

CONTENT VERSUS STRUCTURE IN MOTIVATION AND SELF-REGULATION HEIDI GRANT AND CAROL S. DWECK pdf

1: CiteSeerX Citation Query Classrooms: Goals, structures, and student motivation

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Self-efficacy beliefs in academic settings by Frank Pajares - Review of Educational Research , " The difference between self-efficacy beliefs and other expectancy constructs is first explained, followed by a brief overview of problems in self-efficacy research. Findings on the relationship between self-efficacy, motivation constructs, and academic performances are then summarized. These findings demonstrate that particularized measures of self-efficacy that correspond to the criterial tasks with which they are compared surpass global measures in the explanation and prediction of related outcomes. The conceptual difference between the definition and use of expectancy beliefs in social cognitive theory and in expectancy value and self-concept theory is then clarified. Last, strategies to guide future research are offered. Clarifying achievement goals and their impact by Heidi Grant, Carol S. The study of achievement goals has illuminated basic motivational processes, though controversy surrounds their nature and impact. In 5 studies, including a longitudinal study in a difficult premed course, the authors show that the impact of learning and performance goals depends on how they are operationalized. Active learning goals predicted active coping, sustained motivation, and higher achievement in the face of challenge. Ways in which the findings address discrepancies in the literature are discussed. Considerable evidence suggests that much of achievement motivation. In addition, goal effects obtain both when the goals have been experimentally manipulated Butler, Conscientiousness, goal orientation, and motivation to learn during the learning process: A longitudinal study by Jason A. Results indicated that conscientiousness and learning orientation were positively related to motivation to learn both initially and after performance feedback was given, whereas performance orientation was negatively related to motivation to learn at those 2 time periods. In addition, learning and performance orientation moderated the relationships between performance levels during the learning process and subsequent expectancy and valence. The increased emphasis on training Show Context Citation Context Only recently has goal orientation become a focus of organizational researchers, but most results have supported a motivated exploration of motivation terminology by P. Karen Murphy, Patricia A. Alexander - Contemporary Educational Psychology , " The purpose of this review was twofold. First, we wanted to identify fundamental terms within the motivation literature associated with the study of academic achievement or academic development. Having identified these terms with the help of experts in the field of motivation, we wanted to document how motivation researchers defined and used these terms within their programs of research. To accomplish these purposes, over achievement motivation articles were reviewed, and 68 met the criteria for inclusion. Various aspects of these studies, including definitions of terminology, framing variables. Based on these analyses, we derived several interpretations, extracted conceptual definitions, and overviewed specific conceptual issues relevant to emerging trends in motivation terminology. Finally, implications for future research and practice are forwarded. Thus, within the educational literature, we find frequent reference to classroom communities, communities of learners, or communities of scholars. As in society at large, what distinguishes particular educational groups as communities are not only their shared purposes or codes of conduct, but also their specialized lexicon. For education A previous version of this paper was presented at the annual meeting of the Educational Show Context Citation Context For instance, undergraduate students were the participants in studies that involved psychology. On the measurement of achievement goals: The authors identified several specific problems with the measurement of achievement

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goals in the current literature and illustrated these problems, focusing primarily on A. They attended to these problems by creating the AG The hypothesized factor and dimensional structures of the measure were confirmed and shown to be superior to a host of alternatives. The predictions were nearly uniformly supported with regard to both the antecedents need for achievement and fear of failure and consequences intrinsic motivation and exam performance of the 4 achievement goals. In discussing their work, the authors highlight the importance and value of additional precision in the area of achievement goal measurement. Show Context Citation Context Goal orientation and ability: Interactive effects on self-efficacy, performance, and knowledge by Bradford S. Kozlowski - Journal of Applied Psychology , " This study examined the direct relationship of goal orientation " and the interaction of goal orientation and cognitive ability-- with self-efficacy, performance, and knowledge in a learning context. The current paper argues that whether a particular type of goal orientation is adaptive or not adapt Results indicated that the direct associations of learning and performance orientations were consistent with previous research. Learning orientation was positively related to self-efficacy, performance, and knowledge, while performance orientation was negatively related to only one outcome, performance. The interactions between goal orientation and ability also supported several hypotheses. As expected, learning orientation was generally adaptive for high ability individuals, but had no effect for low ability individuals. The implications of these results for future research on goal orientation are discussed. Goal Orientation and Learning-Related Outcomes To demonstrate consistency with prior research, the current study examined direct associations b Creating contexts for involvement in mathematics by Julianne Turner, Debra K. Cox, Matthew Dicintio, Debra K. All in-text references underlined in blue are linked to publications on ResearchGate, letting you access and read them immediately.

