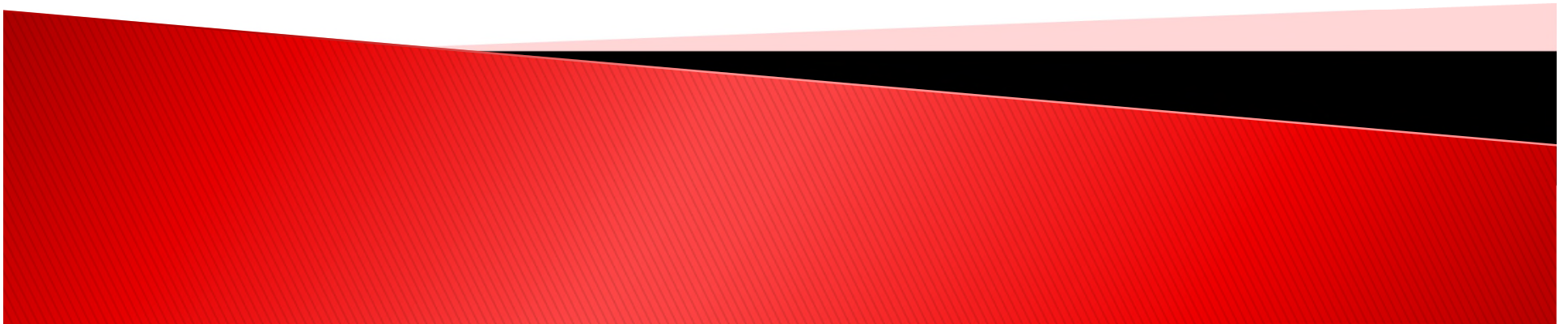


Chapter 2

Affective and Social Aspects of Content Area Learning and Literacy



Factors Affecting Student Reading and Learning

- ▶ Self-esteem
- ▶ Self-efficacy
- ▶ Physical surroundings
- ▶ Emotional environment
- ▶ Sense of purpose
- ▶ Attitude toward learning
- ▶ Social conditions
- ▶ Self-determination
- ▶ Self-regulation
- ▶ Activation of interests
- ▶ Engagement in the learning process
- ▶ Motivation



Cognitive and Affective Domains

- ▶ Cognitive domain:
 - The concepts and knowledge base of content area subjects
- ▶ Affective domain:
 - Interests, engagement, and motivation
- ▶ A teacher's responsibility is to engage both domains.



Activating Interest and Passion

- ▶ Have you ever had a passion for learning? What did you want to learn more about? Why were you interested in that subject?
- ▶ Have you ever been turned off by a particular subject, such as reading? Why?
- ▶ What could you do to help encourage students' interest and passion in a subject?



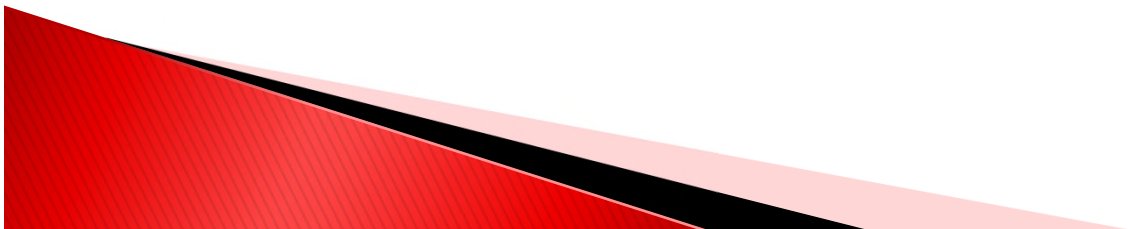
Now share your thoughts on your interests and passions with the Kane Resource Site community.

www.hhpcommunities.com/kane



Elements of an Interest-Based Model of Reading

- ▶ A passionate, personal interest that spurs sustained reading
- ▶ Avid, topic-specific reading
- ▶ Deep schema knowledge
- ▶ Contextual reading strategies
- ▶ Mentoring support



