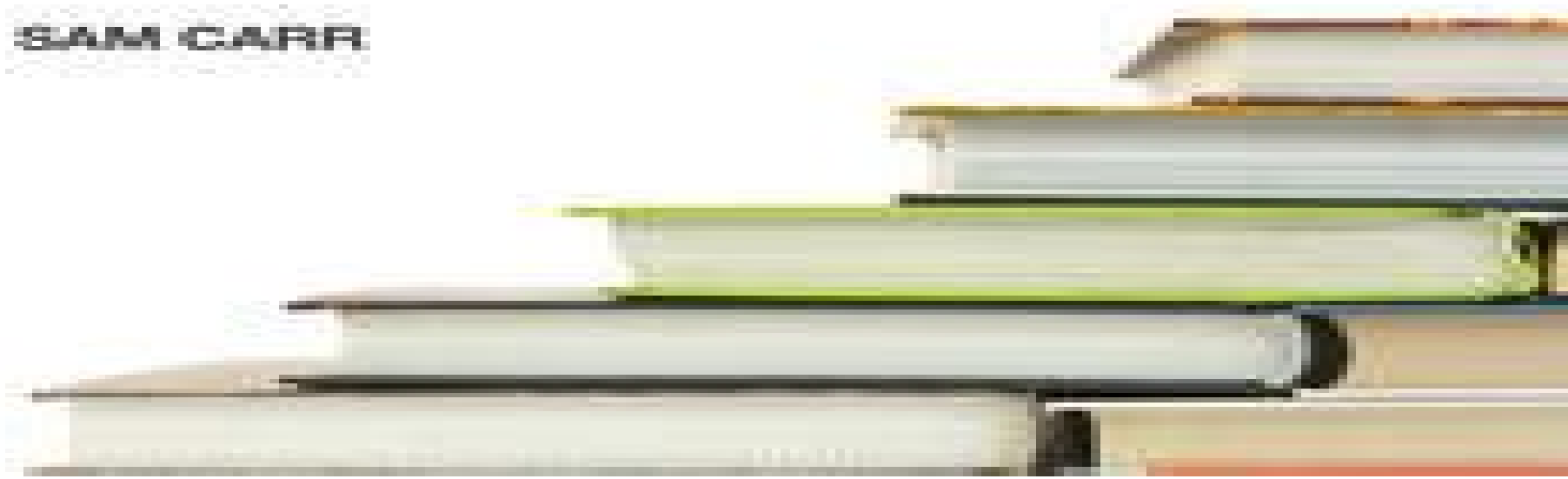




Motivation, Educational Policy and Achievement

A critical perspective

SAM CARR



Motivation Educational Policy Achievement Perspective

Sam Carr



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Global Perspectives on Teacher Motivation Helen M. G. Watt, Paul W. Richardson, Kari Smith, 2017-09-08 Many studies of teacher motivation have been conducted in different contexts over time However until fairly recently there has not been a reliable measure available to allow comparisons across samples and settings This has resulted in an abundance of findings which cannot be directly compared or synthesised The FIT Choice instrument offers the opportunity to examine motivations across settings The various studies in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations but seem generally to embrace a desire to undertake meaningful work that makes for a better society Unlike some careers where rewards are in the form of salary and status by and large these factors are not strong drivers for people who want to become teachers They want to work with children and adolescents and believe they have the ability to teach

Discursive Perspectives on Education Policy and Implementation Jessica Nina Lester, Chad R. Lochmiller, Rachael E. Gabriel, 2017-07-12 This edited volume demonstrates some of the potential contributions of discourse analytic approaches to the study of education policy and its implementation within particular policy contexts Contributing authors provide a range of perspectives examining education policy using both micro analytic traditions and more macro analytic traditions With examples of research focused on various stages of the policy process from agenda setting and policy making to implementation and media representations this volume will appeal to scholars engaged in research at the intersection of education policy and discourse analysis and to students with specific interests in education policy and qualitative research methods *Education Studies* Dave

