MOTIVATION IN EDUCATION AT A TIME OF GLOBAL CHANGE

ADVANCES IN MOTIVATION AND ACHIEVEMENT

Series Editors: Stuart A. Karabenick and Timothy C. Urdan

Series Editor for Volumes 1–15: Martin L. Maehr

Recent Volumes:

Volume 10:	Advances in Motivation and Achievement – Edited by Martin L. Maehr and Paul R. Pintrich
Volume 11:	The Role of Context: Contextual Influences on Motivation – Edited By Timothy C. Urdan
Volume 12:	New Directions in Measures and Methods – Edited by Paul R. Pintrich and Martin L. Maehr
Volume 13:	Motivating Students, Improving Schools: The Legacy of Carol Midgley – Edited by Paul R. Pintrich and Martin L. Maehr
Volume 14:	Motivation and Religion – Edited by Martin L. Maehr and Stuart A. Karabenick
Volume 15:	Social Psychological Perspectives – Edited by Martin L. Maehr, Stuart A. Karabenick and Timothy C. Urdan
Volume 16A:	The Decade Ahead: Theoretical Perspectives on Motivation and Achievement – Edited by Stuart A. Karabenick and Timothy C. Urdan
Volume 16B:	The Decade Ahead: Theoretical Perspectives on Motivation and Achievement – Edited by Stuart A. Karabenick and Timothy C. Urdan
Volume 17:	Transitions across Schools and Cultures – Edited by Stuart A. Karabenick and Timothy C. Urdan
Volume 18:	Motivational Interventions – Edited by Stuart A. Karabenick and Timothy C. Urdan
Volume 19:	Recent Developments in Neuroscience: Research on Human Motivation – Edited By Sung-Il Kim, Johnmarshall Reeve and Mimi Bong

ADVANCES IN MOTIVATION AND ACHIEVEMENT VOLUME 20

MOTIVATION IN EDUCATION AT A TIME OF GLOBAL CHANGE: THEORY, RESEARCH, AND IMPLICATIONS FOR PRACTICE

EDITED BY

ELEFTHERIA N. GONIDA

Aristotle University of Thessaloniki, Greece

MARINA S. LEMOS

University of Porto, Portugal



United Kingdom – North America – Japan India – Malaysia – China Emerald Publishing Limited Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Copyright © 2019 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78754-614-1 (Print) ISBN: 978-1-78754-613-4 (Online) ISBN: 978-1-78754-615-8 (Epub)

ISSN: 0749-7423 (Series)



ISOQAR certified Management System, awarded to Emerald for adherence to Environmental standard ISO 14001:2004.



Certificate Number 1985 ISO 14001

CONTENTS

About the Editors	vii
List of Contributors	ix
Acknowledgments	xiii

Motivation in Education at a Time of Global Change: Theory, Research, and Implications for Practice Eleftheria N. Gonida and Marina S. Lemos

PART I

1

CURRENT MOTIVATIONAL THEORIES AT A TIME OF GLOBAL CHANGE AND UNCERTAINTY

What Does Expectancy-Value Theory Have to Say About Motivation and Achievement in Times of Change and Uncertainty?		
Allan Wigfield and Jessica R. Gladstone	15	
Relevant Education in a Changing World: Expanding Value for the Motivation Sciences		
Jeffrey R. Albrecht and Stuart A. Karabenick	33	
Seeking Stability in Stormy Educational Times: A Need-based Perspective on (De)motivating Teaching Grounded in Self-determination Theory		
Maarten Vansteenkiste, Nathalie Aelterman, Leen Haerens and Bart Soenens	53	
Understanding Long-term Effects of Motivation Interventions in a Changing World		
Cameron A. Hecht, Stacy J. Priniski and Judith M. Harackiewicz	81	

PART II MOTIVATION AT A TIME OF GLOBAL CHANGE: INDIVIDUAL AND CONTEXTUAL FACTORS

Identity and Motivation in a Changing World: A Complex Dynamic Systems Perspective	
Avi Kaplan, Joanna K. Garner and Benjamin Brock	101
Gender, Motivation, and Society: New and Continuing Challenges	
Ruth Butler	129
The Role of Parental Beliefs and Practices in Children's Motivation in a Changing World	
Marja-Kristiina Lerkkanen and Eija Pakarinen	151
Motivation and Achievement of Immigrant Students in Times of Economic and Political Instability	
Tim Urdan, Neha Sharma and Marli Dunn	169
PART III MOTIVATION AND CURRENT CHALLENGES AT A TIME OF GLOBAL CHANGE AND UNCERTAINTY	
Supporting Motivation in Collaborative Learning: Challenges in the Face of an Uncertain Future <i>Marja Vauras, Simone Volet and Susan Bobbitt Nolen</i>	187
School Alienation and its Association with Student Learning and Social Behavior in Challenging Times Julia Morinaj, Kaja Marcin and Tina Hascher	205
Facing Motivational Challenges in Secondary Education: A Classroom Intervention in Low-track Schools and the Role of Migration Background	
Claudia C. Sutter-Brandenberger, Gerda Hagenauer and Tina Hascher	225

ABOUT THE EDITORS

Eleftheria N. Gonida, PhD, is an Associate Professor of Educational Psychology and Human Development in the School of Psychology at the Aristotle University of Thessaloniki, Greece. Her research focuses on the development of motivation, avoidance behaviors in school settings, self-regulated learning, and parental involvement in students' school life and has been published in international and national journals and edited volumes. She has been a Fulbright visiting professor at the University of Michigan in Ann Arbor and a visiting scholar at Stanford University. Dr Gonida has been actively involved as coordinator in the Erasmus program (now Erasmus + , the EU program to support education, training, youth and sport) for the last 20 years and is currently the Chair of the European Educational Programmes Committee at the Aristotle University.