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2: Meaning and Motivation | Daniel Molden - www.enganchecubano.com

Grant, Heidi and Carol S. Dweck, "Clarifying Achievement Goals and their Impact," *Journal of Personality and Social Psychology* (), vol, no Carver, Charles S. and Michael F.

Feedback and self-regulated learning: A theoretical synthesis by Deborah L. We explain how feedback is inherent in and a prime determiner of processes that constitute SRL, and review areas of research that elaborate contemporary models of how feedback functions in learning. Specifically, we begin by synthesizing a model of self-regulation based on contemporary educational and psychological literatures. Then we use that model as a structure for analyzing the cognitive processes involved in self-regulation, and for interpreting and integrating findings from disparate research traditions. We propose an elaborated model of SRL that can embrace these research findings and that spotlights the cognitive operation of monitoring as the hub of self-regulated cognitive engagement. The model is then used to reexamine a recent research on how feedback affects cognitive engagement with tasks and the relation among forms of engagement and achievement. We conclude with a proposal that research on feedback and research on self-regulated learning should be tightly coupled, and that the facets of our model show context citation context. This seems to be the cases when students adopt performance goal orientations that undermine self-regulations. e. Alternatively, beliefs that learning should be easy Schommer, ; Schommer et al. Or, students may la Clarifying achievement goals and their impact by Heidi Grant, Carol S. The study of achievement goals has illuminated basic motivational processes, though controversy surrounds their nature and impact. In 5 studies, including a longitudinal study in a difficult premed course, the authors show that the impact of learning and performance goals depends on how they are operationalized. Active learning goals predicted active coping, sustained motivation, and higher achievement in the face of challenge. Ways in which the findings address discrepancies in the literature are discussed. Considerable evidence suggests that much of achievement motivation e. Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade by Judith M. Elliot, " The authors investigated personality predictors of achievement goals in an introductory psychology class, as well as the consequences of these goals for the motivation and performance of undergraduates. Two dimensions of achievement motivation workmastery and competitive orientations; J. Helmreich, predicted the goals endorsed. Individuals high in workmastery were more likely to adopt mastery goals and less likely to adopt work avoidance goals, whereas competitive individuals were more likely to endorse performance and work avoidance goals. Students adopting mastery goals were more interested in the class, but students adopting performance goals achieved higher levels of performance. These results suggest that both mastery and performance goals can lead to important positive outcomes in college classes. Each semester as students decide whether to enroll in a particular class, those of us lurking in the halls hear students asking each other the following questions: Achievement goals are situationally specific orientations that represent the desire to develop, attain, or demonstrate competence in a particular Show Context Citation Context However, most of this research has tested relations between single goals and outcome measures. From a multiple goals perspective, it is important to evaluate the si Effects of integrated instruction on motivation and strategy use in reading by John T. Effects of instructional context on intrinsic and extrinsic motivation have been examined with a variety of studies. This quasi experiment compared students receiving an instructional intervention designed to increase intrinsic motivation with students receiving traditional instruction. Concept-oriented r ading instruction CORI integrated reading and language arts with science inquiry. It emphasized learning goals, real-world interaction hands-on science activities , competence support strategy instruction , autonomy support self-directed learning , and collaboration. Traditional c assrooms had the same content objectives and comparable teachers but different pedagogy. Children in CORI classrooms scored higher on motivation than did children in traditional

