Questionnaire About Academic Motivation

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Handbook of Research on Program Development and Assessment Methodologies in K-20 Education World Scientific This book offers a comprehensive and systematic review of multilingual L2 learners' spoken Chinese, focusing on the dual dimensions of speech

competence and speech performance. Specifically, by adopting a mixed-methods approach, it explores the cognitive, affective, and socio-cultural differences between intermediate and advanced multilingual learners' L2 Chinese speech competence and speech performance. Drawing on a theoretical framework underpinned by the affective filter hypothesis, willingness to communicate model, L2 motivational self-system, and L2 speech production models, this book not only contributes to our theoretical understanding of the roles of various factors in L2 Chinese speech competence and speech performance, but also offers practical insights into the implications for both teachers and learners in terms of how to minimize the gap between these two dimensions among L2 Chinese learners. It concludes with a discussion on the limitations of L2 Chinese speech and on future directions for the field.

Emotions, Technology, Design, and Learning Frontiers Media SA 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.

Intrinsic and Extrinsic Motivation Springer Nature This is the conference proceedings for the 2015 Asian Congress of Applied Psychology (ACAP

2015), hosted by Aventis School of Management, Singapore. It includes papers by a group of international academics and researchers. It covers the most recent research findings in the fields of Psychology, especially in the applied areas that have a bearing on policies.

Writing and Motivation ScholarlyEditions The title of the book, Motivating Students by Design, was chosen because the author explains how professors can motivate students intentionally through the design of their courses. The primary purpose of this book is to present practical strategies that professors can implement in their courses. Based on decades of research, Dr. Brett Jones presents a framework to organize teaching strategies that motivate students. All of the strategies presented are followed by several examples, which provide readers with over 100 ideas for how the strategies can be implemented in courses. This book will be useful to graduate students and beginning professors, as well as professors who are more experienced and want to refine their instruction or implement new strategies. <u>Digital</u> <u>Transformation and Global Society</u> Springer Nature This edited work presents a collection of papers on motivation research in education around the globe. Pursuing a uniquely international approach, it also features selected research studies conducted in Singapore under the auspices of the Motivation in Educational Research Lab, National Institute of Education, Singapore. A total of 15 chapters include some of the latest findings on theory and practical applications alike,

prepared by internationally respected researchers in the field of motivation research in education. Each author provides his/her perspective and practical strategies on how to maximize motivation in the classroom. Individual chapters focus on theoretical and practical considerations, parental involvement, teachers' motivation, ways to create a self-motivating classroom, use of ICT, and nurturing a passion for learning. The book will appeal to several different audiences: firstly, policymakers in education, school leaders and teachers will find it a valuable resource. Secondly, it offers a helpful guide for researchers and teacher educators in pre-service and postgraduate teacher education programmes. And thirdly, parents who want to help their children pursue lifelong learning will benefit from reading this book. *The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation* Springer Nature As the educational system continues to evolve, it is essential that educators of today devise innovative and strategic approaches to program development and assessment. The Handbook of Research on Program Development and Assessment Methodologies in K-20 Education is an essential reference source for the latest terminology and concepts related to program development. Featuring extensive coverage on a broad range of topics such as cognitive diagnostic

assessments, self-directed learning, and digital education, this publication is ideally designed for educators, students, program designers, and librarians seeking current research on inventive strategies and practices to enhance education in the 21st century.

Advances in Knowledge-Based and Intelligent Information and Engineering Systems Academic Press Economic, academic, and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage, and reward good teaching in science, math, engineering, and technology. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs, with recommendations to the various stakeholders in higher education about how to achieve change. What is good undergraduate teaching? This book discusses how to evaluate undergraduate teaching of science, mathematics, engineering, and technology and what characterizes effective teaching in these fields. Why has it been difficult for colleges and universities to address the question of teaching effectiveness?

The committee explores the implications of differences between the research and teaching cultures-and how practices in rewarding researchers could be transferred to the teaching enterprise. How should administrators approach the evaluation of individual faculty members? And how should evaluation results be used? The committee discusses methodologies, offers practical guidelines, and points out pitfalls. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields. *How People Learn II* SAGE Publications This book presents recent research on interactive collaborative learning. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. To face these challenges, higher education has to find innovative ways to quickly respond to these new needs. On the one hand, there is a pressure by the new situation in regard to the COVID pandemic. On the other hand, the methods and organizational forms of teaching and learning at higher educational institutions have changed rapidly in recent months. Scientifically based statements as well as excellent experiences (best practice) are absolutely

necessary. These were the aims connected with the 24th International Conference on Interactive Collaborative Learning (ICL2021), which was held online by Technische Universitä t Dresden, Germany, on 22-24 September 2021. Since its beginning in 1998, this conference is devoted to new approaches in learning with a focus on collaborative learning in Higher Education. Nowadays, the ICL conferences are a forum of the exchange of relevant trends and research results as well as the presentation of practical experiences in Learning and Engineering Pedagogy. In this way, we try to bridge the gap between 'pure' scientific research and the everyday work of educators. This book contains papers in the fields of Teaching Best Practices Research in Engineering Pedagogy Engineering Pedagogy Education Entrepreneurship in Engineering Education Project-Based Learning Virtual and Augmented Learning Immersive Learning in Healthcare and Medical Education. Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, schoolteachers, learning industry, further and continuing education lecturers, etc.

