. Watkins, who has pioneered research on the psychology of Asian learners, and helps readers grasp the cognitive, motivational, developmental, and socio-cultural aspects of Asian learners learning experiences. A wide range of empirical and review papers, which examine the characteristics of these experiences as they are shaped by both the particularities of diverse educational systems/cultural milieus and universal principles of human learning and development, are showcased. The individual chapters, which explore learners from fourteen Asian countries, autonomous regions, and/or economies, build on research themes and approaches from Prof. Watkins' research work, and are proof of the broad importance and enduring relevance of his seminal psychological research on learners and the learning process.

How People Learn II

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 39 includes in its coverage chapters on category learning, relational timing, infant memory, depression and memory, goals and choice, and more.

Handbook of Motivation at School

Designed for educators, researchers, practitioners, or anyone interested in maximizing human potential, Motivation for Learning and Performance outlines 50 key motivation principles based on the latest scientific evidence from the disciplines of psychology, education, business, athletics, and neurology. Using a highly applied and conversational style, the book is designed to inform the reader

about how to diagnosis, analyze, and mediate learning and performance challenges influenced by motivation. The book features chapters on the biopsychology of motivation, how motivation changes across the lifespan, and the important influence of culture on motivated behavior. Three chapters are devoted to practical strategies and the implementation of motivational change. Special sections are included on enhancing motivation at work, in the classroom, in competitive environments, and during online education. Hoffman employs the innovative approach of using his interviews with "real" people including many notable personalities across diverse cultures and disciplines to illustrate motivated behavior. For example, readers will learn what motivated the colossal investment fraud masterminded by Bernie Madoff, the intimate thoughts of former NFL superstar Nick Lowery when he missed a field goal, and the joys and tribulations of Emmy-nominated "Curb your Enthusiasm" actress Cheryl Hines. The book provides a practical, applied, and multi-disciplinary resource for anyone interested in motivation and performance, but especially for university students at the graduate or undergraduate level studying education, psychology, business, leadership, hospitality, sports management, or military science. Additionally, the writing style and eclectic nature of the text will appeal to readers of non-fiction who can use the book to gain self-awareness to enhance performance of themselves or others. Considers motivation for both learning and performance Identifies 50 foundational principles relating to motivation Provides research evidence supporting the foundational principles Includes interviews from famous individuals, identifying what motivated them and why Includes research from psychology, education, neuroscience, business, and sports

The Cambridge Handbook of Motivation and Learning

This book provides a complete overview of motivation and emotion. Well-grounded in the history of the field, the fourth edition of Motivation: Biological, Psychological, and Environmental combines classic studies with current research. The text provides an overarching organizational scheme of how motivation (the inducement of action, feelings, and thought) leads to behavior from physiological, psychological, and environmental sources. The material draws on topics that are familiar to students while maintaining a conversational tone to sustain student interest.

Psychology of Learning and Motivation

Motivation, Learning, and Technology is a fresh, thorough, and practical introduction to motivational research, theories, and applications for learning and instruction. Written for both instructional designers and teachers, this foundational textbook combines learning design and learning technologies, synthesis of current research and models, and practical advice for those looking to improve how they motivate learners. Building from existing models in an interactional, holistic approach, J. Michael Spector and Seung Won Park guide readers through all steps of educational motivation, from designing a motivation plan through implementation and assessment.

Innovations and Challenges in Language Learning Motivation

Education and cognitive psychology are natural companions-they both are focused on how people think and learn. Although collaborations have occurred for many years, recently there has been a much greater interest in collaborations that bring cognitive principles into classroom settings. This renewed collaborative research has led both to new evidence-based instructional practices and to a better understanding of cognitive principles. This volume contains overviews of research projects at the intersection of cognitive science and education. The prominent contributors-cognitive psychologists, developmental psychologists, educational psychologists, and science educators-were chosen both for the quality of their work and the variety of their contributions-general principles; influence of affect and motivation; and focus on math and science education. This volume contains overviews of research projects at the intersection of cognitive science and education The prominent contributors were chosen both for the quality of their work and the variety of their contributions general principles; influence of affect and motivation; and focus on math and science education.

The Psychology of Learning and Motivation

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.

The Psychology of Learning and Motivation

Psychology Learning Motivation.

Motivation to Learn

The Psychology of Learning and Motivation, Volume 71, the latest release in the series, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning to complex learning and problem-solving. New to this volume are chapters covering Automating adaptive control with item-specific learning, Cognition and voting: Generalizing from the laboratory to the real-world voting booth, Protracted perceptual development of auditory pattern structure, Understanding alcohol reward in social context, Perceptual and Mnemonic Differences across Cultures, Aging, Cognitive Reserve and the Healthy Brain, Aging, context processing, and comprehension, and more. Presents the latest information in the highly regarded Psychology of Learning and Motivation series Provides an essential reference for researchers and academics in cognitive science Contains information relevant to both applied concerns and basic research

Psychology of Learning and Motivation

"Innovations and Challenges in Language Learning Motivation provides a cutting-edge perspective on the latest challenges and innovations in language learning motivation, incorporating numerous examples and cases in mainstream psychology and in the field of second language acquisition. Drawing on over three decades of research experience as well as an extensive review of the latest psychological and SLA literature, Dèornyei provides an accessible overview of these cutting-edge areas and covers novel topics that have not yet been addressed in L2 motivation research, such as: fundamental theoretical questions such as mental time travel, ego depletion, psychological momentum and passion, and how the temporal dimension of motivation can be made consistent with a learner attribute; key challenges concerning the notion of L2 motivation, ranging from issues about the nature of motivation (e.g. trait, state or a process?) and questions surrounding unconscious versus conscious motivation, the motivational capacity of vision, and long-term motivation and persistence; highly practical classroom-specific challenges such as how technological advances could be better integrated in teachers' repertoires of motivational strategies. This distinctive book from one of the key voices in the field will be essential reading for students in the field of TESOL and Applied Linguistics, as well as language teachers and teacher educators"--

