

Strategic Help Seeking

Implications for Learning and Teaching

Edited by **Stuart A. Karabenick**



Strategic Help Seeking Implications For Learning And Teaching

Joacim Rocklöv



Strategic Help Seeking Implications For Learning And Teaching:

Strategic Help Seeking Stuart A. Karabenick, 1998 Presents the current state of knowledge implications for teaching and learning and future directions for research on the issue of strategic help seeking in academic settings

Help Seeking in Academic Settings Stuart A. Karabenick, Richard S. Newman, 2013-01-11 Building on Karabenick's earlier volume on this topic and maintaining its high standards of scholarship and intellectual rigor *Help Seeking in Academic Settings* Goals Groups and Contexts brings together contemporary work that is theoretically as well as practically important It highlights current trends in the area and gives expanded attention to applications to teaching and learning The contributors represent an internationally recognized group of scholars and researchers who provide depth of analysis and breadth of coverage Help seeking is currently considered an important learning strategy that is linked to students' achievement goals and academic performance This volume not only provides answers to who, why, and when learners seek help but raises questions for readers to consider for future research Chapters examine help seeking as a self-regulated learning strategy and its relationship to achievement goal theory help seeking in collaborative groups culture and help seeking in K-12 and college contexts help seeking and academic support services such as academic advising centers help seeking in computer-based interactive learning environments help seeking in response to peer harassment at school and help seeking in non-academic settings such as the workplace This book is intended for researchers academic support personnel and graduate students across the field of educational psychology particularly those interested in student motivation and self-regulation

Handbook of Self-Regulation of Learning and Performance Dale H. Schunk, Jeffrey A. Greene, 2017-09-07 The second edition of the popular *Handbook of Self-Regulation of Learning and Performance* responds to and incorporates the wealth of new research that the first edition inspired on the subject At the same time it advances meaningful perspectives on the scholarship and history that originally shaped the field Divided into five major sections basic domains context technology methodology and assessment and individual and group differences this thoroughly updated handbook addresses recent theoretical refinements and advances in instruction and intervention that have changed approaches to developing learners' capabilities to self-regulate in educational settings Chapters written by leading experts in the field include discussions of methodological advances and expansions into new technologies and the role of learner differences in such areas as contexts and cultures As a comprehensive guide to a rapidly evolving and increasingly influential subject area this volume represents contemporary and future thinking in self-regulation theory research and applications Chapter Structure To ensure uniformity and coherence across chapters each chapter author addresses the theoretical ideas underlying their topic research evidence bearing on these ideas future research directions and implications for educational practice Global A significant number of international contributors are included to reflect the increasingly international research on self-regulation Readable In order to make the book accessible to students chapters have been carefully edited for clarity conciseness and organizational

consistency Expertise All chapters are written by leading researchers who are highly regarded experts on their particular topics and are active contributors to the field

The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices

Advances in Help-Seeking Research and Applications Stuart A. Karabenick, Minna Puustinen, 2013-06-01 Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help The rapid emergence of information and communications technologies and interactive learning environments however requires expanding the help seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search and whether help seeking is inevitably a social self regulated learning strategy There is also the need to focus attention on help seeking in the broader learning enterprise which includes its role in the collaboration process how to support adaptive rather than the over or under reliance on help seeking as well as to scaffold help seeking skills that render the process more efficient and useful To examine these and other issues the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field Its relevance extends to anyone attempting to understand the role of technology in education including educational researchers and teachers who do now or who expect to use technology to support instruction and the rapidly expanding numbers of those developing new technological applications

Support in Education Chrysta Pelissier, 2020-09-10 This book aims to reflect the contours of the notion of aid as it is questioned by current scientific research This notion appears as fuzzy in its scope of intervention in its methods of multidisciplinary and multi referential approaches in theoretical frameworks convened Present in different areas that we propose to investigate in the book training and teaching at university inclusion in education but also prevention the fight against failure in orientation the notion of help

