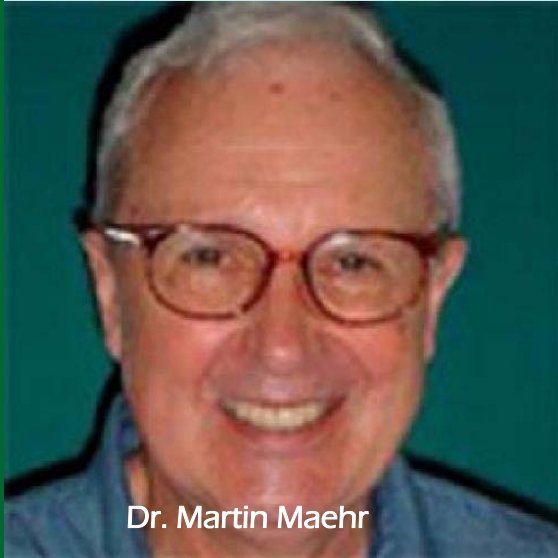


**Celebrating the Life and Legacy of Dr. Martin Maehr: A Champion Who Called
Attention to Motivation as a Valued Outcome for Learners of All Ages**
Dr. Eric M. Anderman
The Ohio State University



Dr. Martin Maehr

Dr. Martin Maehr passed away this past January 2017. Marty was a well respected leader in the field of achievement motivation. His contributions to the study of academic motivation are abundant. Numerous funding agencies supported Marty's research, including NSF, the U.S. Department of Education, and the Spencer Foundation. His theoretical and empirical work recognized the diverse factors that affect motivation. Specifically, throughout his career his research constantly reminded us that in order to truly understand (and impact) academic motivation, researchers and practitioners must acknowledge the influences of culture, interpersonal relationships, and the interactions between the individual and the social contexts in which individuals live and learn. In addition to his theoretical contributions, Marty's empirical research drew upon diverse methodologies. During the latter part of his career at the University of Michigan, Marty was deeply devoted to developing theoretically-driven programmatic efforts aimed at school reform.

Throughout his career, Marty served in several faculty positions. After receiving his Ph.D. in 1960, he was appointed to the faculty at Concordia Senior College. He then moved to the University of Illinois, where he remained until 1989, when he moved to the University of Michigan. Although Marty is well known for his scholarship, he also served in a number of impressive leadership roles throughout his career. At Illinois, he served as chair of the Department of Educational Psychology, as associate dean for graduate and international programs in the College of Education, and as director of the Institute for Child Behavior and Development; at Michigan, Marty served as the Director of the Combined Program in Education and Psychology.

Marty was my primary advisor and dissertation chair. I owe so much to Marty; he helped me to develop as a scholar, to think broadly and creatively, and to ask hard questions that did not have easy answers. One of Marty's greatest attributes was his extraordinary kindness and generosity toward his students; we were always welcomed into his world, his home, and his life.

When I think about all of the ways that Marty influenced me both personally and professionally, I always come back to one particular article that has probably influenced me the most. That article, "Continuing motivation: An analysis of a seldom considered educational outcome" was published in *Review of Educational Research* in 1976. It is a classic article, which I encourage everyone to read. The title alone is what serves as a constant reminder to me of Marty's extraordinary legacy and influence. Marty was one of the first scholars in the field of motivation to point out that motivation can and should be considered as an "outcome" variable. Many researchers treat motivation variables as independent variables that can either be manipulated or used to predict achievement outcomes. However, Marty argued that educational researchers need to also focus on how we can get our students to *continue to be motivated* to engage in academic tasks (i.e., to consider motivation as a valued outcome of learning in schools). As educators, we of course want our students to get good grades and to demonstrate achievement; but achievement in the absence of continuing motivation to engage in a task may not be sufficient. As we now live in a time in which educational successes are measured in terms of meeting various and ever-changing standards, we would all benefit from reminding ourselves about Marty's gentle yet highly persuasive call for us to *also* pay attention to motivation as a valued outcome for learners of all ages.

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**Continuing Motivation: An Analysis of a
Seldom Considered Educational Outcome**

Martin L. Maehr

University of Illinois at Urbana-Champaign

One of the more important—but seldom studied—educational outcomes is, what might be termed, *continuing motivation*. Briefly put, continuing motivation is defined as the tendency to return to and continue working on tasks away from the instructional context in which they were initially confronted. This return is presumably occasioned by a continuing interest in the task and *not* by external pressure of some kind. Thus, the kindergarten child spends the evening reliving or redoing many of the day's events. Nursery rhymes are repeated again, again—and again! The same figures are redrawn and siblings are coerced to "play school." And, occasionally the 10-year-old will check out a book on Indians after a social studies unit, consult the family library about a point raised in a class discussion, or proceed to turn the family kitchen into a chemistry lab—all without any direct or noticeable pressure from school, teacher, or parent. Something has happened, possibly in the course of the school day, to create a continuing interest in a given activity. The student has been "turned on" to seek out learning and educational experiences outside the classroom. "Continuing motivation" has been created!

Seldom, if ever, has educational research focused on such

The stimulation and support of the University of Illinois Center for Instructional Research and Curriculum Evaluation (CIRCE), and the Center for International and Comparative Study are gratefully acknowledged. I am particularly indebted to continuing discussions on this topic with Mahesh Edvardas, Ken Hill, Barbara Kremer, Tony Lissy, Jane Maehr, Farideh Salili, Rick Sorrensen, and Bill Stallings.

Reflections on a Heartfelt Session: Commemorating The Life and Legacy of Claire Ellen Weinstein Dr. Taylor W. Acee, Texas State University, San Marcos

During the 2017 annual meeting of the AERA, a Presidential Session was held in honor of Claire Ellen Weinstein entitled "Commemorating the Life and Legacy of Claire Ellen Weinstein." Many of Claire Ellen's students, mentees, friends, colleagues, professional acquaintances, admirers, and interested conference attendees joined to celebrate Claire Ellen's life and legacy. The session was cosponsored by Division C - Learning and Instruction; Study and Self-Regulated Learning Special Interest Group; and Motivation in Education Special Interest Group. The chair was Anita Woolfolk Hoy. Participants were Paul A. Schutz, Jenefer Husman, Taylor W. Acee, Nancy K. Stano, Sonja L. Lanehart, Dale H. Schunk, Barry J. Zimmerman (message read by Maria K. DiBenedetto), & Wilbert J. McKeachie (through a videotape).

The invited speakers addressed Claire Ellen's significant contributions to the fields of educational psychology and developmental education. They discussed Claire Ellen's pioneering research on learning strategies, Model of Strategic Learning, learning-to-learn course (EDP310 - Individual Learning Skills), Learning and Study Strategies Inventory (LASSI), seminal chapter entitled "The Teaching of Learning Strategies" (Weinstein & Mayer, 1986), and contributions to the study of time managing. They also spoke of Claire Ellen's commitment to all students, her dedication to standing up for marginalized individuals and groups, and her generational legacy of mentoring. Many of the speakers referred to Claire Ellen as a "Jewish Mother" and spoke of the profound effect she had on their personal lives and professional successes. As one participant from the audience commented at the end of the session, "Claire Ellen was a true mensch" (a Yiddish term meaning a person of integrity, good character, and high honor).

The session was heartfelt and filled with tears, hugs, smiles, laughs, and personal stories. Claire Ellen's daughter, Leona Weinstein, ended the session by calling on the audience to embody in their teaching and mentoring an idiom that Claire Ellen lived by, "give a man a fish you feed him for a day, teach a man to fish you feed him for a lifetime".

Claire Ellen Weinstein (1946-2016) was Full Professor Emeritus at the University of Texas at Austin. She chaired the doctoral program in Learning, Cognition, and Instruction within the Department of Educational Psychology for 28 years and retired in 2014. Of her many accomplishments, she is probably most well-known as the senior author of the Learning and Study Strategies Inventory (LASSI), which has



touched the lives of millions of students and is currently used by over 3,000 institutions around the world.

A Life Well Spent

- November 8, 1946: Born in Brooklyn, New York.
- 1971: Joins the American Educational Research Association (AERA).
- 1974: Joins the American Psychological Association.
- 1975: Ph.D. in Educational Psychology, University of Texas at Austin (UT), Dissertation title: *Learning of Elaboration Strategies*; Assistant Professor, Department of Educational Psychology, UT.
- 1977: Chair of Area 1 Program, Department of Educational Psychology, UT.
- 1982: Associate Professor, Department of Educational Psychology, UT.
- 1985: Her strategic learning course, *Individual Learning Skills (EDP310)*, inclusion in the National Directory of Exemplary Programs in Developmental Education; selected as Fellow, Division 15, APA.
- 1987: Publishes the first edition of the *Learning and Study Strategies Inventory (LASSI)* (Weinstein, Schulte, & Palmer, 1987); becomes full Professor, Department of Educational Psychology, UT; Editor, *Educational Psychologist*, Division 15, APA.
- 1990: Publishes *LASSI*, High School Version.
- 1997: President, Division 15, APA
- 2000: Introduces her Model of Strategic Learning in the book chapter, "Self-Regulation Interventions With a Focus on Learning Strategies" in M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.) *Handbook of self-regulation* (Weinstein, Husman, & Dierking, 2000).
- 2002: Publishes the *LASSI* (2nd Ed.)
- 2014: Professor Emeritus, UT.
- 2016: Publishes the *LASSI 3rd Edition*
- June 23, 2016: Died, Austin, Texas.

Opening the File Drawer for Innovation in Task Value Intervention

Mr. Jeffrey R. Albrecht, Jr. & Dr. Stuart A. Karabenick
University of Michigan

Failures to replicate offer valuable information to promote inquiry, insight, and innovation. Yet many failures to replicate go unpublished – the file drawer problem. Recently, several research teams have found null and even negative results of task value interventions intended to improve motivation and achievement, typically by having students generate reasons why courses are personally valuable. With the growing popularity of -value interventions, it is imperative to determine the factors that ensure successful outcomes and eliminate counterproductive design features. The symposium represented an advance in efforts to reduce file drawer bias by providing a platform to share null and negative findings that would not have likely found other outlets in a professional culture that favors significant and novel research findings over replications, successful or otherwise.

Organizers Jeffrey Albrecht and Stuart Karabenick began by explaining the “replication crisis” followed by four presentations that described unsuccessful efforts to implement a utility value intervention in different contexts, providing insights gained from the studies and suggesting design modifications. Jeff Kosovich and Chris Hulleman (University of Virginia) described an unpublished iterative intervention in community college introductory mathematics that resulted in *lower* pass rates for students. Elizabeth Canning, Stacy Priniski, and Judy Harackiewicz (University of Wisconsin) found that the intervention *decreased* interest and perceived utility value for struggling students in six community colleges by causing them to care less about doing well, lose confidence in their performance, and

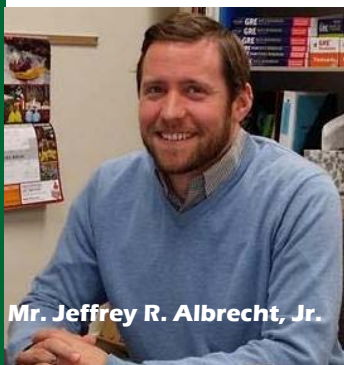
question their high school preparation. Jeffrey Albrecht, Nicole Rausch, and Stuart Karabenick (University of Michigan) found that the intervention had a slightly negative effect on end of course grades in a large introductory college statistics course and no effect on subjective task value. The intervention did improve women’s (but not men’s) task value for statistics. Taylor Acee, Theresa Hoang, and Darolyn Flaggs (Texas State University) found that task value writing tasks in introductory statistics and physics required multiple doses to improve endogenous instrumentality above and beyond a summarization control condition and that these effects attenuated over two weeks. They also found both positive and null effects on exam performance.

Discussant Chris Hulleman explored the implications of presenters’ findings and responded to questions from the audience. The main issue considered was how to develop and implement “wise” interventions that are sensitive to contextual contingencies and promote fidelity so as to tap the underlying psychological processes at work in these interventions. For example, Kosovich and Hulleman revised their implementation design to include the activity in the course syllabus, reduced frequency of intervention activities and the amount of writing they required. They also involved instructors more in the procedures planning, and targeted utility value for specific domains (e.g., career goals) to improve writing quality, resulting in greater pass rates for men, though not for women. Further discourse revealed that presenters had differing opinions regarding which underlying psychological mechanisms promoted the desired academic outcomes. Some argued that students need to make novel value connections, others believed increased internalization of value was needed, and still others emphasized

the importance of increasing feelings of competence and reducing anxiety for successful intervention. Most agreed that more coordination was needed between researchers and practitioners during the development of intervention procedures.