Student Motivation, Cognition, and Learning

The idea of one's memory "filling up" is a humorous misconception of how memory in general is thought to work; it actually has no capacity limit. However, the idea of a "full brain" makes more sense with reference to working memory, which is the limited amount of information a person can hold temporarily in an especially accessible form for use in the completion of almost any challenging cognitive task. This groundbreaking book explains the evidence supporting Cowan's theoretical proposal about working memory capacity, and compares it to competing perspectives. Cognitive psychologists profoundly disagree on how working memory is limited: whether by the number of units that can be retained (and, if so, what

kind of units and how many), the types of interfering material, the time that has elapsed, some combination of these mechanisms, or none of them. The book assesses these hypotheses and examines explanations of why capacity limits occur, including vivid biological, cognitive, and evolutionary accounts. The book concludes with a discussion of the practical importance of capacity limits in daily life. This 10th anniversary Classic Edition will continue to be accessible to a wide range of readers and serve as an invaluable reference for all memory researchers.

Adult and Second Language Learning

The Psychology of Learning and Motivation, Volume 72 in this preeminent series, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning, to complex learning and problem-solving. Chapters in this new release cover Statistical learning predicts literacy acquisition of a foreign alphabetic and logographic language, An Investigation into Virtual Immersion Mandarin Chinese Writing Instruction with Students with Autism, Child and adult classroom L2 learners: uniqueness and similarities, and implications for cognitive models, Current Trends in Second Sign Language Research: Acquisition, Teaching and Assessment, Language Experiences and Cognitive Control: A Dynamic Perspective, and much more. Presents the latest information in the highly regarded Psychology of Learning and Motivation series Provides an essential reference for researchers and academics in cognitive science Contains information relevant to both applied concerns and basic research

Interpersonal Regulation of Learning and Motivation

Written by leading researchers in educational and social psychology, learning science, and neuroscience, this edited volume is suitable for a wide-academic readership. It gives definitions of key terms related to motivation and learning alongside developed explanations of significant findings in the field. It also presents cohesive descriptions concerning how motivation relates to learning, and produces a novel and insightful combination of issues and findings from studies of motivation and/or learning across the authors' collective range of scientific fields. The authors provide a variety of perspectives on motivational constructs and their measurement, which can be used by multiple and distinct scientific communities, both basic and applied.

Cognition in Education

Psychology of Learning and Motivation

Educational Psychology

The Psychology of Learning and Motivation

This book brings together contributions from the leaders of the language learning motivation field. The varied chapters demonstrate how Gardner's work remains

integral to a diverse range of contemporary theoretical issues underlying the psychology of language, even today, 60 years after the publication of Gardner and Lambert's seminal 1959 paper. The chapters cover a wide selection of topics related to applied linguistics, second language acquisition, social psychology, sociology, methodology and historical issues. The book advances thinking on cutting-edge topics in these diverse areas, providing a wealth of information for both students and established scholars that show the continuing and future importance of Gardner and Lambert's ideas.

The Psychology of Learning and Motivation

This volume covers the current status of research in the neurobiology of motivated behaviors in humans and other animals in healthy condition. This includes consideration of the psychological processes that drive motivated behavior and the anatomical, electrophysiological and neurochemical mechanisms which drive these processes and regulate behavioural output. The volume also includes chapters on pathological disturbances in motivation including apathy, or motivational deficit as well as addictions, the pathological misdirection of motivated behavior. As with the chapters on healthy motivational processes, the chapters on disease provide a comprehensive up to date review of the neurobiological abnormalities that underlie motivation, as determined by studies of patient populations as well as animal models of disease. The book closes with a section on recent developments in treatments for motivational disorders.

The Psychology of Asian Learners

Combining theory, research, and applications, this popular text guides college students on how to become self-regulated learners. Students gain knowledge about human motivation and learning as they improve their study skills. The focus is on relevant information and features to help students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-regulation studies that teach a process for improving their academic behavior. A framework organized around motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance makes it easy for students to recognize what they need to do to become academically more successful. Pedagogical features include Exercises, Follow-Up Activities, Student Reflections, Chapter-end Reviews, Key Points, and a Glossary. New in the Fifth Edition Discussion of the importance of sleep in learning and memory Revised and updated chapter on self-regulation of emotions Current research on impact of students' use of technology including digital learning platforms and tools, social media, and online learning Updated Companion Website resources for students and instructors

Encyclopedia of the Sciences of Learning

Through interviews with a selection of the most qualified and well-reputed Northern European researchers, Understanding Learning and Motivation in Youth explores, and offers a range of solutions to, one of the central problems in modern

education: motivation for learning. The way that teaching is currently delivered to students aged 11–19 often does not support positive learning; the ongoing encouragement to produce as much competence as possible at the lowest possible costs elicits critical conditions for learning processes, endangering not only the motivation of students, but also the engagement and motivation of teachers themselves. This book examines how this can be handled in practice by teachers and educators, drawing on the perspectives of carefully selected experts to provide an introduction to the debates surrounding neoliberal education, as well as a means to counteract the damages in their everyday teaching and activities. With an original and accessible format and a unique insight into the thoughts of a select group of academics, Understanding Learning and Motivation is essential reading for students, researchers and academics studying the effects of neoliberal education, as well as practicing teachers and educational leaders who are attempting to combat the problem.

Sociocultural Theories of Learning and Motivation

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.

Motivation and Learning Strategies for College Success

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand

learning throughout the lifespan for educators of students and adults.

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION