

**Research on**

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**and**

# **Sociocultural Motivation Learning**

**Dennis M. McInerney  
Shawn Van Etten**



# Research On Sociocultural Influences On Motivation And Learning

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



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

**Research on Sociocultural Influences on Motivation and Learning - 1st Volume** Dennis M. McInerney, Shawn Van Etten, 2001-03-01 The aim of this book series is to provide a much needed outlet for the wealth of cross cultural research that has not impacted upon mainstream education This particular volume is divided into four parts the motivation context the learning context the family context and the curriculum context *Research on Sociocultural Influences on Motivation and Learning - 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* Dennis M. McInerney, Shawn Van Etten, 2000-09-05 The aim of this book series is to provide a much needed outlet for the wealth of cross cultural research that has not impacted upon mainstream education This particular volume is divided into four parts the motivation context the learning context the family context and the curriculum context **Research on Sociocultural Influences on Motivation and Learning**, 2001 **Research on Sociocultural Influences on Motivation and Learning** Dennis M. McInerney, **Promoting Motivation and Learning in Contexts** Gregory Arief D. Liem, Dennis M. McInerney, 2020-06-01 The body of literature has pointed to the benefits of educational interventions in facilitating improvement in school motivation and by implication learning and achievement However it is now recognized that most extant motivation and learning enhancing intervention programs are grounded in Western motivational and learning perspectives such as attribution expectancy value implicit theories of intelligence self determination and self regulated learning theories Further empirical evidence for the positive impacts of these interventions seems to have primarily emerged from North American settings The cross cultural transferability and translatability of such educational interventions however are often assumed rather than critically assessed and adapted before their implementation in other cultures In this volume the editors invited scholars to re assess their intervention work from a sociocultural lens Regardless of the different theoretical perspectives and strategies they adopt in their interventions these scholars are in unison on the importance of taking into account sociodemographic backgrounds of the students and sociocultural contexts of the interventions to optimize the benefits of such interventions Indeed placing culture at the heart of designing implementing and evaluating educational interventions could be a key not only to strengthen the effectiveness and efficacy of educational interventions but also to ensure that students of a wider and more diverse range of educational and cultural backgrounds reap the benefits from such interventions This volume constitutes the foundation towards a deeper and more systematic understanding of culturally relevant and responsive educational interventions **Big Theories Revisited 2** Gregory Arief D. Liem, Dennis M. McInerney, 2018-04-01 Students school motivation and engagement are key contributors to the quality of their academic learning and performance as well as growth in other important areas of life

social emotional and physical health Fostering motivation and engagement is thus a meaningful educational purpose both in and of itself and as a pathway to holistic student development However motivation and engagement do not develop in a vacuum and effort seeking to facilitate them cannot be effectively pursued without understanding their underpinning sociocultural influences In the first edition of this volume *Big Theories Revisited* McInerney Van Etten 2004 authors of major models of school motivation and engagement were challenged to look into their theoretical work through a sociocultural lens The volume has been well received as objectively reflected in the number of citations of its chapters Significant progress has since been made in the theorizing and research of big theories of school motivation and engagement In this volume we invited a group of internationally renowned scholars to re examine their theoretical and conceptual work by highlighting the what factors and how processes of sociocultural influences in association with the key motivation and or engagement constructs of their expertise We made it clear to our contributors that we solicited new chapters rather than chapters with merely rehashed materials As a result this volume *Big Theories Revisited 2* Liem McInerney 2018 contains chapters that critically discuss sociocultural influences on school motivation and engagement constructs as viewed from focal theories including self determination theory achievement goal theory personal investment theory expectancy value theory self efficacy theory self and co regulated learning models and many others Whereas some of the chapter topics covered in the initial edition are also part of this edition some are new and provide fresh sociocultural angles on achievement relevant processes and outcomes Likewise whereas some of the authors contributed to the earlier edition of the Volume many of them are different What appears to be the same across the two editions is the scholarly distinction of the authors and the substantive rigor of the chapters in advancing our current understanding of this field of enquiry Readers will learn much from and be inspired by stimulating ideas presented in this volume

*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. D. M. McInerney, (Dennis M.), Shawn Van Etten, 2001

**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

**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

*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: An historical perspective** Dennis M. McInerney, 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 Research on Sociocultural Influences on Motivation and Learning: Standards in education Dennis M. McInerney, Shawn Van Etten, 2001 Research on Sociocultural Influences on Motivation and Learning: without special title 3. Sociocultural influences and teacher education programs Dennis M. McInerney, Shawn Van Etten, 2001 **Sociocultural Perspectives on Student Engagement** Gregory Arief D. Liem, Jennifer A. Fredricks, Zi Yang Wong, 2025-09-24 This volume highlights the need to critically consider both the cultural specificity and universality of student engagement processes and discusses ways to promote engagement across diverse sociocultural contexts and student populations **Experimental Psychology** PressGrup Academician Team, Experimental Psychology Uncovering the Mysteries of the Mind Introduction to Experimental Psychology The Scientific Method and Psychological Research Perception and Sensation Attention and Consciousness Learning and Memory Motivation and Emotion Cognitive Processes Thinking Reasoning and Problem Solving Social Cognition Attitudes Beliefs and Behaviors Developmental Psychology From Infancy to Adulthood Personality and Individual Differences Clinical Psychology and Mental Disorders Neuropsychology The Brain and Behavior Experimental Design and Research Methods Ethical Considerations in Psychological Research Sociocultural Influences and Teacher Education Programs Dennis M. McInerney, Shawn Van Etten, 2003-06-01 In this volume we describe exemplary programs in teacher education that attempt to address some of the issues alluded to above Our authors address theoretical perspectives on the importance of teacher education for improving educational outcomes the achievement gap between different groups and in particular the significant achievement gap between indigenous students and other minorities and mainstream groups and how this might be overcome by better trained teachers and how teachers learn to be effective teachers and are these skills of effective teaching broadly applicable across all educational environments

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