



Book Series

# *Research on Sociocultural Influences on Motivation and Learning*

Series Editors

Gregory Arief D. Liem, *The Education University of Hong Kong*

## **Call for Manuscripts: VOLUME X**

### **Sociocultural theories of learning and motivation Looking back, looking forward**

Dennis M McNerney, *The Hong Kong Institute of Education* ([dennismm@ied.edu.hk](mailto:dennismm@ied.edu.hk)), Richard A Walker, *University of Sydney* ([richard.walker@sydney.edu.au](mailto:richard.walker@sydney.edu.au)), G. Arief D Liem, *University of Sydney* ([gregory.liem@sydney.edu.au](mailto:gregory.liem@sydney.edu.au)) and Information Age Press, *Greenwich CT* ([admin@infoagepub.com](mailto:admin@infoagepub.com))

It is now nearly thirty years since sociocultural theories of learning created great excitement and debate amongst those concerned with learning in diverse contexts. Since that time significant advances have been made in sociocultural theory and research. Various sociocultural approaches to the understanding of learning (for example, sociocultural psychology, sociocultural discourse, cultural historical activity theory) have been developed and consolidated and new challenges are currently being addressed. In the motivational arena sociocultural approaches deriving from Vygotsky have only begun to emerge relatively recently. In this Volume we examine and evaluate the achievements of past sociocultural theory and research, and consider the future directions of sociocultural theory and research in the domains of learning and motivation. Accordingly we invite authors to contribute to this volume in ways such as, but not limited to, the following:

- Sociocultural theory development: Past, present and future
- Theory development: Issues, debates and controversies
- Conceptual and methodological issues in sociocultural theory and research
- Reviews of theory and research on specific sociocultural topics

Evaluations of a body of sociocultural theory and research

- Exemplary practices deriving from sociocultural theories
- Educational implications of sociocultural theory and research
- Future directions and needed research in sociocultural theory

Chapters are invited on any of the above, or related, topics with reports of original research, or thematic summaries of existing research, being particularly welcome. If you would like to

contribute a chapter to this volume please email an expression of interest to Prof. Dennis McInerney, [dennismm@ied.edu.hk](mailto:dennismm@ied.edu.hk) by the August 30th, 2010. Your expression of interest should consist of a title and a 250-500 word summary of your proposed topic indicating how this topic addresses the mission of the volume. First draft manuscripts are due by November 29th 2010. It is hoped that the manuscript will be launched at the 2011 AERA conference in New Orleans. If you desire to learn more about the series please visit the themes in each of our other volumes below.

The aim of this book series is to provide a much needed outlet for the wealth of cross-cultural research that has not impacted: (1) mainstream educational and psychological texts (e.g., learning, motivation, development, social, and cognitive texts); and (2) mainstream undergraduate and graduate courses in education and psychology. A review of standard texts reveals very little citation of this crosscultural literature; one has to access journals such as the Journal of Cross-Cultural Psychology or the Journal of Intercultural Studies or specialized texts to obtain this information. This series attempts to bridge this information gap by making sociocultural research accessible to mainstream consumers by exploring the sociocultural influences on learning and motivation across a broad range of settings and content areas. For this reason, the series, while erudite, will present issues, research findings, implications, and applications in a format that will be attractive to seasoned and beginning academics, students, and those who have a specialized interest in cross-cultural research. Societies such as the USA, Australia, United Kingdom, and Europe are becoming increasingly diverse in cultural and social demographics. For this reason, the series will play a significant role in making sociocultural influences a mainstream concern in research and application.

**Books in this series:**

- Big Theories Revisited 2
- Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages
- Sociocultural Theories of Learning and Motivation
- Student Perspectives on Assessment
- Teaching and Learning
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- Effective Schools
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## Big Theories Revisited 2

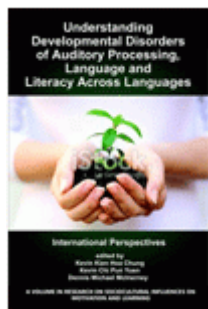
Gregory Arief D. Liem, Nanyang Technological University; Dennis M. McInerney, The Education University of Hong Kong

2018. Paperback 978-1-64113-268-8 \$45.99. Hardcover 978-1-64113-269-5 \$85.99. eBook 978-1-64113-270-1 \$65.

Students' school motivation and engagement are key contributors to the quality of their academic learning and performance, as well as growth in other important areas of life (social, emotional, and physical health). Fostering motivation and engagement is thus a meaningful educational purpose, both in and of itself and as a pathway to holistic student development. However, motivation and engagement do not develop in a vacuum, and effort seeking to facilitate them cannot be effectively pursued without understanding their underpinning sociocultural influences. In the first edition of this volume, "Big Theories Revisited" (McInerney & Van Etten, 2004), authors of major models of school motivation and engagement were 'challenged' to look into their theoretical work through a sociocultural lens. The volume has been well received as objectively reflected in the number of citations of its chapters.

Significant progress has since been made in the theorizing and research of 'big theories' of school motivation and engagement. In this volume, we invited a group of internationally-renowned scholars to re-examine their theoretical and conceptual work by highlighting the 'what' (factors) and 'how' (processes) of sociocultural influences in association with the key motivation and/or engagement construct(s) of their expertise. We made it clear to our contributors that we solicited new chapters rather than chapters with merely rehashed materials. As a result, this volume, "Big Theories Revisited 2" (Liem & McInerney, 2018) contains chapters that critically discuss sociocultural influences on school motivation and engagement constructs as viewed from focal theories including self-determination theory, achievement goal theory, personal investment theory, expectancy value theory, self-efficacy theory, self- and co-regulated learning models, and many others. Whereas some of the chapter topics covered in the initial edition are also part of this edition, some are new and provide fresh sociocultural angles on achievement-relevant processes and outcomes. Likewise, whereas some of the authors contributed to the earlier edition of the Volume, many of them are different. What appears to be the same across the two editions is the scholarly distinction of the authors and the substantive rigor of the chapters in advancing our current understanding of this field of enquiry. Readers will learn much from and be inspired by stimulating ideas presented in this volume.

**CONTENTS:** Sociocultural Perspectives on School Motivation, Engagement, and Achievement: Theory, Research, and Application. *Gregory Arief D. Liem and Dennis M. McInerney.* **SECTION I: WHY AND WHAT DO I WANT TO ACHIEVE IN MY STUDIES?** Sociocultural Influences on Student Motivation as Viewed Through the Lens of Self-Determination Theory, *Johnmarshall Reeve, Richard M. Ryan, and Edward L. Deci.* Sociocultural Influences on Achievement Goal Adoption and Regulation: A Goal Complex Perspective, *Gregory Arief D. Liem and Andrew J. Elliot.* Personal Investment Theory: A Cross-Cultural Framework for the Study of Student Motivation, *Ronnel B. King, Jesus Alfonso D. Datu, and Dennis M. McInerney.* **SECTION II: HOW DO I THINK AND FEEL ABOUT MYSELF AND MY STUDIES?** Expectancy-Value Theory in Cross-Cultural Perspective: What Have We Learned in the Last 15 Years? *Stephen M. Tonks, Allan Wigfield, and Jacquelynne S. Eccles.* Self-Efficacy in Education Revisited Through a Sociocultural Lens, *Maria K. DiBenedetto and Dale H. Schunk.* Sociocultural Influences on Self-Efficacy Development, *Ellen L. Usher and Brianna L. Weidner.* Control-Value Theory: A Social-Cognitive Approach to Achievement Emotions, *Reinhard Pekrun.* **SECTION III: WHO WANTS ME TO STUDY WELL, AND WHO CAN I DO IT WITH?** A Competence-in-Context Approach to Understanding Motivation at School, *Kathryn Wentzel.* Māori Students Flourishing in Education: High Teacher Expectations, Cultural Responsiveness and Family-School Partnerships, *Christine M. Rubie-Davies, Melinda Webber, and Hana Turner.* Cooperative Learning: Theoretical Foundations and Relevance Across Cultures, *Amanda J. Inns and Robert E. Slavin.* **SECTION IV: HOW DO I REGULATE MY STUDIES, AND WHO CAN HELP ME DO IT?** Integration of Socialization Influences and the Development of Self-Regulated Learning Skills: A Social-Cognitive Perspective, *Timothy J. Cleary, Anastasia Kitsantas, Stephen Pape, and Jacqueline Slempp.* Supporting Self-Regulation and Self-Determination in the Context of Music Education, *Nancy E. Perry, Silvia Mazabel, Ben Dantzer, and Philip H. Winne.* Co-Regulation: A Model for Classroom Research in a Vygotskian Perspective, *Mary McCaslin and Christine Calderon Vriesema.* Motivating Engaged Participation and Generative Learning in Fully Online Course Contexts, *Daniel T. Hickey and Christopher D. Andrews.* **SECTION V: ARE MY PEERS AND I MORE ALIKE, OR DIFFERENT, IN OUR SCHOOL MOTIVATION AND LEARNING?** The Need for Positive Feedback: Sociocultural Consideration of Self-Evaluative Motives in Education, *Constantine Sedikides.* Evolutionary Psychology and the Classroom: Implications for Theory, Research, and Practice in Motivation, Learning, Achievement, and Instruction, *Andrew J. Martin.* About the Contributors.



## Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages International Perspectives

Kevin Kien Hoa Chung, The Hong Kong Institute of Education; Kevin Chi Pun Yuen, The Hong Kong Institute of Education; Dennis M. McNerney, The Education University of Hong Kong

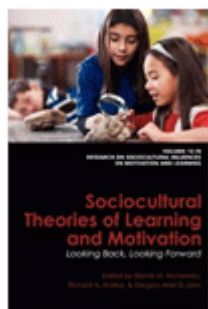
2014. Paperback 9781623966645 \$45.99. Hardcover 9781623966652 \$85.99. eBook 9781623966669 \$65.

Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages Auditory processing disorders, reading and writing disorders, language disorders, and other related disorders - these disorders seem distinct among one another from historical and professional practice perspectives but more and more research suggests that they in fact overlap in many ways including clinical presentations, suspected underlying causes, diagnostic criteria, and re/habilitation strategies.

On January 4-7, 2012, the conference Global Conference on Disorders in Auditory Processing, Literacy, Language & Related Sciences (APLL 2012) was held in The Hong Kong Institute of Education. This was the world's first platform for interdisciplinary discussions and collaborations on ways we can better serve children who suffer from the above closely related disorders through future research. Due to the huge success of APLL2012, to promote continuous discussions of the conference theme, the conference organizing committee decided to invite scholars, scientists, and practitioners to contribute their work to the eleventh volume in the Research on Sociocultural Influences on Motivation and Learning research monograph series. This volume is focused on issues in typical and disordered developments in auditory processing, literacy, and language across different cultural and linguistic contexts in Asia, Europe and North America. The contributors of this volume offer insightful theoretical and practical ideas to shape future directions in research, assessment, intervention, and education. This is an intriguing and inspiring volume for students, researchers, and practitioners in the fields of speech-language pathology, audiology, developmental psychology, educational psychology, neuropsychology, and other related disciplines.

By bringing in respective leaders in the fields, we hope that this book will open new windows to promote advancements in related research initiatives, continuing cross disciplinary discussions and collaborations on ways that we can better service individuals suffer from these closely related disorders through future research.

