

Cognición, motivación y emoción en la interacción profesor-alumno. Una propuesta para analizar su relación mediante el registro de las ayudas frías y cálidas

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Resumen

En los últimos años, se viene defendiendo la necesidad de realizar un análisis de la interacción educativa molecular y exhaustivo de los procesos cognitivos, motivacionales y emocionales, en 'contexto' y 'tiempo' real. En este artículo, y a partir de un marco teórico integrador, se analiza la actividad de una profesora especialmente competente durante el desarrollo de una actividad de lectura conjunta distinguiéndola cuando incide en procesos cognitivos (frías) y motivacionales-emocionales (cálidas). En concreto, se pretende responder a dos cuestiones: (1) ¿Cabe esperar que esta profesora proporcione un mayor número y diversidad de ayudas cálidas en función de la complejidad de la tarea? (2) ¿La naturaleza de esas ayudas cambiará según el momento (planificación, realización y evaluación) del desarrollo de la actividad? Los resultados muestran que la profesora acomoda sus ayudas a las demandas de la tarea y que éstas varían según los objetivos de cada fase. Además, se pone de manifiesto las posibilidades de este tipo de metodología al permitir capturar una variabilidad de comportamientos difícil de registrar cuando se lleva a cabo un análisis más molar.

Palabras clave: Análisis molecular, procesos cognitivos, procesos motivacionales y emocionales, ayudas frías, ayudas cálidas.

Cognition, motivation and emotion in teacher-student interaction: A proposal to study its relationship through registration of cold and warm support

Abstract

In recent years, educational research demands that a molecular and exhaustive analysis of cognitive, motivational and emotional process—in 'context' and 'real' time—of educational interaction be undertaken. In this paper, from an integrative theoretical framework, we analyse the activity of a particularly competent teacher during the development of a joint reading activity, distinguishing when it has a bearing on cognitive (cold) and motivational-emotional (warm) processes. Specifically, it aims to answer two questions: (1) Is it likely that this teacher provides greater number and diversity of warm support depending on the complexity of the task? (2) Will the nature of this support change depending on the time (planning, implementation and evaluation) the activity is developed? The results show that the teacher accommodates his/her support to the demands of the task, and that these vary according to the objectives of each phase. Furthermore, they evince the possibilities for this type of methodology as they allow capturing a variability of behaviours difficult to register when a more molar analysis is performed.

Keywords: Molecular analysis, cognitive processes, motivational and emotional processes, cold aids, warm aids.

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Cognition And Motivation Applied To Instruction

Bobby Hoffman



Cognition And Motivation Applied To Instruction:

Cognition and Motivation ,1999 **Student Motivation, Cognition, and Learning** Paul R. Pintrich,Donald R. Brown,Claire E. Weinstein,1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company