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classrooms, with effect sizes of 1. Grade-level differences were found for recognition and competition. The results show that classroom contexts can be constructed to influence motivational outcomes positively. In the present study, we focused on ways that intrinsic reading motivation can be enhanced through the implementation of a reading instructional program. Researchers have distinguished between intrinsic motivation, which refers to being motivated to do an activity for its own sake and out of interest and curiosity, and Show Context Citation Context Achievement goals, performance contingencies, and performance attainment: An experimental test by Andrew J. This research examines the effect of achievement goals on performance attainment and the moderating role of performance contingencies. Performance-avoidance goals undermined performance relative to performance-approach and mastery Performance-avoidance goals undermined performance relative to performance-approach and mastery goals, regardless of contingency condition. Performance-approach goals had a more positive effect on performance than did mastery goals in the presence, but not in the absence, of a contingency. Furthermore, the presence of a contingency accentuated the effects of performance-based goals on performance and had little impact on the effect of mastery goals on performance. These results speak directly to a current conundrum in the achievement goal literature and highlight the need for a rigorous, systematic examination of the link between achievement goals and performance that takes into consideration features of the achievement task, context, and situation. This article relates findings from a review of the literature on six motivational constructs studied in traditional environments to online education concepts to identify methods for ensuring student success in online courses. The six motivational constructs are a self-efficacy, b locus of control The six motivational constructs are a self-efficacy, b locus of control, c attributions, d goal orientation, e intrinsic versus extrinsic motivation, and f self-regulation. The six motivational constructs have been thoroughly investigated in traditional face-to-face classrooms and in a wide variety of educational disciplines. Very few studies, however, have explored the significance of the constructs in the online environment. The purpose of this article is to discuss the areas of online education and academic motivation, and to suggest methods for ensuring student success in the online environment based upon the findings of the literature review. This article relates findings from a review of the literature on six motivational Show Context Citation Context Students who adopt learning goals tend to find the topic under study more intrinsically rewarding Meece et al. Intraindividual differences in motivation and cognition in students with and without learning disabilities by Paul R. The total sample included 30 males and 9 females and was composed of white, fifth-grade students from a middle-c The total sample included 30 males and 9 females and was composed of white, fifth-grade students from a middle-class community in the Midwest. Results showed that although the students with learning disabilities displayed lower levels of metacognitive knowledge and reading comprehension, they did not differ from the students without learning disabilities on self-efficacy, intrinsic orientation, or anxiety. In addition, they did not show any signs of learned helplessness, although they did tend to attribute success and failure to external causes more often than the students without learning disabilities. Using a cluster analysis that grouped individuals, we found that differences in the motivational and cognitive variables cut across a priori categories of children with and without learning disabilities. Three clusters were formed: Impli-cations for diagnosis and intervention for students with learning disabilities are discussed. D escriptive research on children with learning disabilities LD often does not integrate cogni-tive and motivational perspectives on learning, even though current views of student learning in the classroom con-text suggest that both motivation and cognition are important components of successful academic performance Show Context Citation Context The previousstudies examined active cognitivesengagement and use of executive control strategies, as opposed to using a metacog The role of parents, teachers, and peers by Richard S. Newman - Developmental Review , " An important way in which elementary- and middle-school students regulate their own learning and intellectual development is by obtaining assistance from others at times of need. At school, a child who engages in adaptive help seeking monitors his or her academic performance, shows awareness of diff At school, a child who engages in adaptive help seeking monitors his or her academic performance, shows awareness of difficulty he or she

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cannot overcome independently, and remedies that difficulty by requesting assistance from teachers and classmates. I trace early help-seeking behaviors, in particular, in the home and link these to help-seeking behaviors in the classroom. Despite awareness of academic problems they may have and despite availability of assistance, many schoolchildren tend to give up prematurely, sit passively, or persist unsuccessfully on their own without ever asking for help

Show Context Citation Context Classrooms emphasizing learning goals tend to encourage students to seek assistance when it is necessary. Research shows that elementary- and middle-school students working on difficult puzzles in The role of mastery-approach goals in preparation for future learning by Daniel M. Nokes-malach - The Journal of the Learning Sciences , " The study of knowledge transfer rarely draws upon motivational constructs in empirical work. Students were given either invention or tell-and-practice activities when learning statistics concepts and their achievement goal orientations were measured at the beginning of the experiment. We predicted that students who entered the experiment with a high mastery-approach goal orientation would be more likely to transfer, regardless of instruction. We also hypothesized that invention activities would lead to higher mastery-approach goal adoption for the task and more attention to important conceptual features, as students would focus on trying to understand the material. All three hypotheses were supported. Results are discussed in terms of contributions to research on knowledge transfer, achievement goals, and educational practice. A central goal of the cognitive and learning sciences is to understand how, when, and why people transfer their knowledge from one situation or task to another. Research over the past years in psychology has made some progress toward achieving this goal by developing specific accounts of transfer, such as the transfer of cognitive skills or the transfer of solutions from one problem to another

Show Context Citation Context This prior work suggests that mastery-approach goals support deep conceptual processing and engagement, which may support transfer. However, there has been only While data from Massive Open Online Courses MOOCs offers the potential to gain new insights into the ways in which online communities can contribute to student learning, much of the richness of the data trace is still yet to be mined. In particular, very little work has attempted fine-grained con In particular, very little work has attempted fine-grained content analyses of the student interactions in MOOCs. Survey research indicates the importance of student goals and intentions in keeping them involved in a MOOC over time. Automated fine-grained content analyses offer the potential to detect and monitor evidence of student engagement and how it relates to other aspects of their behavior. Ultimately these indicators reflect their commitment to remaining in the course. As a methodological contribution, in this paper we investigate using computational linguistic models to measure learner motivation and cognitive engagement from the text of forum posts. We validate our techniques using survival models that evaluate the predictive validity of these variables in connection with attrition over time. We conduct this evaluation in three MOOCs focusing on very different types of learning materials. Prior work demonstrates that participation in the discussion forums at all is a strong indicator of student commitment.

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3: Growth Mindset 3: A Pox On Growth Your Houses | Slate Star Codex

Einat Lichtinger and Avi Kaplan, Employing a case study approach to capture motivation and self-regulation of young students with learning disabilities in authentic educational contexts, Metacognition and Learning, 10, 1, (), ().

The author of this paper has responded; I list his response here. Consider a popular field or, at least, a field where a certain position is popular. There seem to be a lot of researchers working to prove growth mindset and not a lot working to disprove it. The efficacy of academic-mind-set interventions has been demonstrated by small-scale, proof-of-concept interventions, generally delivered in person in one school at a time. Whether this approach could be a practical way to raise school achievement on a large scale remains unknown. We therefore delivered brief growth-mind-set and sense-of-purpose interventions through online modules to 1,111 students in 13 geographically diverse high schools. Both interventions were intended to help students persist when they experienced academic difficulty; thus, both were predicted to be most beneficial for poorly performing students. This was the case. We discuss implications for the pipeline from theory to practice and for education reform. This sounds really, really impressive! And then you make the mistake of reading the actual paper. The paper asked 1,111 students from a bunch of different high schools to take a 45 minute online course. A quarter of the students took a placebo course that just presented some science about how different parts of the brain do different stuff. Another quarter took a course that was supposed to teach growth mindset. Then they let all students continue taking their classes for the rest of the semester and saw what happened, which was this: I totally bungled these graphs! This was the most basic test they performed, and it should have been the headline of the study. Instead they went to subgroup analysis. Middle-aged Asian transgender people nothing. Newborn Australian aboriginal butch lesbians nothing. In their subgroup of students who had a GPA of 2. But the control group mysteriously started doing much worse in all their classes right after the study started, so growth mindset is significantly better than the control group. Perhaps aware that this is not very convincing, the authors go on to do another analysis, this one of percent of students passing their classes. This is the same group of at-risk students as the last one. The graph on the left shows that a significantly higher number of students in the intervention conditions pass their courses than in the control condition. This is better, but one part still concerns me. The authors of the study write: Scott McGreal looks further and finds in the supplementary material that growth mindset alone did NOT significantly improve pass rates! But my own summary of these results, as relevant to growth mindset is as follows: For students with above a 2. For students with below a 2. In no group of students did it significantly increase chance of passing any classes. If you read only the headlines, what reward have you? Do not even the policymakers the same? And if you take the abstract at its face, what do you more than others? Do not even the science journalists so? A careful look at the study may find that their emphasis is misplaced, and give you more than enough ammunition against a theory even where the stated results are glowingly positive. How many studies that show similar results for growth mindset lack a similar way of spinning the data, and so never get seen at all?

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4: CiteSeerX Citation Query Student goal orientation and self-regulation in the college classroom

Carol S. Dweck developmental changes in ability conceptions alter children's achievement motivation. I will show that there are notable changes between kindergartners and year olds, and between and year olds that during each period, qualitative changes take place in children's thinking about ability and in their motivation.

Revision of achievement goal theory: Necessary and illuminating by Judith M. Thrash - Journal of Educational Psychology , " The present authors disagree with their characterization of the research findings and implications for theory. They discuss 3 reasons to revise goal theory: The authors review theory and research to substantiate their claim that goal theory is in need of revision, and they endorse a multiple goal perspective. The revision of goal theory is underway and offers a more complex, but necessary, perspective on important issues of motivation, learning, and achievement. In a recent article in Journal of Educational Psychology, Midgley, Kaplan, and Middleton focused on the question of whether performance-approach goals are adaptive and if so, whether they are uniformly adaptive or adaptive only under certain conditions. The study of achievement goals has illuminated basic motivational processes, though controversy surrounds their nature and impact. In 5 studies, including a longitudinal study in a difficult premed course, the authors show that the impact of learning and performance goals depends on how they are operationalized. Active learning goals predicted active coping, sustained motivation, and higher achievement in the face of challenge. Ways in which the findings address discrepancies in the literature are discussed. Considerable evidence suggests that much of achievement motivation e. The fact that induced goals have been found to have strong impact is important for two reasons. First, it means that goals can have a causal role in producing achievement patterns. Short-term and long-term consequences of achievement goals: Predicting interest and performance over time by Judith M. Elliot - Journal of Educational Psychology , " Why do some students excel in their college classes and develop interest in an academic discipline? Mastery goals positively predicted subsequent interest in the course, but not course grades. Performance goals positively predicted grades, but not interest. Three semesters later, the authors obtained measures of continued interest in the discipline and long-term performance. Mastery goals predicted subsequent enrollment in psychology courses, whereas performance goals predicted long-term academic performance. These positive and complementary effects of mastery and performance goals on different measures of academic success are consistent with a multiple-goals perspective in which both goals can have beneficial consequences in college education. College students often pursue multiple goals in their classes. These latter types of goals have been labeled achievement goals Ames, ; Show Context Citation Context Researchers have also investigated other strategy measures that are more metacognitive or more motivational in nature than those used in this study e. For a more extensive discussion of mediation, see A. Elliot, McGregor, and Gable , whose results correspond to our findings with cognitive strategy A multimethod study by Julianne C. Turner, Carol Midgley, Debra K. Meyer, Margaret Gheen, Eric M. The relation between the learning environment e. A perceived emphasis on mastery goals in the classroom was positively related to lower reports of avoidance. Implications of the results for both theory and practice are discussed. By early adolescence some students have begun to purposefully withdraw effort, resist novel approaches to learning, and avoid seeking academic help when they need it. These avoidance strategies, often adopted to deflect attention from low ability, undermine performance and may contribute to the devaluation of learning- Show Context Citation Context This article relates findings from a review of the literature on six motivational constructs studied in traditional environments to online education concepts to identify methods for ensuring student success in online courses. The six motivational constructs are a self-efficacy, b locus of control The six motivational constructs are a self-efficacy, b locus of control, c attributions, d goal orientation, e intrinsic versus extrinsic motivation, and f self-regulation. The six

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motivational constructs have been thoroughly investigated in traditional face-to-face classrooms and in a wide variety of educational disciplines. Very few studies, however, have explored the significance of the constructs in the online environment. The purpose of this article is to discuss the areas of online education and academic motivation, and to suggest methods for ensuring student success in the online environment based upon the findings of the literature review. This article relates findings from a review of the literature on six motivational constructs. Results indicated that students who believed they were capable of performing certain tasks used more cognitive skills and metacognitive strategies and persisted longer than did those who did not. This study analyzed the factors that affect student success in an online computer programming course. The study had two main objectives. The first was to examine relationships among selected variables: gender, age, educational level, locus of control, and learning style, motivational beliefs (intrinsic goal orientation, extrinsic goal orientation, control beliefs, task value, self-efficacy, and test anxiety), self-regulated learning components (cognitive strategy use, self-regulation), and student success in the online course. The study sample consisted of two course instructors and 80 voluntary participants who partook in this online course. Both quantitative and qualitative methods were used to collect relevant data in this study. Please contact the publisher regarding any further use of this work. Publisher contact information may be obtained at [http://www.sagepub.com](#). Furthermore, the reduction of a study of the importance and motivational impact of goals to mastery versus performance is particularly unsatisfactory when children from minority cultural groups are

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5: Table of contents for Library of Congress control number

Presents and evaluates new theoretical advances in all areas of social cognition and information processing. This volume is devoted to each theory, allowing the theory to be evaluated from a variety of perspectives and permitting its implications for a wide range of issues to be examined.

Motivational and self-regulated learning components of classroom academic performance by Paul R. De Groot - Journal of Educational Psychology , " A correlational study examined relationships between motivational orientation, self-regulated learning, and classroom academic performance for seventh graders from eight science and seven English classes. A self-report measure of student self-efficacy, intrinsic value, test anxiety, self-regulation, and use of learning strategies was administered, and performance data were obtained from work on classroom assignments. Self-efficacy and intrinsic value were positively related to cognitive engagement and performance. Regression analyses revealed that, depending on the outcome measure, self-regulation, self-efficacy, and test anxiety emerged as the best predictors of performance. Intrinsic value did not have a direct influence on performance but was strongly related to self-regulation and cognitive strategy use, regardless of prior achievement level. The implications of individual differences in motivational orientation for cognitive engagement and self-regulation in the classroom are discussed. There are a variety of definitions of self-regulated learning, but three components seem especially important for classroom performance. Accordingly, it is important to examine how the three components of self-regulated learning are linked to individual differences in student motivation in order to describe and understand a hierarchical model of approach and avoidance achievement motivation by Andrew J. Church - Journal of Personality and Social Psychology , " A hierarchical model of approach and avoidance achievement motivation was proposed and tested in a college classroom. Mastery, performance-approach, and performance-avoidance goals were assessed and their antecedents and consequences examined. Results indicated that mastery goals were grounded in achievement motivation and high competence expectancies; performance-avoidance goals, in fear of failure and low competence expectancies; and performance-approach goals, in achievement motivation. Mastery goals facilitated intrinsic motivation, performance-approach goals enhanced graded performance, and performance-avoidance goals proved inimical to both intrinsic motivation and graded performance. The proposed model represents an integration of classic and contemporary approaches to the study of achievement motivation. Achievement motivation is a ubiquitous feature of daily life. In the classroom, at the workplace, and on the ballfield individuals strive to be competent in their effortful activities. Mastery goals seem optimal for the mediating role of goals and belonging by Robert W. Roeser, Carol Midgley, Timothy C. Urdan - Journal of Educational Psychology , " In a sample of 8th-grade middle school students, the authors examined the role of personal achievement goals and feelings of school belonging in mediating the relation between perceptions of the school psychological environment and school-related beliefs, affect, and achievement. Sequential regression analyses indicated that perceiving a task goal structure in middle school was positively related to academic self-efficacy and that this relation was mediated through personal task goals. Perceiving an ability goal structure was related to academic self-consciousness and this relation was mediated through personal relative ability goals. Perceiving positive teacher-student relationships predicted positive school-related affect and this relation was mediated through feelings of school belonging. Feelings of academic efficacy and school belonging in turn were positively related to final-semester academic grades. Results are discussed in relation to current middle school reform efforts. During the early adolescent years, middle schools play an important role in facilitating or inhibiting successful adolescent development Carnegie Council on Adolescent Development - Show Context Citation Context Second, research on the interpersonal aspects of the middle school environment has demonstrated that positive teacher-student relationships in Clarifying achievement goals and their impact by Heidi Grant, Carol S. The

