# INDEX


Ability, 20, 84, 132, 134, 135–138, 141–143
Ability (competence) beliefs, 17, 22
Academic learning, 2, 3
Academic motivation, 34
Achievement
  behaviors, 153–156
  expectancy-value (EV) model of, 131
  goal orientations, 134
  motivation, 3, 5, 131, 158
Action possibilities, 110, 116, 117, 119
Activity
  authentic, 188
  collaborative nature of, 192
  disciplinary, in science and engineering, 196
Adaptive expertise, 189–191, 200
Adaptive identity, 112–114
Adaptive learning environments, 4
Adolescence, 2
  school alienation, 10
Adolescents' disidentification, 21
Advances in Motivation and Achievement Series, 5, 10
African-American students, 21, 24
Alienation from classmates, 216–217
Alienation from learning, 10, 210–211, 213–215, 218–219
Alienation from teachers, 10, 211, 215–217
Anti-immigrant, 175
Anti-intellectualism, 43
Anti-refugee rhetoric, 175
Antisocial behavior, 206
Anxiety, stress and, 172–173
Asian American students, 25
Assessment
  formative, 189, 197
    support, 197
  on-line, 189
At-risk students, 231, 240, 241
Attainment value, 18, 39–40
Attitude, from motivating practices, 58–59
Attractor states, 105–106, 110, 118
Authentic activities, 188
Autonomy, 10, 55
Autonomy frustration, 56
Autonomy support, 59–61
Autonomy-supportive leadership style, 72
Autonomy-supportive motivating style, 62
Autonomy-supportive teaching, 71

Behavior, achievement, 153–156
Beliefs about competence, 131–132
Belonging, 92–94
Belongingness, 23
Better-than-average (BTA) effect, 132
Brexit movement, 170
Buffer, 6, 16, 20–26

Calibrating teachers, 66
Calibration, 66–68
Case illustrations, 9–10, 191–200
CDS. *See* Complex dynamic system (CDS)
Challenges
  challenges related to family–school collaboration, 161
  educational implications, 142–143

motivational challenges, 9–11, 227–228
parents, challenges, 159–162
technological challenges, 160–161
Change, 1–11, 20–26, 56–58, 66–68, 71–72, 111–113
Changing environment, 56, 103, 111
Changing times, 1–11, 66–68, 226, 245
Changing world, 33–47, 159–162
Chaos, 61, 64
Chaotic style of teachers, 64
Children
achievement, 21
expectancy, 20
expectancy beliefs, 18–19, 22
motivation, 16, 21
parental beliefs, 152
motivational beliefs, 24
responses to change, 21–26
responses to uncertainty, 21–26
CI. *See* Creative intelligence (CI)
Circumplex approach
advantages, 70–71
motivating approaches in, 73–74
Circumplex model, 60, 61, 65, 70, 71
Classroom
constellations, 59
heterogeneity, 5
Classroom participation, 10
school alienation and, 208–209
Clinical case
concept mapping of, 192
in veterinary science education, 191–193
Collaborative activities, 191, 193
Collaborative disciplinary work, task demands of, 199
Collaborative learning, 187–191
clinical case in veterinary science education, 191–193
PDE with material tools in high school science, 195–198
of threats to Baltic Sea in virtual learning environment, 193–196
Collaborative skills, 189
Communities, disciplinary, 188
Competence, 8, 17, 21–23, 55, 56, 131–132, 137, 142
Complex dynamic system (CDS), 8, 102
assumptions of, 104
attractor states and control parameters, 105–106
dynamism, self-organization, emergence, and contextualism, 105
hierarchy and self-similarity, 106–107
interdependence, irreducibility, and nonlinearity, 104–105
implications
for policy, 121–122
for practice, 118–121
for theory and research, 116–118
motivational, 107–112
motivation as, 103–104
Complexity, 2, 54, 102, 104, 113, 119, 121–123, 175
Conceptual map, 191–193
Conceptual models, 4
Conceptual value, 39, 40
Confidence, 43, 63, 122
Contemporary motivational theory, 102
on role of parents, 153–155
Control-value theory (CVT), 228
Controlling teaching, 54, 63
Creative intelligence (CI), 133
Cross-lagged panel analysis, 210–213
Cultural stereotypes, 21
CVT. *See* Control-value theory (CVT)