questions research in SHS and Computer Science It comes in different formats labeled help but also support support or guidance In order to take stock of these notions and to question their differences we convoke several authors French and foreign who participate by their research action underlining components and environmental factors of the device that give this notion any its thickness *Actions of Their Own to Learn* ,2017-01-01 What does it mean to take actions of one s own to learn How do human beings create meaning for themselves and with others How can learners active efforts to build knowledge be encouraged and supported In this edited compilation scholars from a diverse range of academic and professional backgrounds address these questions grounded in the conviction that the ability to take effective action of one s own to learn is itself an essential form of knowledge In an era of dramatic social environmental and political change the need to access vast amounts of information to make decisions demands that learners become active agents in their own knowledge development Educators are transforming ideas about their role s as they strive to provide guidance to help learners take the lead in their own learning Learners are building new ideas about their capacities to gather and organize information while working with others No longer simply consumers of information they are beginning to see themselves as capable and effective researchers Researchers are also expanding ideas about their knowledge gathering work and identities No longer simply reporters of information researchers are seeing themselves as learners as they engage in deeper more collaborative ways with participants in their research Chapter authors describe their dedicated and often career long journeys to show the vital connections between knowledge acting to learn identity and being To engage in this work means disrupting traditional ideas about how knowledge is most effectively acquired This book will inspire researchers educators and educational planners as they build the kinds of new participative structures needed to support individual and collective actions to learn See inside the book *Applications of Self-Regulated Learning across Diverse Disciplines* Héfer Bembenutty,Anastasia Kitsantas,Timothy J. Cleary,2013-03-01 Through its research to practice focus this book honors the professional contributions of Professor Barry J Zimmerman as illustrated by the recent selfregulation applications of a highly respected group of national and international scholars This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self direct their lives education and careers In particular K 12 educators college instructors coaches musicians health care providers and researchers will gain invaluable insight into the nature of self regulation as well as how they can readily apply self regulation principles into their teaching instruction or mentoring Emergent trends in education and psychology circles such as linking selfregulated learning assessment and interventions as well as the use of technology to enhance student learning and self regulation are additional themes addressed in the book The kaleidoscope of self regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development Motivation Science Myint Swe Khine,2024-12-06

This volume explores human machine collaboration and provides machine generated auto summaries of emerging research trends in motivation science Each chapter presents summaries of pre defined themes and includes an editor written introduction It covers various topics from classic theories such as Maslow s hierarchy of needs to cutting edge research in neuroscience and cultural influences on motivation The book offers valuable insights into what makes us tick and how to harness motivation to improve our lives The book is organized into six chapters covering interrelated topics such as the motivation science emotion based motivation educational motivation self regulated learning motivation and technology and motivation and neuroscience The auto summaries have been generated by a recursive clustering algorithm via the Dimensions Auto summarizer by Digital Science The editor of this book selected which SN content should be auto summarized and decided its order of appearance Please note that these are extractive auto summaries consisting of original sentences but are not representative of the original paper since we do not show the full length of the publication Please note that only published SN content is represented here and that machine generated books are still at an experimental stage

Active Teaching and Learning Strategies Rock Moore,Michelle A. Moore,2004 Active Teaching and Active Learning Strategies Creating a Blueprint for Success is the cumulative result of a year of reflecting asking and listening to questions and comments that many have concerning the education of our youth The book s genesis however started many years ago as the state of California along with many other states embraced a standards based accountability system This accountability has now been coupled with the recent addition of The No Child Left Behind Legislation In a real sense we are entering both the best and worst of times I say this because of the effects of high stakes testing and the requirement that all students reach high levels of proficiency which admittedly are very lofty goals For this to be realized changes will be required in teaching and assessment as well as a more concentrated focus on student learning The instructional design introduced in this book advocates four components academic social collaborative contextual and cognitive developmental These components work in tandem with Active Teaching and Learning Strategies Combined they form a student responsive instructional methodology which optimizes student success and academic achievement We wanted to create a book that demonstrated to those of us in the field of education the value of looking at academic standards with data about our students and reflecting on how this information should influence our choices concerning instructional practices and our perceptions about the students that we are entrusted with The focus of this endeavor is to see all students achieve and succeed and to keep passion and compassion at the heart of all that we do It is the premise of this book that the difference between effective and outstanding teachers are that outstanding teachers care know how to utilize data practice active teaching strategies and promote the active learning of students Together these characteristics became the design and course of action that Created a Blueprint for Success

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