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study of achievement goals has illuminated basic motivational processes, though controversy surrounds their nature and impact. In 5 studies, including a longitudinal study in a difficult premed course, the authors show that the impact of learning and performance goals depends on how they are operationalized. Active learning goals predicted active coping, sustained motivation, and higher achievement in the face of challenge. Ways in which the findings address discrepancies in the literature are discussed. Considerable evidence suggests that much of achievement motivation e. Short-term and long-term consequences of achievement goals: Predicting interest and performance over time by Judith M. Elliot - Journal of Educational Psychology , " Why do some students excel in their college classes and develop interest in an academic discipline? Mastery goals positively predicted subsequent interest in the course, but not course grades. Performance goals positively predicted grades, but not interest. Three semesters later, the authors obtained measures of continued interest in the discipline and long-term performance. Mastery goals predicted subsequent enrollment in psychology courses, whereas performance goals predicted long-term academic performance. These positive and complementary effects of mastery and performance goals on different measures of academic success are consistent with a multiple-goals perspective in which both goals can have beneficial consequences in college education. College students often pursue multiple goals in their classes. These latter types of goals have been labeled achievement goals Ames, ; Show Context Citation Context Performance goals have been linked to maladaptive learning strategies such as challenge avoidance and surface level processing Recognizing the benefits highly engaged people experience, we tested whether classroom teachers could incorporate the relatively foreign concept of autonomy support into their motivation Trained teachers displayed significantly more autonomy-supportive behaviors than did nontrained teachers. Further, the more teachers used autonomy support during instruction, the more engaged were their students. This was true on both measures of engagement. Engagement refers to the behavioral intensity and emotional quality of a per- Show Context Citation Context Intrinsic and extrinsic motivational orientations in the classroom: Iyengar - Journal of Educational Psychology , " Age differences in intrinsic and extrinsic motivation and the relationships of each to academic outcomes were examined in an ethnically diverse sample of 3rd-grade through 8th-grade children. Using independent measures, the authors found intrinsic and extrinsic motivation to be only moderately c Using independent measures, the authors found intrinsic and extrinsic motivation to be only moderately correlated, suggesting that they may be largely orthogonal dimensions of motivation in school. Extrinsic motivation showed few differences across grade levels and proved negatively correlated with academic outcomes. Causes and consequences of the disturbingly low levels of motivation for older, relative to younger, children are discussed. Show Context Citation Context A third aim of the present research, therefore, was to examine the relationship between indicators of both intrinsic and extrinsic predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade by Judith M. Elliot , " The authors investigated personality predictors of achievement goals in an introductory psychology class, as well as the consequences of these goals for the motivation and performance of undergraduates. Two dimensions of achievement motivation workmastery and competitive orientations; J. Helmreich, predicted the goals endorsed. Individuals high in workmastery were more likely to adopt mastery goals and less likely to adopt work avoidance goals, whereas competitive individuals were more likely to endorse performance and work avoidance goals. Students adopting mastery goals were more interested in the class, but students adopting performance goals achieved higher levels of performance. These results suggest that both mastery and performance goals can lead to important positive outcomes in college classes. Each semester as students decide whether to enroll in a particular class, those of us lurking in the halls hear students asking each other the following questions: Achievement goals are situationally specific orientations that represent the desire to develop, attain, or demonstrate competence in a particular Show Context Citation Context Mastery goals concern the desire to develop competence e. A motivated exploration of motivation