The Effects of Individualized and Small Group Learning Approaches on the Motivation of College Students BRILL 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

Tep Vol 23-N2 National Academies Press This book provides an overview of recent research on the relationship between noncognitive attributes (motivation, self efficacy, resilience) and academic outcomes (such as grades or test scores). We focus primarily on how these sets of attributes are measured and

how they relate to important academic outcomes. Noncognitive attributes are those academically and occupationally relevant skills and traits that are not "cognitive"—that is, not specifically intellectual or analytical in nature. We examine seven attributes in depth and critique the measurement approaches used by researchers and talk about how they can be improved.

Mastery Motivation

Elsevier Teacher Education and Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice and policy issues related to the teaching profession, as well as being concerned with learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute. Teacher Education & Practice is published by Rowman &

Littlefield. *Scale Development* Springer Science & Business Media This is the second volume of a 4-part history of the university in Europe, written by an international team of authors, which covers the development of the university in Europe from its origins to the present day. *Academic Motivation for Participation in Kenyan University-level Education* Frontiers Media SA School dropout remains a persistent and critical issue in many school systems, so much so that it is sometimes referred to as a crisis. Populations across the globe have come to depend on success at school for establishing careers and gaining access to post-school qualifications. Yet large numbers of young people are excluded from the advantages that successful completion of school brings and as a result are subjected to consequences such as higher likelihood of unemployment, lower earnings, greater dependence on welfare and poorer physical health and well-being. Over recent decades, most western nations have stepped up their efforts to reduce drop out and raise school completion rates while maintaining high standards.

How school systems have approached this, and how successful they are, varies. This book compares the various approaches by evaluating their impact on rates of dropout and completion. Case studies of national systems are used to highlight the different approaches including institutional arrangements and the various alternative secondary school programs and their outcomes. The evaluation is based on several key questions: What are the main approaches? How do they work? For whom do they work? And, how successful are they in promoting high rates of completion and equivalent outcomes for all? This book examines the nature of the dropout problem in advanced industrialized countries with the goal of developing a broader, international understanding that can feed into public policy to help improve completion rates worldwide. **Motivating Students by Design** Springer Science & Business Media Drawing on the professional literature of many fields, this book provides an interpretation of the available research on motivation and describes instructional approaches in classroom contexts. The

book aims to help teacher educators, researchers, and graduate students understand the research literature in motivation and use in their efforts to enhance children's literacy development. After an introduction, "Reading Engagement: A Rationale for Theory and Teaching" (John T. Guthrie and Allan Wigfield), chapters in the book are: (1) "Children's Motivations for Reading and Reading Engagement" (Allan Wigfield); (2) Developing Self-Efficacious Readers and Writers: The Role of Social and Self-Regulatory Processes" (Dale H. Schunk and Barry J. Zimmerman); (3) "Motivation, Volition, and Collaborative Innovation in Classroom Literacy" (Lyn Corno and Judi Randi); (4) "The Pull of the Text and the Process of Involvement in Reading" (Diane Lemonnier Schallert and JoyLynn Hailey Reed); (5) "Teacher Perceptions of Student Motivation and Their Relation to Literacy Learning" (Anne P. Sweet); (6) "The Role of Responsive Teaching in Focusing Reader Intention and Developing Reader Motivation" (Robert B. Ruddell and Norman J. Unrau); (7) "Characteristics of Classrooms That Promote Motivations and Strategies for Learning" (John T. Guthrie and Ann Dacey McCann); (8) "Integrating Science and Literacy Experiences to Motivate Student Learning" (Roger Bruning and Barbara M. Schweiger); (9) "Ownership, Literacy Achievement, and Students of Diverse Cultural

Backgrounds" (Kathryn H. Au); (10) "Starting Right: Strategies for Engaging Young Literacy Learners" (Julianne C. Turner); (11) "Incentives and Intrinsic Motivation to Read" (Linda B. Gambrell and Barbara Ann Marinak); and (12) "School Change and Literacy Engagement: Preparing Teaching and Learning Environments" (Carol Minnick Santa). (RS)