Trotman, Helen Lees, Roger Willoughby, 2017-09-20 Written by educational specialists and including over fifty interdisciplinary entries this essential compendium offers accessible detailed definitions of the core concepts typically explored on undergraduate Education Studies courses Its interactive design clarifies topics at an introductory intermediate and advanced level supporting students across the three years of their undergraduate study The history and evolution of each concept is outlined with concepts practically grouped around four interrelated key educational categories the personal philosophy practice and power Key academic debates and points of contest are explored reference to real life educational examples are offered and reflective questions and further reading scaffold critical engagement Education Studies The Key Concepts is a bookshelf must have moving readers towards a coherent stance based on theory and research It is an easy to use resource for anyone looking to better understand education It is also useful for those researching education at postgraduate level to broaden their educational knowledge base outside their specific foci Issues in the Psychology of Motivation Paula R. Zelick, 2007 In psychology motivation refers to the initiation direction intensity and persistence of behaviour Motivation is a temporal and dynamic state that should not be confused with personality or emotion Motivation is having the desire and willingness to do something This book presents research in this field *Critical Perspectives on Educational Policies and Professional Identities* Richard Waller, Jane Andrews, Timothy Clark, 2024-06-04 The collection features the cutting edge work of 14 doctoral graduates from the University of the West of England UWE exploring the issue of education policy and its impact on professional identities including changing professional and policy contexts confronting doctoral candidates and their peers **Motivation, Engagement and Educational Performance** J. Elliott, N. Hufton, W. Willis, L. Illushin, 2005-08-17 Key factors that impact upon children s educational motivation and engagement are here considered from an international and comparative perspective Based upon a major programme of research undertaken in sites in England the USA and Russia the authors identify interrelated elements operating at international national and local levels These include children s self perceptions goals interests and aspirations curriculum and pedagogy peer and parental influences teacher perceptions school traditions and practices together with the pervasive influence of broader social cultural historical and economic factors **The Central Government-Funded Teacher Education Policy in China** Yi Liu, 2023-10-20 This book utilises expectancy value theory and undermining effect of extrinsic reward theory to examine the impact of the Central Government Funded Teacher Education CGFTE policy on Chinese pre service teachers motivations for choosing the teaching profession Quantitative data analysis revealed six distinct categories of motivations to teach teacher influence job advantages extrinsic social value altruistic personal interest intrinsic others suggestions and fallback career These categories were further exemplified in ten narrative stories The findings indicate that the CGFTE policy attracts high school graduates with higher intrinsic motivation to enrol in teacher training programs but it seems ineffective in increasing their intrinsic career choice motivation It is argued that the CGFTE policy which emphasises extrinsic benefits but limits

professional development does not have a significant negative impact on pre service teachers motivation to choose teaching This conclusion is supported by the offsetting effects of the policy s restrictive and encouraging aspects as explained by expectancy value theory and the qualitative data Nevertheless the intrinsic motivation of policy funded pre service teachers did not improve as much as that of their self supported counterparts indicating potential undermining effects of the policy The study concludes by discussing the implications of these findings for enhancing the CGFTE policy teacher training and career education in China The book will be an essential read for students and scholars of higher education Chinese studies and educational studies in general **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 *Global Perspectives on Issues and Solutions in Urban Education* Petra A. Robinson,Ayana

Allen-Handy,Amber Bryant,Chance W. Lewis,2019-03-01 In 2014 The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education ICUE in Montego Bay Jamaica In 2016 the second hosting of the conference took place in San Juan Puerto Rico Additionally in 2018 the third hosting of the conference took place in Nassau Bahamas These solution focused conferences brought together students teachers scholars public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education With ICUE s inspiration this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments e g family and community engagement student academic achievement teacher preparation and professional development targeted instructional and disciplinary interventions opportunity gaps culturally relevant and sustaining practices etc Additionally with this book we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design development and delivery teacher preparation and teaching diverse populations career readiness and employment and even more nuanced issues related to foster care undocumented students and mental health sustainable consumption childhood marriage food deserts and marine life and urban communities

Contemporary Perspectives on Research in Motivation in Early Childhood Education Olivia Saracho, 2019-03-01