Motivation for Learning and Performance Bobby Hoffman,2015-06-20 Designed for educators researchers practitioners or anyone interested in maximizing human potential Motivation for Learning and Performance outlines 50 key motivation principles based on the latest scientific evidence from the disciplines of psychology education business athletics and neurology Using a highly applied and conversational style the book is designed to inform the reader about how to diagnosis analyze and mediate learning and performance challenges influenced by motivation The book features chapters on the biopsychology of motivation how motivation changes across the lifespan and the important influence of culture on motivated behavior Three chapters are devoted to practical strategies and the implementation of motivational change Special sections are included on enhancing motivation at work in the classroom in competitive environments and during online education Hoffman employs the innovative approach of using his interviews with real people including many notable personalities across diverse cultures and disciplines to illustrate motivated behavior For example readers will learn what motivated the colossal investment fraud masterminded by Bernie Madoff the intimate thoughts of former NFL superstar Nick Lowery when he missed a field goal and the joys and tribulations of Emmy nominated Curb your Enthusiasm actress Cheryl Hines The book provides a practical applied and multi disciplinary resource for anyone interested in motivation and performance but especially for university students at the graduate or undergraduate level studying education psychology business leadership hospitality sports management or military science Additionally the writing style and eclectic nature of the text will appeal to readers of non fiction who can use the book to gain self awareness to enhance performance of themselves or others Considers motivation for both learning and performance Identifies 50 foundational principles relating to motivation Provides research evidence supporting the foundational principles Includes interviews from famous individuals identifying what motivated them and why Includes research from psychology education neuroscience business and sports **Learning and Motivation in the Classroom** Scott G. Paris,Gary M. Olson,Harold W. Stevenson,2017-09-13 Throughout the twentieth century there had been substantial links between scientific psychology and education Binet Dewey Thorndike and other early pioneers were strongly interested in both realms Taking advantage of a period of enthusiasm this title originally published in 1983 looks at the amalgamation of the recent advances at the time in theory and research in education and psychology with a particular focus on cognition motivation and social policy This volume presents and discusses the implications of this work on learning and motivation for educational policy *Cognitive and Motivational Aspects of Instruction* Robert Glaser,Joachim Lompscher,1982 *Learning and Cognition* Vibeke Grøver Aukrust,2011-02-17 This collection of 58 articles from the recently published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focus on learning memory

attention problem solving concept formation and language Learning and cognition is the foundation of cognitive psychology and encompasses many topics including attention memory categorization etc Most books in the area either focus on one subtopic in depth e g an entire book on memory or cover the gamut of subjects in a series of long technical handbook like chapters This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth but lighter in depth focusing on main findings established facts and minimizing the amount of space taken up by large multi volume references An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers

Cognitive Psychology and Instruction Roger H. Bruning, 2004 Solidly rooted in current cognitive psychology and motivation research this book applies the findings of such research directly to classroom teaching and students learning Discernable throughout the book is the authors belief that a solid understanding of the cognitive psychology perspective enhances a teacher s ability to understand educational goals educational processes and the overall educational system After an introduction to the basic principles of cognitive psychology and its position in education the book explains cognitive processes explores the importance of beliefs and motivations in the process of cognition and finally examines the ways cognitive psychology informs teaching and learning in specific content areas Devotes an entire chapter to sensory short term and working memory presenting the modal memory model For future educators

Handbook of Research on Educational Communications and Technology J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community

2012 EUROCALL Conference Proceedings Linda Bradley, Sylvie Thouésny, 2012 This title presents the proceedings of the 2012 EUROCALL Conference

Integrating Psychological Principles of Motivation with Cognitive Strategy Instruction Eva Diane Sivan, 1988

Handbook of Applied Cognition Raymond S. Nickerson, 1999-07-09 Cognitive psychology is the basis of many applications in almost every area of technology business industry and education This book provides workers in applied arenas with presentations of research aimed directly at the problems and issues that confront them It will cover key areas including business and industry computers and technology education and information and health and law

Cognitive

Psychology and Instruction Roger H. Bruning, Gregory J. Schraw, Royce R. Ronning, 1999 Rooted in a solid base of current cognitive psychology and motivational research and carefully examines how they apply to teaching and learning This edition reflects new developments in the field using a four part structure which 1 covers the basic principles of cognitive psychology 2 examines school based applications of a cognitive approach 3 reflects the emphasis on the importance of beliefs in cognition and 4 describes new approaches to problem solving critical thinking and reflective thought *Digital Technologies and Instructional Design for Personalized Learning* Zheng, Robert, 2018-03-02 When facilitating high quality education using digital technology to personalize students learning is a focus in the development of instruction There is a need to unify the multifaceted directions in personalized learning by presenting a coherent and organized vision in the design of personalized learning using digital technology *Digital Technologies and Instructional Design for Personalized Learning* is a critical scholarly resource that highlights the theories principles and learning strategies in personalized learning with digital technology Featuring coverage on a broad range of topics such as collaborative learning instructional design and computer supported collaborative learning this book is geared towards educators professionals school administrators academicians researchers and students seeking current research on the area of personalized learning with digital technology