**CONTENTS:** Preface. Acknowledgments. Auditory Processing Disorder in Children and its Relation to Language and Literacy Disorders, *David R. Moore*. A Framework for Evaluating the Role of Auditory Processing in Language Learning Disorders, *Carol Miller*. Auditory Processing and Cognition, *Kenneth Hugdahl*. Clinical Assessment of Auditory Processing Disorder in Children, *Piers Dawes*. The Challenges and Implications of Assessing Auditory Processing in Diverse Communities Based on Current Guidelines, *Jenny H. Y. Loo*. Theory and Research in the Study of Early Reading Difficulties: A Personal Odyssey, *Frank R. Vellutino*. Specific Reading Disabilities: The Case for Differentiation of Assessment in Multilingual Malaysia, *Lay Wah Lee*. Visual-Spatial Attention and its Relationship With Reading, *Duo Liu*. Pinyin Knowledge as a Potentially Important Marker of Early Literacy, *Ying Wang, Silvia Siu-Yin Lam, Jianhong Mo, and Catherine McBride-Chang*. An Integration of Findings on Chinese Dyslexia With the Application of John Morton's Causal Modeling Framework, *Simpson W. L. Wong*. Relationship Between Morphological Awareness and Chinese Reading Development: A Treatment Study, *Dustin Lau and Man Tak Leung*. About the Editors/Authors.



## Sociocultural Theories of Learning and Motivation Looking Back, Looking Forward

Dennis M. McNerney, The Education University of Hong Kong; Richard A. Walker, The University of Sydney; Gregory Arief D. Liem, University of Sydney

2011. Paperback 978-1-61735-438-0 \$45.99. Hardcover 978-1-61735-439-7 \$85.99. eBook 9781617354403 \$65.

It is now nearly thirty years since sociocultural theories of learning created great excitement and debate amongst those concerned with learning in diverse contexts. Since that time significant advances have been made in sociocultural theory and research. Various sociocultural approaches to the understanding of learning (for example, sociocultural psychology, sociocultural discourse, cultural historical activity theory) have been developed and consolidated and new challenges are currently being addressed. In the motivational arena sociocultural approaches deriving from Vygotsky have only begun to

emerge relatively recently. In this Volume we examine and evaluate the achievements of past sociocultural theory and research, and consider the future directions of sociocultural theory and research in the domains of learning and motivation.

**CONTENTS:** Introduction. Sociocultural Theories of Learning and Motivation: Looking Back, Looking Forward, *Dennis M. McInerney, Richard A. Walker and Gregory Arief D. Liem*. Conceptual and Methodological Issues in Sociocultural Research and Theory Development in Education, *La Tefy Schoen*. **PART I: MOTIVE.** Object/Motives and Emotion: A Cultural-Historical Activity Theoretic Approach to Motivation in Learning and Work, *Wolff-Michael Roth*. Motives as a Central Concept for Learning, *Marilyn Fleer*. Motive and Motivation in Learning to Teach, *Gordon Wells*. Motivation, Engagement, and Identity: Opening a Conversation, *Susan Bobbitt Nolen, Christopher J. Ward, and Ilana Seidel Horn*. Participation by Design: Improving Individual Motivation by Looking Beyond It, *Daniel T. Hickey*. Examining Change in Motivation: The Potential of Sociocultural Theory, *Judith MacCallum and Kimberley Pressick-Kilborn*. **PART II: LEARNING.** Tabletalk: Navigating and Negotiating in Small-group Learning, *Mary McCaslin, Ruby I. Vega, Erin E. Anderson, Christine N. Calderon and Angela M. Labistre*. Learning as (One Part) Identity Construction: Educational Implications of a Sociocultural Perspective, *Jennifer A. Vadeboncoeur, Renira E. Velloso, and Kristen P. Goessling*. The Changing Face of Conceptual Change Learning - An Emerging Sociocultural Approach, *Erica Sainsbury and Richard A. Walker*. Learning Together: The Educational Experiences of Adolescents in Moscow, *Janine Bempechat, Anna Mirny, Jin Li, Kenzie A. Wenk, and Susan D. Holloway*.



