講演要旨

In order to think about refusal of learning in children it is important to start with an outline of a comprehensive model of learning at school. There are (1) the cognitive core processes of learning that constitute the construction of knowledge representations and skills: understanding, encoding or storing and retrieval. These cognitive core processes of learning are supported or hindered (2) by processes that are motivational or volitional in kind: judging the difficulty of a task, its value or attractiveness and, accordingly, allocating a certain degree of interest to that task that allows, in turn, for formulating appropriate learning goals. Both groups of processes are embedded (3) in social-interactional or interpersonal processes with peers and the teacher that may intensify or slow down some or all of the learning processes involved. Following this triadic process model we shall focus on cognitive, motivational-volitional and social-emotional domains of learning refusals and present to each of these domains some examples that have been observed recently in our schools. Following this preliminary analysis of the refusal problem we'll deal with it in three sections offering theoretical as well as educational-practical or didactical considerations.
In a first section the focus will be on how a strong feeling of social-emotional relatedness might be constructed in classrooms so that the students experience a high degree of being accepted and appreciated. Within the whole process of building up an enduring relatedness in the classroom setting the teacher as a person and model plays a crucial role (Bandura, 1986, 2001). His or her affective value and predictability are of utmost importance. Both features show up in his or her use of the most useful instrument for classroom management: the style and intensity of feedback with its socio-emotional quality about the students’ achievements and behavior.

The topic of the second section is fostering cognitive competence in students. The focus will be on two domains that reveal to be important in our research: (a) preparing the take-off situation for learning and (b) building up appropriate information processing skills with the students. Very often, micro-level processes at the very outset of a lesson determine the chance for an excellent start of knowledge and skill acquisition including suitable forms of reactivating prior knowledge that prepare the students for integrating new information. Guiding students towards academic competence includes training of becoming able in comprehension monitoring, in efficient encoding and retrieving information over rather long retention intervals, and in evaluating and adjusting one’s own learning processes. Besides all this competence also includes motivational-volitional abilities.

A third section will deal with autonomy. Autonomy is said to be one of the most motivating conditions for effective learning. Although most educational psychologists would agree on this it should be kept in mind that autonomy is primarily a goal—not a state or condition at the outset. Autonomy grows slowly during the process of building up relatedness and competence. Its final ideal characteristics can be described easily but it is very difficult to guide students to a full attainment.

For a summary the refusal of learning topic will be looked at from the combination of two points of view: from the traditional one of European learning motivation theory (Heckhausen, 1967; Heckhausen & Rheinberg, 1980), and from more recent developments (such as Deci & Ryan's, 1985).

主要著書・論文

*学校心理士資格更新表（B）のポイントになります。

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