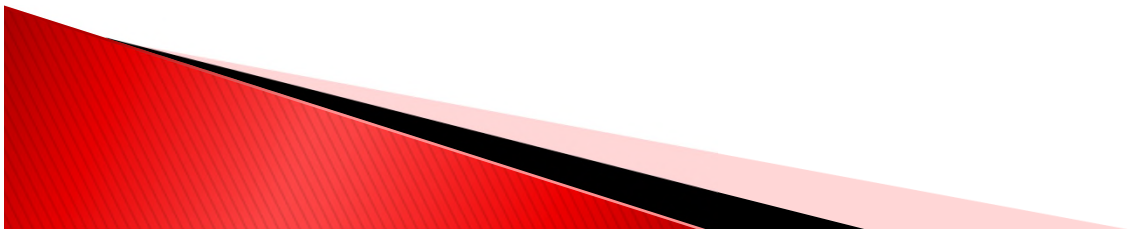
Engagement and Motivation

- ▶ Engagement:

- A state of total absorption, a feeling of “flow”

- ▶ Motivation:

- Activates behavior
- Goes hand in hand with skill performance
- Can be extrinsic or intrinsic



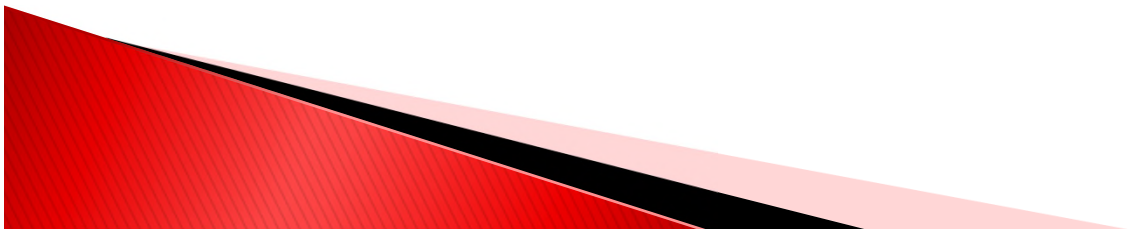
Considering Your Prior Knowledge

- ▶ How much enthusiasm for ongoing reading and learning do you share with others?
- ▶ What goals can you set to make sure that you will be able to share more enthusiasm in the future?



Suggestions for Increasing Reading Motivation

- ▶ Explain to students how learning works and how motivation impacts present and future learning
- ▶ Present information and instruction in a way that is situationally or personally interesting
- ▶ Explain the value and meaningfulness of what is taught
- ▶ Encourage collaboration and sharing
- ▶ Offer scaffolding and feedback
- ▶ Provide choices to foster autonomy and control



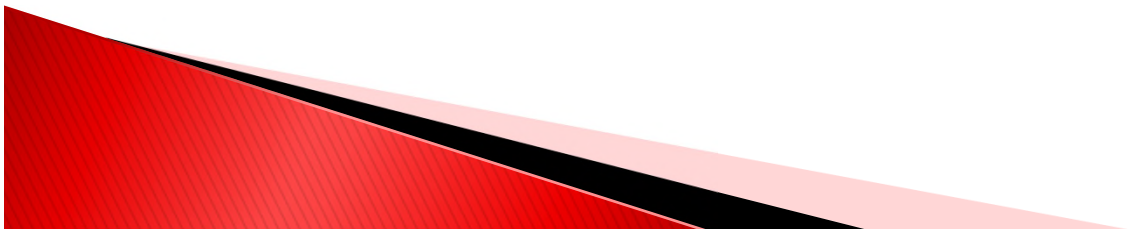
Reading for Pleasure— The Teacher's Role

- ▶ Make sure your students have *adequate reading skills*.
- ▶ Model reading as a *pleasurable experience*.
- ▶ Teach students how to select *appropriate texts*.



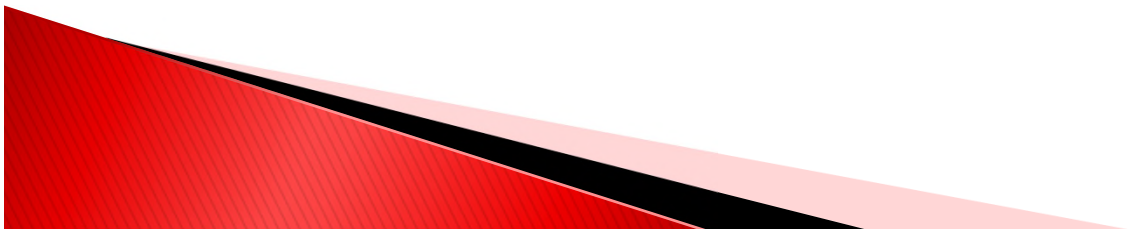
Vygotsky's Theories of Learning

- ▶ Learners should not be separated from the cultural, historical, and social context of what they're learning.
- ▶ Zone of proximal development:
 - The distance between a child's actual development (determined through independent problem solving) and potential development (determined through problem solving under adult guidance).
- ▶ Scaffolding