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terminology by P. Karen Murphy, Patricia A. Alexander - Contemporary Educational Psychology , " The purpose of this review was twofold. First, we wanted to identify fundamental terms within the motivation literature associated with the study of academic achievement or academic development. Having identified these terms with the help of experts in the field of motivation, we wanted to document how motivation researchers defined and used these terms within their programs of research. To accomplish these purposes, over 100 achievement motivation articles were reviewed, and 68 met the criteria for inclusion. Various aspects of these studies, including definitions of terminology, framing variables etc. Based on these analyses, we derived several interpretations, extracted conceptual definitions, and overviewed specific conceptual issues relevant to emerging trends in motivation terminology. Finally, implications for future research and practice are forwarded. Thus, within the educational literature, we find frequent reference to classroom communities, communities of learners, or communities of scholars etc. As in society at large, what distinguishes particular educational groups as communities are not only their shared purposes or codes of conduct, but also their specialized lexicon. For educational research, a previous version of this paper was presented at the annual meeting of the Educational Research Society.

Context Citation Context Achievement goals and student well-being by Avi Kaplan, Martin L. Maehr - Contemporary Educational Psychology , " This study is concerned with the role that achievement goals may play in facilitating the psychological well-being of students. Generally, task goals and perception of the school as emphasizing task goals were related to positive psychological well-being, and ego goals and perceiving the school as emphasizing ego goals were related to negative psychological well-being. This pattern was found for both African American and Euro-American students. However, path analyses pointed to possible different processes as operating for the African Americans and the Euro-Americans in the sample.

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6: Handbook of Self and Identity

Robert R. Hirschfeld, Lucinda Lawson and Kevin W. Mossholder, *Moderators of the Relationship Between Cognitive Ability and Performance: General Versus Context-Specific Achievement Motivation*, *Journal of Applied Social Psychology*, 34, 11, (), ()

Self-efficacy beliefs in academic settings by Frank Pajares - Review of Educational Research , " The difference between self-efficacy beliefs and other expectancy constructs is first explained, followed by a brief overview of problems in self-efficacy research. Findings on the relationship between self-efficacy, motivation constructs, and academic performances are then summarized. These findings demonstrate that particularized measures of self-efficacy that correspond to the criterial tasks with which they are compared surpass global measures in the explanation and prediction of related outcomes. The conceptual difference between the definition and use of expectancy beliefs in social cognitive theory and in expectancy value and self-concept theory is then clarified. Last, strategies to guide future research are offered. Within the constructs that form the centerpieces of these theories, judgments of capability generally perform the functions that Bandura hypothesized. Approach and avoidance achievement goals: An intrinsic motivation analysis. Elliot, Department Of psychology, Judith M. Harackiewicz, Department Of psychology , " Most contemporary achievement goal conceptualizations consist of a performance goal versus mastery goal dichotomy. The present research offers an alternative framework by partitioning the performance goal orientation into independent approach and avoidance motivational orientations. Two experiments investigated the predictive utility of the proposed approach-avoidance achievement goal conceptualization in the intrinsic motivation domain. Results from both experiments supported the proposed framework; only performance goals grounded in the avoidance of failure undermined intrinsic motivation. Task involvement was validated as a mediator of the observed effects on intrinsic motivation. Ramifications for the achievement goal approach to achievement motivation and future research avenues are discussed. Achievement motivation theorists focus their research attention on a particular class of behaviors, those involving competence. Individuals may aspire to attain competence or may strive to avoid incompetence, and this approach-avoidance distinction was explicitly incorporated into the earliest achievement motivation conceptualizations. Show Context Citation Context Development and validation of a scale to measure self-compassion by Kristin D. Neff - Self and Identity " This article defines the construct of self-compassion and describes the development of the Self-Compassion Scale. Evidence for the validity and reliability of the scale is presented in a series of studies. Results indicate that self-compassion is significantly correlated with positive mental health outcomes such as less depression and anxiety and greater life satisfaction. Evidence is also provided for the discriminant validity of the scale, including with regard to self-esteem measures. Recent years have seen an increasing dialogue between Eastern philosophical Show Context Citation Context Because individuals with high levels of self-compassion have an emotionally positive self-attitude that is not contingent on performance evaluations, they should tend to display the mediating role of goals and belonging by Robert W. Roeser, Carol Midgley, Timothy C. Urdan - Journal of Educational Psychology , " In a sample of 8th-grade middle school students, the authors examined the role of personal achievement goals and feelings of school belonging in mediating the relation between perceptions of the school psychological environment and school-related beliefs, affect, and achievement. Sequential regression analyses indicated that perceiving a task goal structure in middle school was positively related to academic self-efficacy and that this relation was mediated through personal task goals. Perceiving an ability goal structure was related to academic self-consciousness and this relation was mediated through personal relative ability goals. Perceiving positive teacher-student relationships predicted positive school-related affect and this relation was mediated through feelings of school belonging. Feelings of academic efficacy and school belonging in turn were positively related to final-semester academic grades. Results are discussed in relation

