

Special Issue

Instructional Support and Engagement: Working toward Sustainable Education

Message from the Guest Editor

Sustainable educational and learning environments have never been more critical in today's fast paced exchange of information. In a context in which misinformation is all too easily conveyed, learning environments that encourage and support learners to more critically engage information should be our aim. Instructional support to date has been studied in various settings including contextual support (Skinner & Belmont, 1993), teacher practices (Patall, Dent, Oyer, & Wynn, 2013), general classroom practices (Eccles, 2006), classroom social environment (Patrick, Ryan, & Kaplan, 2007), and teacher-student relationships (Roorda, Koomen, Spilt, & Oort, 2011), all of which support a multidimensional and process-oriented view of instructionally supportive contexts for the development of student motivation, classroom action, and academic learning (Anderman, Andrzejewski, & Allen, 2011). The provision of relevance, for example, has been defined as classroom actions that highlight the connection of the academic material to students' interests and goals (Finn & Voekl, 1993)... Regards, Antonio P. Gutierrez de Blume, Ph.D.

Guest Editor

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