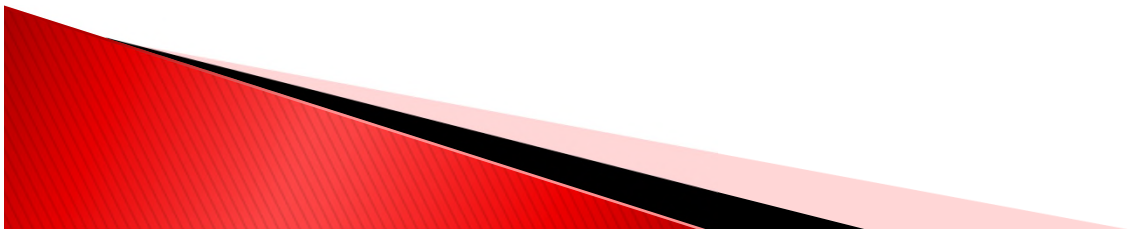
Incorporating Vygotsky's Theories in Your Classroom

- ▶ Learning clubs
- ▶ Collaborative groups
- ▶ Peer tutoring
- ▶ Projects involving social interaction

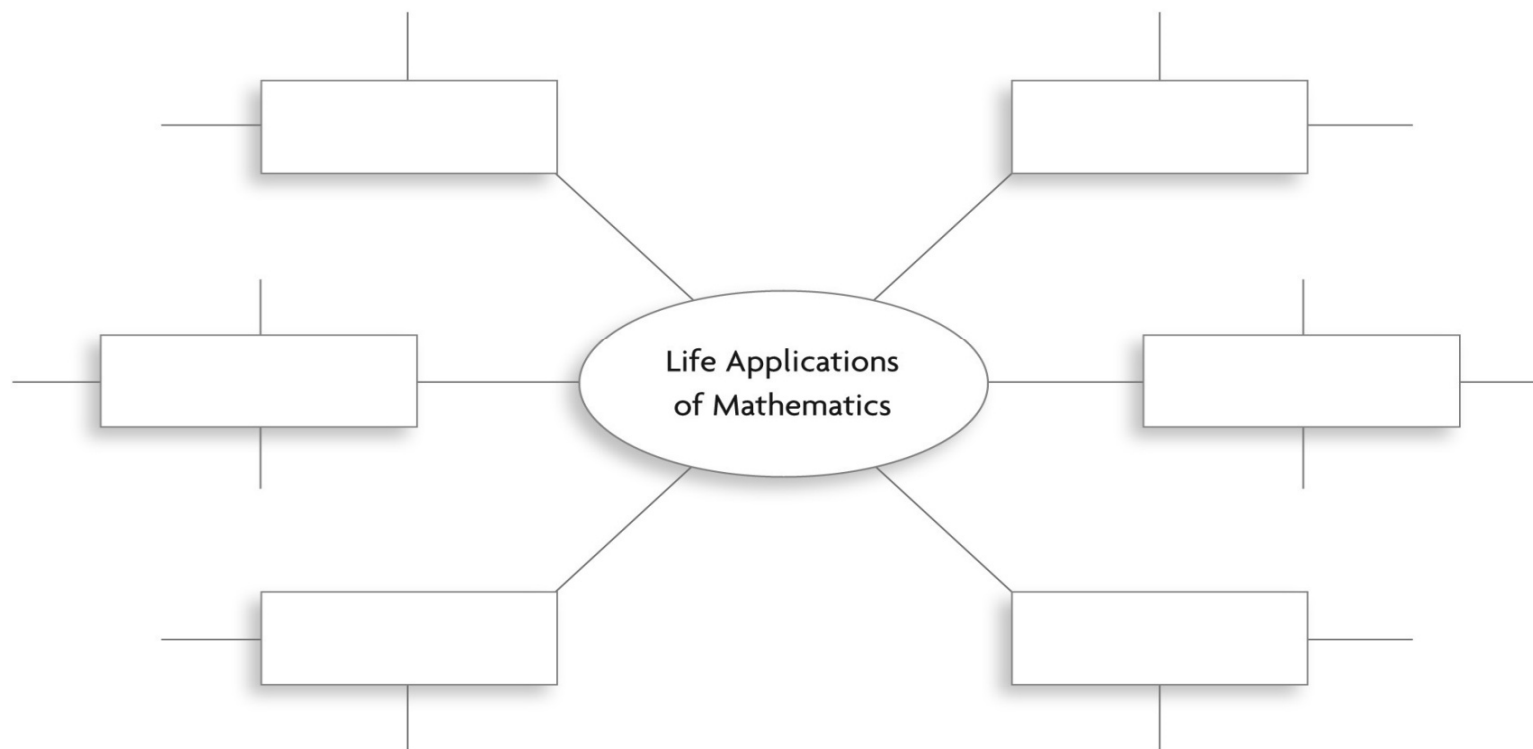


Stimulating and Motivating Classrooms

- ▶ Determine student interests
 - Interest inventories
 - Listening questions
- ▶ Use social interaction
 - Cooperative learning
 - Workshops
 - Literature circles
- ▶ Foster motivated reading and learning
 - Anticipation guides
 - Oral reading
 - Literary field trips
 - Learning centers
 - Rewards and reinforcements



Sample Anticipation Guide



Business
Weather

Distance
Wages

Tipping
Gambling

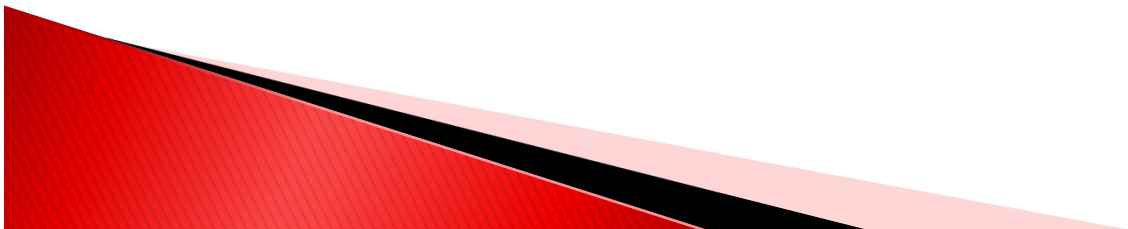
Area
Sports

Sales
Speed

Building
Checking