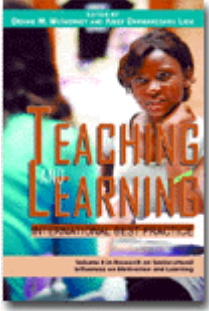
## Student Perspectives on Assessment What Students Can Tell Us About Assessment for Learning

Dennis M. McInerney, The Education University of Hong Kong; Gavin T. L. Brown, The Hong Kong Institute of Education; Gregory Arief D. Liem, University of Sydney

2009. Paperback 978-1-60752-352-9 \$45.99. Hardcover 978-1-60752-353-6 \$85.99. eBook 9781607523543 \$65.

Assessment for learning is meant to engage, motivate, and enable students to do better in their learning. However, how students themselves perceive assessments (both high-stakes qualifications and low-stakes monitoring) is not well understood. This volume collects research studies from Europe, North and South America, Asia, and New Zealand that have deliberately focused on how students in primary, secondary, and tertiary education conceive of, experience, understand, and evaluate assessments. Assessment for learning has assumed that formative assessments and classroom practices would be an unqualified success in terms of student learning outcomes. Making use of a variety of qualitatively interpreted focus groups, observations, and interviews and factor-analytic survey methods, the studies collected in this volume raise doubts as to the validity of this formulation. We commend this volume to readers hoping to stimulate their own thinking and research in the area of student assessment. We believe the chapters will challenge researchers, policy makers, teacher educators, and instructors as to how assessment for learning can be implemented.

**CONTENTS: INTRODUCTION.** Student Perspectives of Assessment: Considering What Assessment Means to Learners, *Gavin T. L. Brown, Dennis M. McInerney, and Gregory Arief D. Liem*. **PART I. STUDENTS' PERSPECTIVES OF ASSESSMENT IN COMPULSORY SCHOOLING.** Accessing Primary Pupils' Conceptions of Daily Classroom Assessment Practices, *Ana Remesal*. "Drawing" Out Student Conceptions: Using Pupils' Pictures to Examine Their Conceptions of Assessment, *Lois R. Harris, Jennifer A. Harnett and Gavin T.L. Brown*. My Teacher and My Friends Helped Me Learn: Student Perceptions and Experiences of Classroom Assessment, *Bronwen Cowie*. Students' Voices in School-based Assessment of Hong Kong: A Case Study, *Manman Gao*. **PART II. STUDIES WITH THE STUDENTS' CONCEPTIONS OF ASSESSMENT INVENTORY.** Analyzing the Dimensionality of the Students' Conceptions of Assessment (SCoA) Inventory, *Anke Weekers, Gavin T. L. Brown, and Bernard P. Veldkamp*. Beliefs that Make a Difference: Adaptive and Maladaptive Self-regulation in Students' Conceptions of Assessment, *Gavin T.L. Brown, Elizabeth Peterson, and Earl Irving*. Test-Taking Effort and Score Validity: The Influence of Student Conceptions of Assessment, *Steven L. Wise and Melynda R. Cotten*. A Multimethod Examination of University Students' Views of Assessment, *Lisa F. Smith and Kelly Holterman ten Hove*. **PART III. UNIVERSITY STUDENTS' PERSPECTIVES OF ASSESSMENT.** Assessment Practices in Higher Education in Brazil from the Students' Point of View, *Daniel A. S. Matos, Sergio D. Cirino, and Gavin T. L. Brown*. How Can We Increase Student Motivation During Low-Stakes Testing? Understanding the Student Perspective, *Anna Zilberberg, Allison R. Brown, J. Christine Harmes, and Robin D. Anderson*. Formative Assessment in Higher Education: Frequency and Consequence, *Jeffrey K. Smith and Anastasiya A. Lipnevich*. Changing Insights in the Domain of Assessment in Higher Education: Novel Assessments and Their Pre-, Post- and Pure Effects on Student Learning, *Mien Segers, Filip Dochy, David Gijbels, and Katrien Struyven*. Index. About the Authors.