Many researchers who were in attendance expressed strong interest in future null findings symposia, emphasizing the great value of learning about the unpublished challenges confronted by education researchers and collective efforts to overcome those challenges. While this symposium focused on innovation in task value intervention, consistent trends may transpire in the self-regulation of learning literature. Accordingly, an understanding of this paradox must therefore open a discussion about whether there is a file drawer problem in the self-regulation of learning literature.

Note: Symposium organized by Albrecht and Karabenick (chair), sponsored by Division C - Learning and Instruction, Section 2a: Cognitive and Motivational Processes and cosponsored by SIG Motivation in Education, San Antonio, Texas.



Mr. Jeffrey R. Albrecht, Jr.



Dr. Stuart A. Karabenick

Self-Regulation as a Privileged Construct

Keynote Speech, AERA Studying and Self-regulated Learning SIG Business Meeting
Dr. Michael Middleton, Dean of the School of Education, Hunter College, CUNY



Dean Michael Middleton

The theme of this year's AERA is Knowledge to Action: Achieving the Promise of Equal Educational Opportunity. With that in mind, I

want to consider the relation of our work in motivation to the topic of advancing educational equity. To do that, I pose an important question. Given the educational inequities we face in today's society, how can we use psychological science to uncover and diminish inequity and be cautious that we are not replicating that inequity or privilege that contributes to it?

My main premise is that the research and intervention work we conduct in motivation would benefit from taking a more contextually situated perspective. If we only focus our research lens on a limited set of purposes, behaviors and outcomes that align with schooling that has benefited certain groups, we risk promoting and continuing privilege for majority populations and marginalizing or excluding others.

Our society is dealing with differences including achievement gaps in school and economic gaps. These discrepancies have a direct impact on the lives of individuals and families. A range of social structures and practices contribute to differential status. Some groups are the recipients of a societal privilege that brings them greater benefit and opportunity.

I believe that an important purpose for psychological study is to use our theoretical frameworks and our research to better understand these differences. However, if our psychological concepts and research are based in social practices that contain a certain inherent bias or privilege, we may be contributing to these differences. For example, often our motivation research is based on the assumption of traditional ways of "doing school" that align with the values and social practices of majority populations. We do not always take into account that some groups of students are less likely to have access to rich curriculum materials and to high quality teachers or may be more likely to be sorted into lower tracked groups or special education. At times, the content of schooling may not reflect those students, their skin color, or the lives around them in their community. We know that think-

ing and habits of mind are influenced by our cultural and historical circumstances; they are not necessarily universal models that apply across all ethnic and cultural groups. Some students may grow up in homes in which problem solving or metacognitive strategies develop that may not be aligned with the strategies valued in school or focused on the explicit purpose of school achievement. Often, the motive for engaging in school – for social connection, for recognition, for economic opportunity – are different than for students who already receive those benefits and can focus solely on achievement and attainment. All of these factors may shape the way we form psychological constructs such as motivation, goals and self-regulation.

In addition, being in an applied research field, we may undertake efforts to improve or create interventions aimed at closing the achievement gap or improving student motivation or self-regulated learning. Such efforts should be applauded and encouraged as they may create greater participation from students in the social practices of schooling that lead to success. They may adapt cognitive strategies that fit the types of tasks and assessments used in schools. However, I also want to caution us to consider where we place the locus of the problem – in the student or in the way our society chooses to "do school." Advocating for equal opportunity must not only mean trying to fix perceived deficits within students who are seen as less skilled or underachievers but must also consider the ways in which the social practice of schooling contributes to achievement gaps. Designing interventions focused on the context of schools – the curriculum, the nature of academic tasks, the instructional practices employed -- so that schooling is more aligned with the strengths and abilities that each student brings to the classroom should also be explored.

Accordingly, when we see psychological constructs and processes as distinct from rather than intertwined with social practices such as "doing school" our understanding may be incomplete, our findings may not honor the rich complexity of experience, and our interventions may be targeted at the wrong object.