Advances in Metacognition and Reflection Igor Bascandziev, Claudia M. Roebbers, Stephanie M. Carlson, Loren Marulis, 2025-03-24 Metacognitive skills thinking about thinking are a form of abstract thought that signify a major advance in cognition in both phylogeny and ontogeny Metacognition is associated with a host of positive outcomes including academic achievement and mental health Although decades of research have led to discoveries about the nature and development of metacognition in school age children newer approaches suggest there are precursor skills in infancy and early childhood Investigators also are turning toward experimental and field based intervention studies to help foster metacognition in the service of learning and to reduce socioeconomic achievement gaps *TEACHING TO PROMOTE MOTIVATION AND COGNITIVE ENGAGEMENT: CASE STUDIES OF FIVE ELEMENTARY SCIENCE TEACHERS*. PAMELA LYNN PURO, 1991 cognitive engagement **Learning and Instruction**, 1995 **Design Recommendations for Intelligent Tutoring Systems** Dr. Robert A. Sottolare, US Army Research Laboratory, Dr. Arthur Graesser, University of Memphis, Dr. Xiangen Hu, University of Memphis, Dr. Benjamin Goldberg, US Army Research Laboratory, 2014-07-01 *Design Recommendations for Intelligent Tutoring Systems* explores the impact of intelligent tutoring system design on education and training Specifically this volume examines Instructional Management techniques strategies and tactics and identifies best practices emerging concepts and future needs to promote efficient and effective adaptive tutoring solutions Design recommendations include current projected and emerging capabilities within the Generalized Intelligent Framework for Tutoring GIFT an open source modular service oriented architecture developed to promote simplified authoring reuse standardization automated instructional management and analysis of tutoring technologies *Learning and Motivation in the Postsecondary Classroom*

Marilla D. Svinicki, 2004-03-15 While the annals of educational psychology and scholarship of learning theory are vast this book distills the most important material that the higher education faculty need translating it into clear language and rendering from it examples that can be readily applied in the college classroom Understanding theory can enrich one's own teaching by increasing efficiency and effectiveness of both the instructor and the student promoting creativity encouraging self reflection and professional development and advancing classroom research Finally a good grounding in theory can help faculty navigate when a student is having difficulty This clearly written book outlines the learning theories cognitive concept learning social learning and constructivist as well as the motivation theories expectancy value attribution achievement goal orientation and self determination It then delves deeper into each one showing how to develop rich meaningful instruction so that students master basic information and move into deeper levels of learning

Psychology of Learning for

Instruction Marcy Perkins Driscoll, 2005 The Third Edition of this popular text continues its in depth practical coverage with a focus on learning and instruction that presents the latest psychological and educational models and research to the students of today's learning society Psychology of Learning for Instruction Third Edition focuses on the applications and implications of the learning theories Using excellent examples ranging from primary school instruction to corporate training this text combines the latest thinking and research to give students the opportunity to explore the individual theories as viewed by the experts Students are encouraged to apply reflective practice which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction

Effective Training P.

Nick Blanchard, James W. Thacker, 2018-02-15 Formerly published by Chicago Business Press now published by Sage Effective Training Systems Strategies and Practices is unique in its integration of theory with effective and practical training applications Authors P Nick Blanchard and James W Thacker examine the relationship between change management and training introduce the ADDIE model as an overarching framework for the training process and consider perspectives relevant to small businesses Additionally this text provides a step by step process for developing learning objectives and highlights the importance of integrating both learning and design theories in creating successful training programs The Sixth Edition adds new material while enhancing the ease of reading and understanding The end of each relevant chapter needs analysis design development and implementation and evaluation features an example of the process of developing an actual training program Fabrics Inc At the end of each chapter are discussion questions cases and exercises to enhance understanding

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