Motivation in Learning Contexts

Theoretical and Methodological Implications

Advances in Learning and Instruction Series

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About the Book

This volume provides a platform for discussing theoretical and methodological developments in the field of motivation research related to learning and instruction. The combination of socio-cultural, situative and socio-cognitive epistemological traditions underlying the different contributions enables the integration of the motivational, affective and cognitive aspects of learning and the examination of their mutually interacting influences. The methodological implications of these conceptual developments are discussed and a range of innovative research methodologies reported throughout the different chapters. The emphasis on integrative, holistic, systematic and situated approaches to the study of motivation and engagement during the process of learning and over time is in line with contemporary thinking in the discipline of educational psychology as a whole. Overall, this volume highlights how motivation research is reaching out beyond its own traditional domain of study and is taking a leading role in the overall study of learning and instruction.