Contents

Preface xv

I: SETTING THE STAGE FOR MOTIVATIONAL POSSIBILITIES

1 Motivation: Problems, Possibilities, and Perspectives 3
Problems and Challenges: Achievement and Motivation 4
Effort and Ability Framework 4
Motivational Inequality as a Problem and Challenge 6
Motivational Challenges Related to Educational Reform 9
Motivation Possibilities and Goals 11
What Is Optimum Motivation? 12
The School's and Teacher's Roles 13
Motivation Perspectives for Classroom Learning 16
Defining Motivation 18
Social-Cognitive Approach to Motivation 19
Review of Major Points 22

II: SOCIAL-COGNITIVE PROCESSES THAT INFLUENCE MOTIVATION

2 Attributional Beliefs and Motivation 27
Attributional Properties in Achievement Settings 29
Descriptions of Attributional Thinking: Content and Dimensions 29
Sources of Attributional Information 32

Direct Attributional Cues 32
Indirect Attributional Cues 33
Attributional Bias 34
Emotional Reactions Generated by Attributions 36
Shift in Expectancies After Success and Failure 36
Using Attributional Information 38
Individual and Situational Differences in Attributions 39
Situational Differences in Attributions 39
Developmental Differences in Attributions 40
Gender and Attributions 41
Attributions and Motivation Among Ethnic Groups 42
Beliefs About Effort and Ability 42
Implications for Teachers 44
Two Attributional Consequences: Learned Helplessness and Help Seeking 45
Learned Helplessness 45
Helpless and Mastery Orientation 46
Learned Helplessness and Students With Learning Disabilities 47
Help Seeking 49
Teacher Attributional Beliefs and Student Performance 51
Attribution Retraining 54
Effort and Ability Attribution Retraining 55
Self-Instruction 56
Antecedent Information 56
Retraining for Students With LD 57
Guidelines for Attributional Feedback 58
Developing Adaptive Attributions 61
Review of Major Points 63

3 Concepts of Ability and Motivation 66
Self-Perceptions of Ability: an Overview 66
Self-Efficacy Beliefs 69
Self-Efficacy Influences in Academic Tasks 70
Sources of Self-Efficacy Judgments 71
Task Accomplishments 72
Vicarious Experiences 72

Verbal Persuasion 73
Physiological State 73
Development of Self-Efficacy 74
Identification and Awareness of Efficacy Beliefs 74
Strengthening Self-Efficacy 75
Goals, Feedback, Rewards, and Verbalization 76
Participant Modeling 77
Using Self-Efficacy in the Classroom 78
Self-Worth Theory: Self-Protection of Perceived Ability 81
Classroom Practices and Self-Worth Protection 81
Failure–Avoidance Strategies 82
Low Effort 82
Self-Handicapping 83
Guarantee of Success 84
Self-Worth, Failure-Avoiding Strategies, and Minority Students 85
Achievement Goal Orientation 86
Contrasting Achievement Goal Orientations 87
Learning Goal 87
Performance Goal 88
Influences on Achievement Goals 89
Theory of Intelligence 89
Contextual Influences 90
Effects of Goal Orientation on Student Achievement 91
Cognitive Strategies and Engagement 91
Motivational Beliefs and Actions 92
Classroom Practices That Foster Learning Goals and Positive Competence Evaluation 93
Evaluation of Competence and Achievement Anxiety 97
Explanations of Achievement Anxiety 97
Cognitive Interference and Skill Deficit 98
Motivational Explanations 98
Strategies for Alleviating Debilitating Test Anxiety 99
Concluding Thoughts 100
Review of Major Points 101

4 Goals and Goal Setting 105
Motivational Effects of Goal Setting 106
Goal Content and Multiple Goals 106
Properties of Goals that Enhance Motivation 110
Long- and Short-Term Goals 110
Goal Difficulty and Challenge 114
Goal Specificity 115
Goal Commitment 115
Relation of Feedback and Goals 117
Classroom Interventions in Goal Setting 119
Elementary and Secondary Interventions 120
College Students Interventions 123
Students With LD Interventions 124
Guidelines and Strategies for Goal Setting in the Classroom 125
Combining Motivational Processes 127
Link 1: Proximal Goals 127
Link 2: Learning Strategies 128
Link 3: Successful Experience 129
Link 4: Attribution for Success 129
Review of Major Points 129

