

Summary of Engaged Participation versus Marginal Nonparticipation: A Stridently Socio-cultural Approach to Achievement Motivation
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The many arguments made in this article can be summarized in terms of the three core arguments advanced earlier. The first core argument concerns the assumption that learners internalize knowledge and values via participation in social interaction. This assumption has modest implications for achievement motivation, relative to more purely rationalist approaches that do not emphasize the role of social interaction. This assumption is consistent with Paris et al.'s (2001, p. 255) "second wave" or "socio-cognitive" view of constructivism.

Indeed, both "socio-cognitive" and "socio-constructive" seem to be appropriate labels for these more modest applications of social perspective theories. These perspectives build on new understanding of how identity and values are influenced by social interaction but maintain an acquisitory view of knowing and learning. As such, these perspectives keep the identity, standards, and values that motivate engagement squarely within the individual.

The second core argument concerns the additional assumption that using knowledge and values necessarily changes both. If this is the case, then both the knowledge and the value associated with that knowledge reside in the context of their use. As I have argued in some detail, this assumption has more profound implications for achievement motivation. Arguably, then, this more strident application of social perspective theories (which seems nicely captured by the term "socio-cultural") represents the "third wave of constructivism." In this article I have attempted to show how this assumption supports a distinct, participatory view of knowing, learning, and engagement.

Examples illustrated how this view leads to new and potentially useful ways of characterizing engagement and understanding how it is affected by instructional and motivational practices. The potential implications of a socio-cultural view of engagement are further highlighted by this article's third core argument. The argument concerns the assumption that all participation in knowledgeable activity (including solitary activity) involves using-and therefore contributing to or otherwise changing-socially defined knowledge and values. This assumption argues against the characterization of socio-culturally inspired curricular approaches as group learning processes designed to support intrinsic motivation and self-regulation. Rather, all learning, solitary or collaborative, is presumed to occur in a zone of proximal development, where individuals are participating in some meaningful activity more successfully than they could otherwise.

This assumption seems to have potential for understanding and enhancing engagement and learning in all conceivable types of learning environments. It remains to be seen whether researchers' collective efforts to broaden achievement motivation will "catch" this third wave. This initial foray has likely raised more questions than it has answered, and the relevance of these questions remains open to debate. I hope that the considerations presented here will help move such a discussion forward.

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