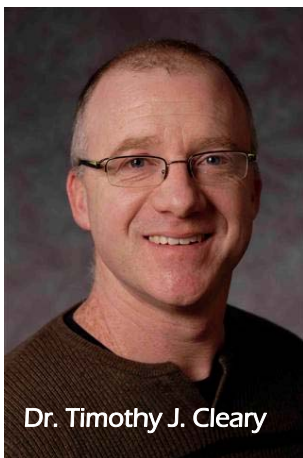
I welcome you into the discussion with the question: How can we inform our work so that equal educational opportunity becomes more of a reality?

Cogitations on “Motivation Theory Yesterday, Today, and Tomorrow: Reflections of Founders and Descendants”

Dr. Timothy J. Cleary *Rutgers, The State University of New Jersey*

Throughout our careers, we have all attended paper or symposia sessions at professional conferences that provided interesting or important ideas about educational and psychological theories and practices. Every now and then, however, a symposium comes along that provides us the opportunity to learn about historical factors and contemporary, groundbreaking advances in research from some of the most highly respected and influential thinkers of our time. From my perspective, the symposium *Motivation Theory Yesterday, Today, and Tomorrow: Reflections of Founders and Descendants*, sponsored by the Motivated in Education SIG at the 2017 AERA conference in San Antonio, was one of these sessions.

I define the success of a symposium by how it influences the thinking and learning of its attendees, as well as by whether it informs future research directions. One issue that resonated strongly with me was the level of convergence and overlap among different motivation theories. Although there is much value in identifying how motivational theories can be merged or complement each other, the panel discussion reminded me about the unique and distinct contributions made by each theory over the past few decades. It was also apparent that because the theories are grounded in different assumptions and principles, the panelists would not (and actually did not) agree on all matters.



Dr. Timothy J. Cleary

From my perspective, these differences in thought and perspective about motivation should be celebrated, as they provide a platform for continued exploration and for stimulating thought about motivation, education, and psychology in more nuanced and refined ways.

This session was a great success because it provided important future directions for the field. One emergent theme was the need to bridge the gap between the goals, objectives, and work of researchers and teachers. As noted by some panel members, research findings often fail to influence teachers' thinking and instructional practices. It was personally exciting to hear the panel shine some light on the questions, “What models and methods can be used to reduce this gap?” and “How can we more effectively bring science and motivation research into schools”. Dr. Edward L. Deci shared that his tri-annual conference on self-determination theory has begun to attract an increasingly stronger number of school-based practitioners because they thirst for guidance about how to motivate youth. From my perspective, this type of outreach platform is one potential mechanism for helping to bridge the research-to-practice gap in the area of motivation. Dr. Bernard Weiner explained that the modern attribution theory was inspired by early expectancy-value models of achievement and previous work on attributions; and he observed that altering causal beliefs can improve academic outcomes.

Another important future direction involved neuropsychological research and education. Discussion about this issue centered on the fact that much of the current analysis of motivation research has been at the individual or psychological level and the social context level. The panelists argued that although brain research may not have yet developed to the point to address many applied, prac-

tical questions regarding motivation in the classroom, brain research is a key component of motivation research and has potential for informing educational practice.

Dr. Sandra Graham structured a wonderful questions and answers session that prompted the distinguished panel of scholars to think deeply about the role of motivation interventions in schools and the influence of cultural factors in motivation theories. Both of these conversations were interesting but I wanted to comment on the issue of school-based motivation interventions. Dr. Dale H. Schunk argued that there is a need to explore the “why” of an intervention – why it works or why it is effective? He also suggested that the measurement of motivation during interventions needs to be more dynamic and fluid. Dr. Deci reminded us about the importance of providing “need supportive” training to all administrators, teachers, and school personnel; whereas Dr. Jacquelynne S. Eccles underscored that we should focus on both the student and school context when examining human motivation. She also emphasized that changing the nature of schools is of particular relevance and value. Finally, Dr. Timothy C. Urdan raised the excellent point regarding the potential dangers of competitiveness and “winning” in school contexts on student motivation, whereas Dr. Christopher S. Hulleman called attention to the influential role that “wise interventions” can have in school contexts, given their strong theoretical foundation yet the simplicity of implementation.

When viewed collectively, this symposium underscored that motivation theory and science has played in generating groundbreaking, highly applicable ideas to school contexts. The trick now is to figure out how to most effectively translate this theory and research for practitioners so that they can more naturally and seamlessly embed motivation themes in their instruction and discourse with students.