Call for Manuscripts: VOLUME X

Sociocultural theories of learning and motivation
Looking back, looking forward

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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 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
- Standards in Education
- Effective Schools
- Focus on Curriculum
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Big Theories Revisited 2
Gregory Arief D. Liem, Nanyang Technological University; Dennis M. McInerney, The Education University of Hong Kong


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.

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. McInerney, The Education University of Hong Kong


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.

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Sociocultural Theories of Learning and Motivation
Looking Back, Looking Forward

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


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.


**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


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.

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.

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

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.


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

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:


Focus on Curriculum

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

In this volume we describe exemplary programs in teacher education that attempt to address some of the issues alluded to above. Our authors address theoretical perspectives on the importance of teacher education for improving educational outcomes; the achievement gap between different groups and in particular the significant achievement gap between indigenous students and other minorities and mainstream groups, and how this might be overcome by better trained teachers; and how teachers learn to be effective teachers and are these skills of effective teaching broadly applicable across all educational environments?


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