DACA program. *See* Deferred Action for Childhood Arrival (DACA) program
Decision-making, on multiple task, 113

Deeper level learning, PDE sufficient condition for, 198–199
Deferred Action for Childhood Arrival (DACA) program, 176
Delinquent behavior, 210, 212, 213
  school alienation and, 209
(De)motivating teaching, 7
  practices, 60
Development of motivation, 17–19
  development of children's expectancy beliefs, 18–19
  development of children's task values, 18–19
Disciplinary activity, in science and engineering, 196
Disciplinary communities, 188
Disciplinary engagement, 190
  productive. *See* Productive disciplinary engagement (PDE)
Disciplinary expertise, PDE to sustained motivation for, 199–200
Disciplinary knowledge, 188
Disciplinary thinking, 197
Disciplinary work, task demands of collaborative, 199
Domino effect, 84
Dynamic Systems Model of Role Identity (DSMRI), 8, 102, 108, 110
  characterizing adaptive identity and motivation with, 114–116
  identity and motivation using the, 111–112

Economic insecurity, 42
Economic pressure, 3
Educational aspirations, 135, 244
Educational implications, 141–143
  and challenges, 143–144
Educational mission of schools, 36
Educational phenomena, complexity of, 2
Educational policy, 122
Educational policy-makers, 4
Educational reforms, 36
Educational relevance, 35–38
Educational theory, 3, 11
Education in changing world
  academic motivation, 34
  psychological perspectives, 34
  research implications
    differentiating components, 43–44
    educators, 46
    relevance for understanding, 46
    sociocultural interaction modeling, 45–46
  social construction
    social-cognitive conceptualization, 35–36
    sociocultural perspective on relevance appraisal, 36–38
  subjective task value, 38–39
    expanding models, 39–41
    influences of world events, 41–43
    relevance for understanding, 41
Educators, 38, 46
  motivation, 3
Elementary school, 19
Engagement, disciplinary, 190
Enriched learning environments, 9, 190
Environmental insecurity, 57
Epistemological beliefs, 108, 114–115
Ethnicity, 140–141
Ethnic minority
  and migrant youth, 226
  parents' socialization, 22
  students, 24, 28
EVT. *See* Expectancy value theory (EVT)
Expectancies, 6, 17–21, 25–27, 176
Expectancy-value (EV)
  model of achievement, 131
  theorists, 16, 38

Expectancy value theory (EVT), 5, 6, 89, 154
  children
    expectancy beliefs, 18–19
    interventions to, 26–27
  defined, 17
  first/second-generation immigrant children, 23
  global changes, 16
  "in sync" expectancies, 20
  parents' roles, 21–26
  socialization in home and school, 16
  success/ability beliefs, 26
  task-specific beliefs, 16
  task values, 18–19
  teachers' roles, 21–26
Extrinsic goals, 44
Extrinsic motivation, 18

Family–school collaboration, 9, 161
Feelings of self-assurance and joviality, 195
Feminism, second-wave, 130
First-generation college students, 45
First-generation immigrant children, 23, 28
"Foreign" labor, 42
Formative assessment, 197
  support, 197

Gender
  differences in self-evaluative strategies, 133
  equality, 144
  and motivation, 130
  and motivational beliefs, 131–136
  motivational orientations, 136
Gendered-specific beliefs, 22
Global change, 3, 6–8, 9–11, 159, 160, 244, 245
Goal-directed behavior, 35
Great Recession, 2
Group interactions, systematic analyses of, 195
Groups' collaboration, 195