Marina S. Lemos, PhD, is an Associate Professor with Habilitation of Educational Psychology and Development in the Department of Psychology at the Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto (FPCEUP), Portugal. Her research examines students' academic and social motivation, with a particular focus on students' motivation goals, and how they influence engagement, achievement, and school adjustment. Research has also focused on motivation for health behavior and treatment adhesion. Research methods, namely in-depth and contextualized approaches to motivation, are also a focus of interest. Marina S. Lemos is director of the Master degree in "Themes of Psychology" at FPCEUP. She founded and is the coordinator of the "Initiation to scientific research program for first cycle students" at FPCEUP. She has served as EARLI SIG Motivation and Emotion coordinator (2013–2016).

LIST OF CONTRIBUTORS

Nathalie Aelterman	Department of Movement and Sports Sciences, and Department of Developmental, Personality and Social Psychology, Ghent University, Belgium
Jeffrey R. Albrecht	Combined Program in Education & Psychology, University of Michigan, USA
Benjamin Brock	Department of Psychological Studies in Education, Temple University, USA
Ruth Butler	Seymour Fox School of Education, Hebrew University of Jerusalem, Israel
Marli Dunn	Department of Psychology, Santa Clara University, USA
Joanna K. Garner	The Center for Educational Partnerships, Old Dominion University, USA
Jessica R. Gladstone	Department of Human Development and Quantitative Methodology, University of Maryland, USA
Eleftheria N. Gonida	School of Psychology, Aristotle University of Thessaloniki, Greece
Leen Haerens	Department of Movement and Sports Sciences, Ghent University, Belgium
Gerda Hagenauer	Institute of Educational Sciences, University of Bern, Switzerland
Judith M. Harackiewicz	Department of Psychology, University of Wisconsin-Madison, USA
Tina Hascher	Department of Research in School and Instruction, Institute of Educational Research, University of Bern, Switzerland
Cameron A. Hecht	Department of Psychology, University of Wisconsin-Madison, USA

Avi Kaplan	Department of Psychological Studies in Education, College of Education, Temple University, USA
Stuart A. Karabenick	Combined Program in Education & Psychology, University of Michigan, Ann Arbor, USA
Marina S. Lemos	Faculty of Psychology and Education, University of Porto, Portugal
Marja-Kristiina Lerkkanen	Department of Teacher Education, University of Jyväskylä, Finland, and Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway
Kaja Marcin	Department of Research in School and Instruction, Institute of Educational Research, University of Bern, Switzerland
Julia Morinaj	Department of Research in School and Instruction, Institute of Educational Research, University of Bern, Switzerland
Susan Bobbitt Nolen	College of Education, University of Washington, Seattle, USA
Eija Pakarinen	Department of Teacher Education, University of Jyväskylä, Finland, and Department of Psychology, New York University Abu Dhabi, United Arab Emirates
Stacy J. Priniski	Department of Psychology, University of Wisconsin-Madison, USA
Neha Sharma	Department of Psychology, Santa Clara University, USA
Bart Soenens	Department of Developmental, Personality and Social Psychology, Ghent University, Belgium
Claudia C. Sutter- Brandenberger	Department of Educational and Human Sciences, College of Community Innovation and Education, University of Central Florida, USA
Maarten Vansteenkiste	Department of Developmental, Personality and Social Psychology, Ghent University, Belgium

Marja Vauras	Department of Teacher Education, University of Turku, Finland
Simone Volet	School of Education, Murdoch University, Australia, and Department of Teacher Education, University of Turku, Finland
Tim Urdan	Department of Psychology, Santa Clara University, USA
Allan Wigfield	Department of Human Development and Quantitative Methodology, University of Maryland, USA

ACKNOWLEDGMENTS

An edited volume is always the result of collaborative work. We wish to express our sincere thanks to all those who have differentially supported the edition of Volume 20 of the Advances in Motivation and Achievement book series. Firstly, we are grateful to the Series Editors Professor Stuart Karabenick and Professor Tim Urdan for their honoring invitation to be guest editors of this volume as well as for their trust in us and support throughout the preparation of this volume. Secondly, we are thankful to all our colleagues who contributed chapters to Volume 20. Their expertise in the field and their novel ideas about motivation in education at a time of global change and uncertainty promote our thinking and scientific inquiry in the field via the lens of the current intense. rapid, and worldwide life-changing challenges and make this volume timely and unique. We also want to thank them for the great collaboration which made this journey feasible and enjoyable. Thirdly, we would like to thank the editorial staff at Emerald Publishing and especially Kim Chadwick, our commissioning editor, for her high level professional guidance and support during all phases of the volume preparation. Lastly, we also wish to extend our thanks to our families for their continuing support and patience throughout this project. We wish the theoretical ideas, research evidence, and recommended practical implications discussed in this volume get translated into practice so that students, teachers, parents, the school/academic community, and the whole society benefit from them the most.

Eleftheria N. Gonida and Marina S. Lemos