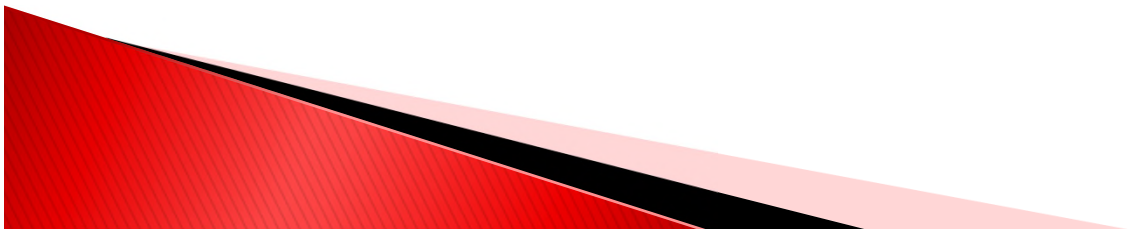
Read-Alouds, or Round-Robin Reading

- ▶ Easy for teachers but boring for students.
- ▶ Recommendations to make them more effective:
 - Have everyone read silently first, and then follow that with reading with a partner or group.
 - Choose interesting materials: Plays or poetry.
- ▶ Teacher read-alouds



Literature Circles

- ▶ Circles simulate the structure, atmosphere, and procedures of adult book groups.
- ▶ Students share responses to their reading and learn from classmates' insights and reactions.
- ▶ Teaching with literature circles



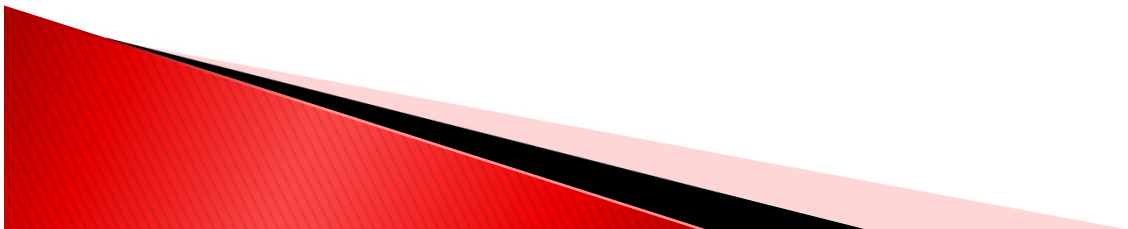
Your Own Literary Field Trip

- ▶ Where would you like to take a literary field trip?
- ▶ Use one of your own favorite books to plan a trip for yourself and your students.