High school science, PDE material tools in, 195–198
Home–school partnerships, 9
Humanistic appraisals, 42

ICT. *See* Information and communication technology (ICT)
Identity
  adaptive, 112–114
  dynamic systems model of role, 108–111
  as integrative framework, 107–112
  motivation system, 108, 110, 114, 118, 119, 123
Immigrant
  and migrant children, 23
  adolescents, 22
  paradox, 23, 28
  and refugees, 170, 172, 180
Improving girls, 131, 139
In-class participation, 10
Inequality, 162
Information and communication technology (ICT), 54, 160
Information-based economy, 170
Inquiry-based learning, 188
Inquiry-based methods, 189
Inquiry-based teaching, 188
In-service training, 4
Instability, 56–57
"In sync" expectancy, 20
Integrative framework, identity as, 107–112
Interaction, systematic analyses of group, 195
Interdisciplinary knowledge, 188
Interdisciplinary theory, 2
Interest, 9, 10, 18, 22, 23, 36, 38, 44, 85, 89, 118, 152–156, 159, 218

Intervention, 7–8, 10, 26–27, 38, 45, 82–96, 111, 226, 229–230, 233–234, 237–239, 241–243
  classroom intervention, 225–246
  effectiveness of intervention, 237–239, 241–243
  interventions to enhance children's expectancies and values, 26–27
  migration intervention, 231–232
  motivation intervention, 7, 27, 81–96
  psycho-educational interventions, 82
  science, 81
  self-concept intervention, 106, 153–154, 174, 226, 231, 232, 235–237, 239–240
  self-determination theory intervention, 7, 53–74
  social belonging (SB) intervention, 92–94
  utility value (UV) intervention, 89–92
  values affirmation (VA) intervention, 86–89
Intervention design, 94–96
Intervention science, 89
Intrinsic goals, 44
Intrinsic motivation, 18, 22
Intrinsic value, 18

Job insecurity, 3
Joviality, self-assurance and, 195

Knowledge
  and competency, 188, 189
  demands, 188, 189
  disciplinary, 188
  dissemination of, 206
  impermanent nature of, 206
Knowledge-intensive work, 188

Latent true change (LTC) modelling, 237–239
Latino children, 25
Learning
  behaviors, 6
  demands for, 194
  phenomena-based, 188
  students' motivation for, 226
  *See also specific types of learning*
Learning environment, 190
  demanding, 188
  mastery-oriented, 8
  motivation in education, 2, 3
  virtual, senior high school science, 193–195
Liberalism, 42
Liquid modernity, 1
Literacy competence beliefs, 19
Long-term effects, 7–8, 81–96
Long-term intervention effects, 83–86
  on educational outcomes, 86–94
    social belonging (SB) intervention, 92–94
    utility value (UV) intervention, 89–92
    values affirmation (VA) intervention, 86–89
  implications for intervention design, 94–96
Lower achieving boys, 131, 141
Lower secondary education, motivation and self-concept of at-risk students in, 241
Low-SES parents, 21, 23, 24
Low-track schools, 225–245

Maladaptation, 8, 37
Mastery goals, 40, 120, 134, 136, 142, 143
Mastery-oriented learning environments, 8
Material tools, in high school science, 195–198
Migration