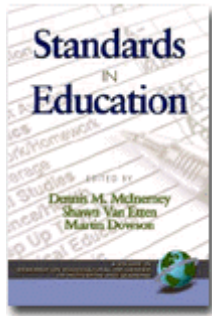
## Teaching and Learning International Best Practice

Dennis M. McInerney, The Education University of Hong Kong; Gregory Arief D. Liem, University of Sydney

2008. Paperback 978-1-59311-937-9 \$45.99. Hardcover 978-1-59311-938-6 \$85.99. eBook 9781607529705 \$65.

Our highly interconnected global education environment provides unprecedented opportunities for teaching professionals and educational researchers to share best practice in teaching and learning across international borders and sociocultural frontiers. This volume presents a diverse range of innovative educational best practices from around the world - particularly those practices that directly strengthen and enhance student motivation and achievement in a broad range of sociocultural contexts. These practices include: enhancing teaching and learning environments, particularly in relation to provision of high quality infrastructure for 21st Century (digital) learning; designing and managing after-school homework support; recruiting, developing and retaining high-quality teaching staff; promoting international and multicultural awareness through deliberate exposure to varied cultural experiences and perspectives; optimizing the benefit of project work for student academic and social outcomes; designing educational interventions based on self-concept research; and developing an international service learning course for tertiary students. The editors of the present volume have gathered over thirty renowned educators and researchers from Asia, Australia, Europe, and the United States, to share their experiences in developing best practices in teaching and learning in socioculturally and educationally diverse contexts. These practices, guided and underpinned by cutting edge educational/psychological theories and research, are believed to be adaptable to many diverse educational and sociocultural contexts. The editors invite researchers, professionals, educators, teachers, lecturers, policy-makers, and curriculum developers to think, reflect, and take action on how to utilize the underlying principles of the best practices in the present Volume to their own settings.

**CONTENTS:** SETTING THE STAGE. Best International Practice in Teaching and Learning: From Theories to Principles to Actions, *Arief D. Liem and Dennis M. McInerney*. PART I: BEST PRACTICES FOR OPTIMAL LEARNING ENVIRONMENT, INSTRUCTION, AND TEACHER TRAINING. Constructing High Quality Learning Environments for Twenty-First Century Learners, *La Tefy Schoen*. Learning the Craft of Teaching and Learning From World's Best Practice: The Case of Finland, *Juhani E. Tuovinen*. Best Practice in Designing and Managing After-School Homework Support: A Sociocultural Interpretation of Homework and Affording Learning Through Homework Practices, *Mike Horsley and Richard Walker*. Improving American Schools: Perceptions of Adults and Students, *Paris Strom and Robert Strom*. Attracting, Training, and Retaining High Quality Teachers: The Effect of Initial Teacher Education in Enhancing Student Teacher Motivation, Achievement, and Retention, *Catherine Sinclair*. PART II: BEST PRACTICES FOR STUDENT MOTIVATION, LEARNING, SELF-CONCEPT, AND SOCIAL PROCESS. Curiosity and Primary Source Materials: Making History Come Alive, *Thomas G. Reio, Jr.* Making Classroom Social Practices Explicit: Developing Motivation Through Participation in Collaborative Leadership Opportunities, *Judith Mac-Callum and Veronica Morcom*. Effective Practices in Group Project Work: Exploring the Views of Students and Teachers, *Caroline Koh, C. K. John Wang, Oon Seng Tan, Jessie Ee, and Woon Chia Liu*. Exploring Student Learning in an International Service-Learning Course: Sociocultural and Transformational Experiences in Cambodia, *Valerie C. McKay, Natasha Gaffoglio, and Elena Esquibel*. International Best Practice in Effective Educational Interventions: Why Self-Concept Matters and Examples From Bullying, Peer Support, Reading, and Mathematics Research, *Rhonda G. Craven and Alexander S. Yeung*. PART III: BEST PRACTICES FOR LEARNERS WITH SPECIAL NEEDS. Literacy, Behavior, and Auditory Processing: Effective Pedagogical Practice That Maximizes Students' Behavioral, Motivational, and Achievement Progress, *Katherine S. Rowe and Kenneth J. Rowe*. How Different Are They? Students Receiving Learning Assistance in the Classroom in Norwegian Secondary Schools, *Lihong Huang*. "I'm the Expert Now": Digital Storytelling and Transforming Literacies Among Displaced Children, *JuliAnna Avila, Charles Underwood, and Scott Woodbridge*. The Influence of Culture on Students' Classroom Social Interactions: Implications for Best Teaching and Learning Practice in Multicultural and International Education, *Arief D. Liem, Elizabeth Nair, Allan B. I. Bernado, and Paulus H. Prasetya*. Index. About the Authors.