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to current middle school reform efforts. During the early adolescent years, middle schools play an important role in facilitating or inhibiting successful adolescent development Carnegie Council on Adolescent Development Social relationships and motivation in middle school: Wentzel - Journal of Educational Psychology , " On the basis of sixth-grade students, relations of perceived support from parents, teachers, and peers to student motivation differed depending on the source of support and motivational outcome: Peer support was a positive predictor of prosocial goal pursuit, teacher support was a positive predictor of both types of interest and of social responsibility goal pursuit, and parent support was a positive predictor of school-related interest and goal orientations. Perceived support from parents and peers also was related to interest in school indirectly by way of negative relations with emotional distress. Pursuit of social responsibility goals and school- and class-related interest in 6th grade partly explained positive relations between social support in 6th grade and classroom grades 1 year later. Continued research on the social origins of classroom motivation in early adolescence is needed. For most students, early adolescence is a time of change and transition. With respect to interpersonal relationships Show Context Citation Context Mastery goal orientations represent desires to achieve outcomes derived from the actual process of learning, such as feelings of satisfaction and competence o Revision of achievement goal theory: Necessary and illuminating by Judith M. Thrash - Journal of Educational Psychology , " The present authors disagree with their characterization of the research findings and implications for theory. They discuss 3 reasons to revise goal theory: The authors review theory and research to substantiate their claim that goal theory is in need of revision, and they endorse a multiple goal perspective. The revision of goal theory is underway and offers a more complex, but necessary, perspective on important issues of motivation, learning, and achievement. In a recent article in Journal of Educational Psychology, Midgley, Kaplan, and Middleton focused on the question of whether performance-approach goals are adaptive and if so, whether they are uniformly adaptive or adaptive only under certain conditions. As Midgley et al. Clarifying achievement goals and their impact by Heidi Grant, Carol S. The study of achievement goals has illuminated basic motivational processes, though controversy surrounds their nature and impact. In 5 studies, including a longitudinal study in a difficult premed course, the authors show that the impact of learning and performance goals depends on how they are operationalized. Active learning goals predicted active coping, sustained motivation, and higher achievement in the face of challenge. Ways in which the findings address discrepancies in the literature are discussed. Considerable evidence suggests that much of achievement motivation e. Guthrie, Allan Wigfield, John T. The reading motives assessed included self-efficacy, intrinsic-extrinsic motivation and goals, and social aspects. An intrinsic motivation composite predicted amount and breadth of reading more strongly than did an extrinsic motivation composite. Dweck and Leggett defined two major kinds of goal orientations children can have: An achievement goal theory perspective on issues in motivation terminology, theory, and research by Paul R. Pintrich - Contemporary Educational Psychology " There are a number of important issues raised by Murphy and Alexander in the lead article of this issue. In this response, four general issues are discussed in light of current research and achievement goal theory. The four issues include: These issues are considered in the context of current achievement goal theory research with the hope that the discussion will help to clarify the four issues for both motivational theory and research in general as well as for specific theoretical and empirical efforts within goal theory research. In particular, I believe they raise four general issues concerning motivational constructs. Accordingly, at a functional level in terms of goal-outcome linkages, the proliferation of terms is troublesome and may impede scientific progress as Short-term and long-term consequences of achievement goals: Predicting interest and performance over time by Judith M. Elliot - Journal of Educational Psychology , " Why do some students excel in their college classes and develop interest in an academic discipline? Mastery goals positively predicted subsequent interest in Mastery goals positively predicted subsequent interest in the course, but not course grades. Performance goals positively predicted grades, but not interest. Three semesters

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later, the authors obtained measures of continued interest in the discipline and long-term performance. Mastery goals predicted subsequent enrollment in psychology courses, whereas performance goals predicted long-term academic performance. These positive and complementary effects of mastery and performance goals on different measures of academic success are consistent with a multiple-goals perspective in which both goals can have beneficial consequences in college education. College students often pursue multiple goals in their classes. These latter types of goals have been labeled achievement goals Ames, ; Show Context Citation Context A great deal of research has investigated the relationship between achievement g

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