5 Developing Student Self-Regulatory Capabilities 132
Self-Regulatory Capabilities and Academic Success 133
Overview of Self-Regulated Learning 134
Vision of the Future and Possible Selves 136
How Important Is the Vision of the Future for Motivation? 137
How Are Possible Selves Developed? 138
Helping Students Develop a Vision of the Future 139
Volitional Control: Directing Motivation and Effort 143
The Function of Volition in Self-Regulation 143
Volitional Control Strategies 145
Helping Students Acquire Volitional Strategies 146
Learning and Metacognitive Strategies 148
Learning Strategies 149
Metacognitive Strategies 150
Self-Management Through Self-Instruction and Self-Monitoring 151

Self-Instruction 151
Teaching Students to Use Self-Instruction 153
Self-Monitoring 155
Resource Management Strategies: Time and Environment 157
Time Management 157
Environment Management 159
Self-Regulation in Classroom Contexts 160
Elementary Classroom Context 160
Secondary Classroom Context 161
Self-Regulation for Failure Adaptation and Resiliency 162
Conclusion 163
Review of Major Points 164

III: THE CLASSROOM CLIMATE FOR OPTIMAL ENGAGEMENT AND MOTIVATION

6 Teacher Motivation: Expectations and Efficacy 169
Teacher Expectations 169
Teacher Expectations and Teacher Expectation Effects 170
Source of Teacher Expectations 174
How Do Teachers Communicate Expectations to Students? 175
Student Awareness of Differential Treatment 178
Level of Expectations 179
Conveying Positive Expectations 180
Teacher Efficacy 185
Beliefs Related to Teacher Efficacy 186
Teaching Practices Related to Teacher Efficacy 188
Teacher Efficacy and Student Self-Efficacy 191
Sources of Teacher Efficacy Beliefs 191
Strengthening Teacher Efficacy 193
Collective Teacher Efficacy 196
Conclusion 198
Review of Major Points 198

7 Promoting Optimal Motivation and Engagement: Social Context 201
Sense of Membership or Belonging 202
Social Bonds 203
Social Identity and Membership 204
Peer Group Influence and Membership 205
Cultural Identity and Identification With Academics 208
A Classroom Environment for Optimum Membership and Engagement 211
Classroom Structure for Autonomy and Social Support 212
Sources of Social Support 218
Cooperative Learning 219
Teacher's Role in Social Support and Student Perspective 224
Support in Culturally Diverse Classrooms 226
Conclusion 228
Review of Major Points 229

8 Tasks, Recognition, and Evaluation for Optimal Engagement and Motivation 233
Classroom Task Motivation 234
Task Features and Types 235
Task Complexity and Student Cognitive Engagement 235
Social Organization and Task Engagement 237
Teacher Practices That Increase Student Task Engagement 237
Task Interest 240
Task Value Beliefs 246
Intrinsic and Extrinsic Motivation and Academic Engagement 247
Extrinsic to Intrinsic Motivation: A Continuum 248
The Relationship Between Extrinsic and Intrinsic Motivation 249
Guidelines for Using Incentives 255
Fostering Intrinsic Motivation 257
Evaluation, Grading Practices, and Optimal Motivation 259

Criterion and Norm-Referenced Assessments 260
Level of Standards 261
Motivational Variables Considered by Teachers in Grading 261
Evaluation and Feedback 263
An Evaluation System Based on Motivation Principles: Incentives-Based Improvement Program 263
Conclusion 266
Review of Major Points 267

9 Implementing Motivation Strategies in the Classroom 271
Possible Concerns and Issues 271
Implementing Motivational Strategies or Programs 274
Teacher Motivation 274
Beginning of the School Year and Setting Expectations 275
A Problem-Solving Approach 276
Possibilities for Motivational Equality 279
A Classroom Motivation Intervention in the Context of Educational Reform 279
Comprehensive Programs 280
Possibilities and Hope 283

Glossary 285
References 288
Author Index 317
Subject Index 327