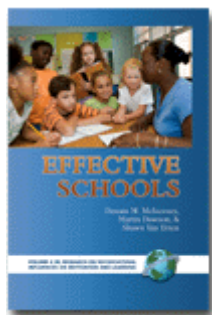
## Standards in Education

Dennis M. McInerney, The Education University of Hong Kong; Shawn Van Etten, SUNY Cortland; Martin Dowson, Australian College of Ministries

2007. Paperback 978-1-59311-779-5 \$45.99. Hardcover 978-1-59311-780-1 \$85.99. eBook 9781607526278 \$65.

Education institutions and organizations throughout the world are currently being held accountable for achieving and maintaining historically unmatched standards of academic quality and performance. Accreditation bodies; policy makers; boards of trustees; and teacher, parent, and student groups all place educational institutions and organizations under unprecedented accountability pressures. The aim of this volume is to explore and better understand how these pressures are impacting a broad range of social and cultural issues and, subsequently, how these issues impact student motivation and learning.

**CONTENTS: PART I: Standards: Teaching Practice and Teacher Behavior.** The State of Play in Standards and Standards Reform, *Martin Dowson, Dennis M McInerney, and Shawn Van Etten*. Teacher Risk Taking Changes in the Context of School Reform: A Sociocultural and Cognitive Motivational Perspective, *Thomas G. Reio, Jr. and Sue Lasky*. Bridging Across the Mile-Wide and Mile-Deep Chasm: Living and Coping with Standards-Based Reform in Science Education, *Junlei Li*. Educational Effectiveness: The Importance of Evidence-Based Teaching Practices for the Provision of Quality Teaching and Learning Standards, *Kenneth J. Rowe*. Towards a Theory of Practice: Critical Transdisciplinary Multiliteracies, *James Albright, Christopher S. Walsh, and Kiran D. Purohit*. **PART II: Standards: Student Motivation and Engagement.** Identification with Academics, Stereotype Threat, and Motivation to Achieve in School, *Jason W. Osborne, J. Thomas Kellow, and Brett D. Jones*. The Effects of ICT Standards on Educational Motivation and Learning: The Australian Experience, *Juhani E. Tuovinen*. National Education in Singapore Schools: Challenges of Engagement and Motivation, *Giok Ling Ooi*. Motivation in the Context of Project Work: The Self-Determination Perspective, *Woon Chia Liu, Oon Seng Tan, C. K. John Wang, Caroline Koh, and Jessie Ee*. **PART III: Standards: Specific Educational Activities and Environments.** Professional Preparation Standards for the Practicum, *Catherine Sinclair*. Standards in Higher Education Distance Learning Environments: A Sociocultural Perspective, *Martin Dowson, Stuart Devenish, and Julie Passmore*. Designing Educational Web Pages: The Standards for Activist Online Communications, *Gulsun Kurubacak and Eyup Irgat*. Standards for Quantitative Research in Diverse Sociocultural Contexts, *Phillip Parker, Martin Dowson, and Dennis McInerney*. The Contribution of Home Background to Student Inequality in Secondary Schools in Norway, *Lihong Huang*. About the Contributors.



## Effective Schools

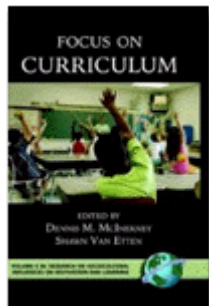
Shawn Van Etten, SUNY Cortland; Martin Dowson, Australian College of Ministries; Dennis M. McInerney, The Education University of Hong Kong

2006. Paperback 1-59311-491-5 978-1-59311-491-6 \$45.99. Hardcover 1-59311-492-3 978-1-59311-492-3 \$85.99. eBook 9781607525363 \$65.