The effectiveness of money as a motivation for academic institutions. An

assessment RTI Press

There is an extensive literature conducted from a range of theoretical perspectives and methodologies on the role of groups and student learning in higher education. However here the concept of the 'group' is heavily contested at a theoretical level but within higher education practice, characterizing the group has tended to be clear cut. Groups of

students are often formed within the parameters of specific educational programs to address explicitly defined learning objectives. These groups are often small scale and achieve tasks through cooperative or collaborative learning. Cooperative learning involves students dividing roles and responsibilities between group members, so learning becomes an independent process and

outcome. On the other hand, collaborative learning involves students working together by developing shared meanings and knowledge to solve a task or problem. From this perspective, learning is conceptualized as both a social process and individual outcome. That is, collaborative learning may facilitate individual student conceptual understanding and hence lead to higher academic achievement. The empirical evidence is encouraging as has been shown that students working collaboratively tend to achieve higher grades than students working independently. However the above perspectives on student engagement assume that groups are formed within the confines of formal learning environments (e.g. lecture theaters), involve students on the same degree program, have the explicit function of achieving a learning task and disband once this has been achieved. However, students may also use existing social networks such as friendship groups as a mechanism for learning, which may occur outside of formal learning environments. There is an extensive literature on the role and benefits of friendship groups on student learning within primary and secondary education but there is a

distinct lack of research within higher education. This ebook is innovative and ambitious and will highlight and consolidate, the current understanding of the role that student based engagement behaviors may serve in effective pedagogy. A unique aspect of this research topic will be the fact that scholars will also be welcome to submit articles that describe the efficacy of the full range of approaches that have been employed to facilitate student engagement across the sector.

Making School Count

Lulu.com Making School Count reports on four years of classroom research in which alternative teaching strategies, designed to motivate under-achieving inner-city, African-American middle school students were used and evaluated. The book offers insights into the discrepancy between students' academic dreams (their high performance aspirations) and the realities of their classroom performance. Issues include: *the authors' convictions that the disproportionate under-achievement of African-American students is the result of inappropriate teaching strategies *the prevalent use of a

Eurocentric curriculum *results of the authors' research *a guide for teachers wishing to carry out their own research *a study of the collaboration between a university and a schools in an attempt to bring about change from the ground up. FAMILY ENVIRONMENT AND ACHIEVEMENT MOTIVATION OF SCHOOL GOING ADOLESCENTS: AN INTERVENTION

REPORT Frontiers Media SA Bringing together contributions from international research on writing and motivation this volume addresses the implications of writing instruction based on the 2 main approaches to writing research: cognitive and socio-cultural. It provides systematic analysis of the various models, perspectives, and methods of motivation and writing. Applied Psychology - Proceedings Of The 2015 Asian Congress

(Acap 2015) IAP In the Fourth Edition of Scale Development, Robert F. DeVellis demystifies measurement by emphasizing a logical rather than strictly mathematical understanding of concepts. The text supports readers in comprehending newer approaches to measurement, comparing them to classical approaches, and grasping

more clearly the relative merits of each. This edition addresses new topics pertinent to modern measurement approaches and includes additional exercises and topics for class discussion. Available with Perusall—an eBook that makes it easier to prepare for class Perusall is an award-winning eBook platform featuring social annotation tools that allow students and instructors to collaboratively mark up and discuss their SAGE textbook. Backed by research and supported by technological innovations developed at Harvard University, this process of learning through collaborative annotation keeps your students engaged and makes teaching easier and more effective. Learn more.

Mobility for Smart Cities and Regional Development - Challenges for Higher Education

International Reading Assn As I begin to write this Preface, I feel a rush of excitement. I have now finished the book; my gestalt is coming into completion. Throughout the months that I have been writing this, I have, indeed, been intrinsically motivated. Now that it is finished I feel quite competent and self-determining (see Chapter 2). Whether or not those who read the book will perceive me that way is also a concern of mine (an extrinsic

one), but it is a wholly separate issue from the intrinsic rewards I have been experiencing. This book presents a theoretical perspective. It reviews an enormous amount of research which establishes unequivocally that intrinsic motivation exists. Also considered herein are various approaches to the conceptualizing of intrinsic motivation. The book concentrates on the approach which has developed out of the work of Robert White (1959), namely, that intrinsically motivated behaviors are ones which a person engages in so that he may feel competent and self-determining in relation to his environment. The book then considers the development of intrinsic motiva tion, how behaviors are motivated intrinsically, how they relate to and how intrinsic motivation is extrinsically motivated behaviors, affected by extrinsic rewards and controls. It also considers how changes in intrinsic motivation relate to changes in attitudes, how people attribute motivation to each other, how the attribution process is motivated, and how the process of perceiving motivation (and other internal states) in oneself relates to perceiving them in others.

Academic Motivation of Adolescents National Academies Press
In this 2012 edition of Advances in K nowledge-Based and Intelligent Information and Engineering Systems the latest innovations

and advances in Intelligent Systems and related areas are presented by leading experts from all over the world. The 228 papers that are included cover a wide range of topics. One emphasis is on Information Processing, which has become a pervasive phenomenon in our civilization. While the majority of Information Processing is becoming intelligent in a very broad sense, major research in Semantics, Artificial Intelligence and Knowledge Engineering supports the domain specific applications that are becoming more and more present in our everyday living. Ontologies play a major role in the development of Knowledge Engineering in various domains, from Semantic Web down to the design of specific Decision Support Systems. Research on Ontologies and their applications is a highly active front of current Computational Intelligence science that is addressed here. Other subjects in this volume are modern Machine Learning, Lattice Computing and Mathematical Morphology.The wide scope and high quality of these contributions clearly show

that knowledge
engineering is a
continuous
living and
evolving set of
technologies
aimed at
improving the
design and
understanding
of systems and
their relations
with humans.