background, 228–229, 231, 232, 234–235, 239–240, 244
motivation and, 228–229
Minority children, 16, 24, 25
Minority groups, 21, 24, 25, 27, 231
Minority students, 27, 28
Motivating practices, attitude from, 58–59
Motivating skills, in times of change, 66–68
Motivation
attributes, 113
challenges, during secondary education, 227–228
in changing environment, 112–114
as complex dynamic system, 103–104
intervention, 7, 8, 28, 38, 82
and migration, 228–229
and self-concept
of at-risk students in lower secondary education, 241
of students with and without migration background, 239–240
teacher structure, 55, 59, 63
Motivational beliefs, 23, 46
gender and, 131–136
Motivational challenges, 10, 227–228
Motivational frameworks, 171
belonging, 173–174
identity, 174–176
stereotype threat, 177
stress and anxiety, 172–173
teacher biases, 176–177
Motivational orientation, 8, 112, 130, 134, 136, 143
Motivational theory, 34
on role of parents, 153–155
Motivation in education
academic learning, 2, 4
challenges, 9–11
global change, 6–8
individual and contextual factors, 8–9
learning environments, 2, 3
learning process, 3
liquid modernity, 1
societal and economic changes, 2
uncertainty, 6–8
Motivation theory, 3, 4, 5, 16, 102

Need frustration, 55–56
Need satisfaction, 55–56
Need-supportive teaching, 58–59
Need-thwarting teaching, 59

On-line and formative assessment methods, 189
Ontological beliefs, 108, 114–115
Organization for Economic Cooperation and Development (OECD), 173

Parental beliefs, 21, 23, 160
child's motivation, 155–157
Parental involvement
in children's schooling, 152
and trust, 158
Parental practices, 9, 22, 23, 152, 154, 155, 161
Parental trust, 152
in teacher in relation to child's motivation, 157–159
Parents, challenges, 159–160
challenges related to family, 161
practical implications for parents, 162
technological challenges, 160–161
Parent role, 9, 21–23, 152–155, 159
Parent-school communication, 22
Parent-teacher relationship, 157
Partnership networks, 4
PDE. *See* Productive disciplinary engagement (PDE)
Peers, 22, 23, 38, 133, 138–140, 160, 175
Performance, 17, 19, 27, 87–95, 134
Performance-approach goals, 134, 142
Performance-avoidance goals, 134, 136

Personal investment theory (PIT), 5, 8, 107, 171, 178–180
PISA
  data, 2003, 22
  testing, 173
Policymakers, 4, 54, 152
Political discourse, 9, 175
Populism, 42
PRESS principles, 119, 120
Primary to secondary school, transition from, 226
Productive disciplinary engagement (PDE), 9–10, 190, 194
  empirical evidence on, 191
  features of, 198
  instructional conditions for, 193
  material tools in high school science, 195–198
  motivating students in, 199
  sufficient condition for deeper level learning, 198–199
  supporting conditions of, 195
  to sustained motivation for disciplinary expertise, 199–200
Proving boys, 8, 142
"Proving and protecting" *vs.* "doubting and doing better", 134–136
Psycho-educational interventions, 82
Psychological needs, 55

Racial/ethnic identity, 22
Reading difficulties (RD) risk, 156
Recursive processes, 83–85, 87–96
Refugee, 170–173, 180, 181
Relevance
  appraisal components, 43–44
  appraisal process, 34–38, 43–44
  defined, 34
  modeling sociocultural interactions, 45–46
  social-cognitive conceptualization, 35–36
  for understanding, 46
Risk for academic disengagement, 131, 136, 141
Role identity, 8, 102, 108, 109, 110, 111, 112

SAL. *See* School alienation (SAL)
School alienation (SAL)
  and classroom participation, 208–209
  conceptualization, causes, and consequences, 207–208
  cross-lagged panel models, 213
  deleterious effects of, 206
  and delinquent behavior, 209
  from learning, classroom participation, and delinquent behavior, 213–217
School alienation scale (SALS), 211
School environment, 16
Science education, clinical case in veterinary, 191–193
Science learning, 198–200
Science, Technology, Engineering, and Mathematics (STEM), 26, 27, 36, 89–90
SDT. *See* Self-determination theory (SDT)
Secondary education, motivational challenges during, 227–228
Second-generation immigrant children, 23, 28
Second-wave feminism, 130
SEFT. *See* Stage environment-fit theory (SEFT)
Self-appraisals, 131
Self-concept, 226–232, 237, 238
  of ability, 152–153, 155, 157, 159, 163, 234
  motivation and, 239–240
    at-risk students in lower secondary education, 241
    students with and without migration background, 239–240