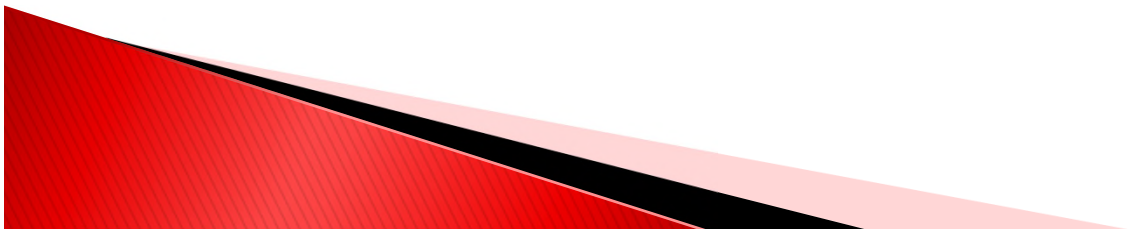
Now share your field trip idea with the Kane Resource Site community and get feedback; offer feedback on the suggestions of others.

www.hhpcommunities.com/kane



Guidelines for Learning Centers

- ▶ Designate a specific area of the classroom as the learning center.
- ▶ Provide a variety of materials that focus on one topic, theme, or author.
- ▶ Offer students the choice of working on suggested assignments or on their own projects.
- ▶ Provide clear directions for independent working.
- ▶ Allow one group to work in the center while you work with other groups.



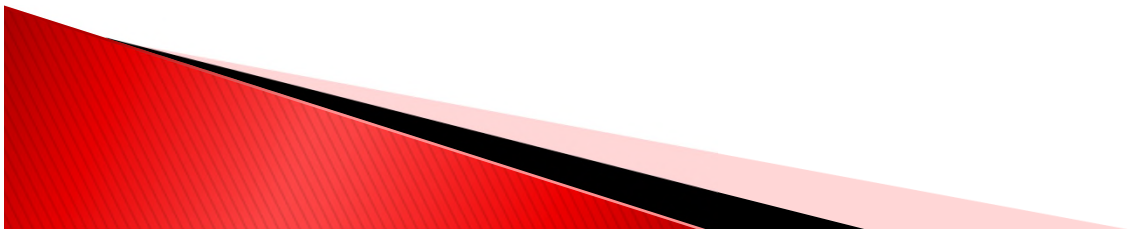
Types of Learning Centers

- ▶ Listening center
- ▶ Viewing center
- ▶ Research center
- ▶ Writing/publishing center
- ▶ Project/art center



Rewards as Motivation

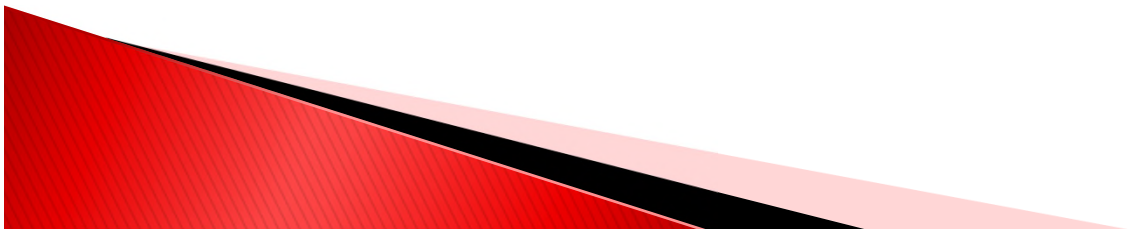
- ▶ External motivation:
 - Incentives and rewards: Students may think that the point of reading is to earn prizes.
 - Praise: If not earned, this can decrease, not increase, self-confidence.
- ▶ Internal motivation:
 - Reading is its own reward
 - Curiosity



Cooperative Learning— Criteria

The mnemonic PIGSS:

- ▶ Positive interdependence
- ▶ Individual accountability
- ▶ Group processes
- ▶ Social skills
- ▶ Specific tasks



Workshops

- ▶ Students can learn, observe, experiment, practice a craft, ask questions, and socialize.
- ▶ Common elements:
 - Student choice
 - Social interaction (talking and listening)
 - Many types of writing
 - Structure that appears loose but has a consistency and an organization that match the goals of the class

