Critical Reviews of Literature: Annotated Bibliography

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Annotated Bibliography

Harper, B.E. (2009). I've never seen or heard it this way! Increasing student engagement

through the use of technology-enhanced feedback. Teaching Educational

Psychology, 3(3), 1-8.

This research article focuses on student engagement using digital technology

feedback from the teacher. The researcher used two types of digitalized

methods and compared them to the cognitive motivational benefits of the traditional

classroom. The students who were given digital feedback displayed higher

perceptions in intrinsic motivation and competence than the students who were

engaged using the traditional approach. Students were more motivated when

technology was implemented. This research is useful because it focuses on a

different instructional method to motivating student learning.

Fisher, D., & Frey, N. (2012). Motivating Boys to Read: Inquiry, Modeling, and Choice

Matter. Journal Of Adolescent & Adult Literacy, 55(7), 587-596.

In this article, there is a focus on the lack of reading success for males. The

researchers discuss a school where males read and performed just as well

as females. Also focuses on teachers modeling their thinking when they

are reading, instruction is guided by inquiry, and book choices are

honored. The article is relevant because it shows the importance of a

teacher’s role when considering the motivation students in reading.

Lau, K. (2009). Reading motivation, perceptions of reading instruction and reading amount: A comparison of junior and senior secondary students in Hong Kong. Journal Of Research In Reading, 32(4), 366-382. doi:10.1111/j.1467-9817.2009.01400.x

This is a study that analyzed the relationship between reading motivation,

How reading is perceived in instruction, and reading amount, combined with grade

differences. Questionnaires were used to measure these variables. It was

found that the amount a student read was directly related to intrinsic motivation.

Student’s perception on reading instruction was related to reading motivation.

The level of self-efficacy depended upon grade levels. The higher the grade, the

less motivated students were. Self-efficacy, intrinsic motivation, social motivation

extrinsic motivation was highest among juniors than senior students. This

particular research is beneficial because it proves that teachers may need to

implement different instructional methods depending on the grade level.

Melekoglu, M. A. (2011). Impact of motivation to read on reading gains for struggling readers with and without learning disabilities. Learning Disability Quarterly, 34(4), 248-261.

In this study, researchers conducted an investigation on reading motivation

On reading gains as it relates to struggling readers with or without learning disab-

ilities. Students were exposed to a structured research-based program. Motivation

was assessed with the use of a survey and reading achievement was measured

using a Reading Inventory. It was found that there were reading gains

for all the student. There was also a relationship only between pretest reading

scores and improvements in motivation of students without disabilities.

There were only significant gains for students with no disability.

This is a relevant study because in a diverse classroom, there is not only racial

and cultural diversity, but also individuals with disabilities. When considering

high school students many may lack motivation due to undiagnosed disabilities.

Teaching methods must be beneficial for all students. The type of instructional

Method is essential for student motivation.

Paige, D. D. (2011). Engaging struggling adolescent readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading proficiency, comprehension, and academic achievement. Reading Psychology, 32(5), 395-425. doi:10.1080/02702711.2010.495633

This study focuses on a four phase model on situational interest to increase

student motivation in reading. This model suggest that activities involving

extrinsic motivation can be used to potentially develop intrinsic motivation.

It was found that results of this study provide support for the use of oral reading

strategies that allow the leveraging of extrinsic reading motivation to encourage

reading improvement. This study provides a model that is well needed to increase

student motivation. It shows that student motivation is linked to a student’s ability

to read and have success in the components of reading.

References

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method to motivating student learning.

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