Self-confidence, 3
Self-definitions, 109, 110, 115–116
Self-determination theory (SDT), 5, 7, 55, 154, 227, 228, 233
  fine-grained insight, 61–62
  integrative insight, 60–61
  need-based dynamics and environmental change, 56–58
  need satisfactions and need frustrations, 55–56
  need-supportive teaching, 58–59
  universality claim, 68–70
Self-determined forms of motivation, 227
Self-determined motivation, 229
Self-efficacy, 22, 26
Self-esteem, 20
Self-evaluation, 133
Self-evaluative attributions, strategies, and motives, 132–133
Self-evaluative beliefs, 134
Self-evaluative motives, 135
Self-evaluative strategy, gender differences in, 133
Self-improvement, emphasizing effort and, 134
Self-organization, 105
Self-perceptions, 109, 110, 115
Senior high school science, virtual learning environment in, 193–195
SES. *See* Socioeconomic status (SES)
Situational interest, 34
Skepticism, 6, 41
Social behavior, 9, 206, 208–209
Social belonging, 92–94
Social class and ethnicity, 140–141
Social-cognitive conceptualization, 35–36
Social cognitive theory, 26
Social construction, 34–38
Socialization at home, 16, 23
Socialization in school, 16
Socialization practices, 16, 22, 23, 175
Societal changes, 4, 7, 11, 34, 36
Sociocultural factors, 8
Sociocultural influences
  parents and teachers, 137–138
  peers, 138–140
Sociocultural perspectives, on relevance appraisal, 36–38
Socioeconomic status (SES), 19, 140
Stability, 7, 73, 157, 233
Stage environment-fit theory (SEFT), 227, 228
STEM disciplines, 196
Stereotype, 21
  threat, 177
Stress and anxiety, 172–173
Student
  achievement motivation, 3
  expectancy, 19
  motivational beliefs, 7, 38
  subjective task values, 19
Student Goals Exploration survey, 41
Student motivation
  classroom-based intervention, 240–244
  effectiveness of intervention, 237–239, 241–243
  for learning, 226
  migration background, 244
  motivation and self-concept, 239–240
  risk factors, 228
  role of migration background in, 244
Subjective task value, 18, 38–39
  beliefs, 34
  relevance for understanding, 41
Success/ability beliefs, 26

Task-avoidant behaviors, 153–154
Task demands, of collaborative disciplinary work, 199
Task engagement, 130
Task-specific beliefs, 16, 17
Task values, 18–19
Teacher, 4, 23–26
  autonomy support, 55, 59, 61

biases, 176–177
expectations, 24, 140
motivation, 54
Teacher–student relations, 4, 16, 23–25
Teaching wheel, 7, 60–65
Technological challenges, 160–161
Technological development, 10, 188
Theory of personal investment, 178–180
Thinking, disciplinary, 197
"Trigger-and-channel" process, 84
Trust, parental. *See* Parental trust
Twenty-first century (21st Century), 102, 111, 112, 114, 122

Uncertain environment, motivation in, 112–114
Uncertainty, 1, 3–7, 9, 16, 18, 226
Understanding Human Differences, defined, 42
Unemployment, 3, 4
United Nations Educational, Scientific and Cultural Organization (UNESCO), 41, 43
University students, 36, 42
Unsettling times, 9, 11
US Department of Education, 36
Utility value (UV), 18, 26, 27

Value, 17–21, 26–27, 38–43
Values affirming (VA) intervention, 27, 86–89
Veterinary science education, clinical case in, 191–193
Virtual Baltic Sea Explorer (ViBSE), 193, 194
Virtual exploration, 193, 195
Virtual learning environment, in senior high school science, 193–195