Researchers from different disciplines e.g. physiological, psychological, philosophical have investigated motivation using multiple approaches. For example, in physiology, the scientific study of the normal function in living systems such as biology, researchers may use electrical and chemical stimulation of the brain, the recording of electrical brain wave activity with the electroencephalograph, and lesion techniques where a portion of the brain usually of a laboratory animal is destroyed and subsequent changes in motivation are noted. Petri Cofer 2017. Physiological studies mainly conducted with animals other than humans have revealed the significance of particular brain structures in the control of fundamental motives such as hunger, thirst, sex, aggression, and fear. In psychology, researchers may study the individual's behaviors to understand their actions. In sociology, researchers may examine how individual interactions influence their behavior. For instance, in the classroom, students and teachers behave in expected ways which may differ when they are outside the classroom. Saracho 2003 examined the student's academic achievement when they matched or mismatched their teacher's way of thinking. She identified both the teacher's and student's individual differences and defined consistencies in their cognitive processes. In philosophy, researchers can study the individual's theoretical position such as supporting Maslow's 1943 concept that motivation can create behaviors that augment motivation in the future. Abraham H. Maslow's theory of self-actualization supports this theoretical position. Petri Cofer 2017. These areas and others are represented in this volume. This volume is devoted to understanding mutual and contemporary themes in the individual's motivation and its relationship to cognition. The current literature covers several methods to the multifaceted relationships between motivational and cognitive processes. Comprehensive reviews of the literature focus on prominent cognitive perspectives on motivation with young children which includes ages from birth to eight years of age. The chapters in this special volume review and critically analyze the literature on several aspects of the relationships between motivational and cognitive processes and demonstrate the breadth and theoretical effectiveness of this domain. This brief introduction acknowledges the valuable contributions of these chapters to the study of human motivation. This volume can be a valuable tool to researchers who are conducting studies in the motivation field. It focuses on important contemporary issues on motivation in early childhood education, ages 0 to 8, to provide the information necessary to make judgments about these issues. It also motivates and guides researchers to explore gaps in the motivation literature.

Perspectives on Transitions in Refugee Education Seyda Subasi Singh, Olja Jovanović Milanović, Michelle Proyer, 2022-11-14. Flüchtlinge sind in ihrem Leben mit Bergungen konfrontiert auf individueller sozialer und kultureller Ebene. Dieses Buch behandelt verschiedene Aspekte dieser Bergungen und ihre Überschneidungen mit Bildungserfahrungen. Studien aus unterschiedlichen Lernerkontexten zeigen die komplexen Beziehungen zwischen Individuum, Kultur, Gesellschaft und Institutionen. Die Untersuchung dieser Beziehungen und Erfahrungen während der Bergungsprozesse soll zu einem tieferen Verständnis der verschiedenen Arten von Bergungen im Zusammenhang mit Bildung

beitragen was in der Zukunft zur Verbesserung von Unterstützungsstrukturen genutzt werden kann **Digital**

Technologies and Learning in Physical Education Ashley Casey, Victoria A. Goodyear, Kathleen M. Armour, 2016-11-10

There is evidence of considerable growth in the availability and use of digital technologies in physical education Yet we have scant knowledge about how technologies are being used by teachers and whether or how these technologies are optimising student learning This book makes a novel contribution by focusing on the ways in which teachers and teacher educators are attempting to use digital technologies in PE The book has been created using the innovative pedagogical cases framework Each case centres on a narrative written by a PE practitioner explaining how and why technology is used in their practice to advance and accelerate learning Each practitioner narrative is then analysed by a team of experts from different disciplines The aim is to offer a multi dimensional understanding of the possibilities and challenges of supporting young people s learning with digital technologies Each case concludes with a practitioner reflection to illustrate the links between theory research and practice Digital Technologies and Learning in Physical Education encourages critical reflection on the use of technologies in PE It is an essential resource for students on physical education kinesiology or sport science courses practitioners working in PE or youth sport and researchers interested in digital technologies and education Handbook of

Research on Student Engagement Sandra L. Christenson, Amy L. Reschly, CATHY WYLIE, 2012-02-23 For more than two decades the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive emotional and behavioral components that embody and further develop motivation for learning Similarly the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement The Handbook guides readers through the field s rich history sorts out its component constructs and identifies knowledge gaps to be filled by future research Grounding data in real world learning situations contributors analyze indicators and facilitators of student engagement link engagement to motivation and gauge the impact of family peers and teachers on engagement in elementary and secondary grades Findings on the effectiveness of classroom interventions are discussed in detail And because assessing engagement is still a relatively new endeavor chapters on measurement methods and issues round out this important resource Topical areas addressed in the Handbook include Engagement across developmental stages Self efficacy in the engaged learner Parental and social influences on engagement and achievement motivation The engaging nature of teaching for competency development The relationship between engagement and high risk behavior in adolescents Comparing methods for measuring student engagement An essential guide to the expanding knowledge base the Handbook of Research on Student Engagement serves as a valuable resource for researchers scientist practitioners and graduate students in such varied fields as clinical child and school psychology educational psychology public health teaching and teacher education social work and educational policy *Teaching and*