Students arrive in our classrooms with complex sociocultural histories that include family, cultural, physical, social, emotional, and prior learning experiences. In order to be effective, schools must directly address these complex histories in meaningful, relevant and creative ways. The aim of this volume is to examine research on effective schooling from a sociocultural perspective - with a focus on developing the capacities of diverse students in diverse educational contexts. The chapters in this volume cover a wide range of important topics as listed below:

**CONTENTS:** What We Know about Effective Schools and Effective Schooling from a Sociocultural Perspective. *Martin Dowson, Dennis M. McInerney and Shawn Van Etten*. **PART I: ON RESEARCH.** Using the Dynamic Model of Educational Effectiveness to Introduce a Policy Promoting the Provision of Equal Opportunities to Students of Different Social Groups. *L. Kyriakides and B.P.M. Creemers*. New Directions for School Effectiveness Research: Towards School Effectiveness Without Schools. *Daniel Muijs*. **PART II: ON PEDAGOGY.** Identifying the Connection Between Culturally Relevant Pedagogy, Motivation, and Academic Performance Among Ethnic Minority Youth. *Kenneth Tyler, Eric M. Anderman, and Robert T. Haines*. Textbook Pedagogy: A Sociocultural Analysis of Effective Teaching and Learning. *Richard Walker and Mike Horsley*. Motivational and Cognitive Aspects of Culturally Accommodated Instruction: The Case of Reading

Comprehension. *Robert Rueda*. **PART III: ON TEACHERS.** Social Influences and the Quest for Excellence: A Socio-Cultural Perspective on Teacher Effectiveness. *La Tefy Schoen*. The Good Teacher: A Cross-Cultural Perspective. *David Watkins and Qunying Zhang*. **PART IV: ON LEARNING ENVIRONMENTS.** Changing Classroom Environments Through Effective Use of Technology. *Deborah L. Lowther, Steven M. Ross, Fethi A. Inan and J. Daniel Strahl*. Korean Students' Reactions to Perceived Learning Environment, Parental Expectations, and Performance Feedback: Evidence for the Moderating Role of Performance-Approach Goals. *Mimi Bong and Sung-Il Kim*. Effective Discipline in Multicultural Schools in South Africa: Two Case Studies. *Jan Heystek*.

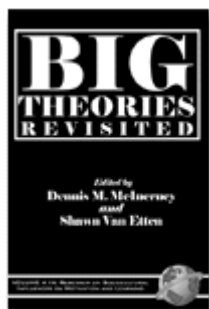


## Focus on Curriculum

Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong

2005. Paperback 1-59311-207-6 978-1-59311-207-3 \$45.99. Hardcover 1-59311-208-4 978-1-59311-208-0 \$85.99. eBook 9781607524861 \$65.

There are many teaching and curriculum programs that attempt to make education relevant to the wider sociocultural environment of learners. Volume 5 focuses on research on curriculum and teaching from a sociocultural perspective. Authors will discuss exemplary examples of research on curriculum initiatives, teaching resources, and teaching approaches that reflect a concern for sociocultural issues broadly defined, while also mapping out implications, future issues, and future research agendas. There will be chapters on reading mathematics, science, language, social science, history, music, health education, religious and moral education, information technology, vocational education, and multicultural studies. The text will be relevant to educators across all levels of education.



## Big Theories Revisited

Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong

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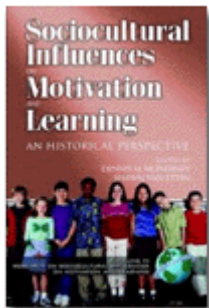
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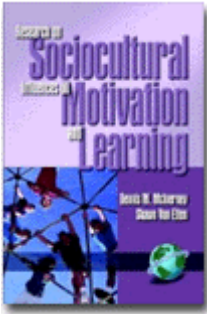


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