Researching Motivation Zoltán Dörnyei, Ema Ushioda, 2021-04-21 Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand. The third edition of *Teaching and Researching Motivation* reflects the dramatic changes in the field of motivation research. With an increased emphasis on dynamic perspectives on motivation and its relations with other individual, social, and contextual factors, this book offers ways in which advances in the field can be put to practical use in the classroom and in research. Key new features and material exploration of the motivation to learn languages other than English, LOTE principles for designing L2 motivational studies, discussion of emerging areas of research including unconscious motivation and language learning mindsets. Providing a clear and comprehensive theory-driven account of motivation, *Teaching and Researching Motivation* examines how theoretical insights can be used in everyday teaching practice. The final section provides a range of useful resources including relevant websites, key reference works, and an online repository of tools and instruments for researching language learning motivation. Fully revised by pre-eminent researchers in this field, Zoltán Dörnyei and Ema Ushioda, this is an invaluable resource for teachers and researchers alike.

The Sociology of Assessment: Comparative and Policy Perspectives Patricia Broadfoot, 2021-01-26 In the World Library of Educationalists series, international experts themselves compile career-long collections of what they judge to be their finest pieces, extracts from books, key articles, salient research findings, major theoretical and practical contributions, so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. In a collection of her most influential work spanning nearly four decades, Patricia Broadfoot applies her trademark sociological and comparative perspective to empirical studies at every level of the educational system. From her classic long-term study of the impact of changing national assessment policies on pupils and teachers in the classrooms of England and France to her sustained championship of the need for a better understanding of the impact of assessment on learning, Broadfoot has consistently championed the need for a more developed sociological understanding of assessment. Broadfoot's accessible writing offers insights that are as novel as they are important for the education of future generations. This book allows readers to follow themes and strands across Patricia Broadfoot's career and will be of interest to all followers of her work and any reader interested in the development of teaching, learning, and assessment.

Motivation in Education at a Time of Global Change Eleftheria N. Gonida, Marina Serra Lemos, 2019-03-25 This volume focuses on motivation in education under changing and unsettling times and provides ideas on how global changes affect student and teacher motivation to learn and achieve.

Motivation for Reading: Individual, Home, Textual, and Classroom Perspectives Allan Wigfield, John T. Guthrie, 2013-12-16 Based on research from the National Reading Research Center (NRRC) at the Universities of Georgia and Maryland, this issue presents the contributors' synthesized work on reading motivation and engagement. Articles are devoted to the following topics: the general motivation constructs related to reading; home influences on reading motivation; readers

responses to different types of text influences of classroom contexts and types of assessment on children's motivation

Globalisation and Dominant Models of Motivation Theories in Education Joseph Zajda, 2023-11-18 This book analyses discourses of the use of motivation theories in schools globally. It focuses on the overall impact of motivation theories on teachers, students' engagement, well-being, academic excellence, standards, equity, and global competitiveness. It examines the role of motivation theories impacting on teachers and students in the classroom and the overall impact of cognitive, social, cognitive-affective, and psycho-motor domains used to motivate students to improve their performance in the classroom. The book analyses such topics as Behaviourism, a major motivation model to improve performance in schools; cognitive theories for creating engaging learning environments including achievement motivation; Social cognitive theories for improving engagement and motivation; social constructivism to improve students' motivation and academic achievement; humanistic approaches for creating effective motivational environments; the use of discourse analysis in understanding motivation and dominant values used in motivation in inclusive schools. This book contributes in a very scholarly way to a more holistic understanding of the nexus between globalisation, dominant models of motivation, and students' engaging learning environments and their academic achievement.

Emerging Perspectives on Community Schools and the Engaged University Kronick, Robert F., 2019-08-23 University involvement within their communities and the promotion of engaged scholarship is essential for the success of the learning institution as well as for providing students with opportunities to interact with various leadership roles and hands-on interactions with the communities themselves. Community schools employ strategic partnerships to expand the boundaries of school improvements and to increase the direct benefits gained by the community. **Emerging Perspectives on Community Schools and the Engaged University** is an essential research publication that explores the importance of civic engagement in various school settings but especially in higher education settings. Featuring a wide range of topics such as service learning, charter schools, and democracy, this book is ideal for community organizers, superintendents, directors, provosts, chancellors, education practitioners, academicians, administrators, researchers, and education policymakers.

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