

Abstracts & Citations for Journal Articles

How to Tell the Difference

Citations for Journal Articles: provide information on the *Title of the Article, Authors Names, and Source (Title of the Journal, Volume Number, Issue Number, Date of Publication, and Page Numbers.)*

Title: The social context as a determinant of teacher motivational strategies in physical education

Author(s): Taylor, Ian M., School of Sport and Exercise Sciences, University of Birmingham, Birmingham, United Kingdom. Ntoumanis, Nikos, School of Sport and Exercise Sciences, University of Birmingham, Birmingham, United Kingdom. Smith, Brett, School of Sport and Health Sciences, University of Exeter, Exeter, United Kingdom.

Source: *Psychology of Sport and Exercise*, Vol 10(2), Feb 2009. pp. 235-243.

Research Article Abstracts: are brief, comprehensive summaries that describe the research study methodology and findings (results.)

ABSTRACT (for citation above): "Objectives: The purpose of the study was to provide an in-depth analysis of how the Physical Education (PE) teaching context influences teachers' motivational strategies towards students. Design: Qualitative semi-structured interviews Methods: Using Self-determination theory (Deci, E. L., & Ryan, R. M. (2000). *Psychological Enquiry*, 11, 227-268) as a guiding framework, semi-structured interviews of 22 PE teachers were examined using categorical content analysis. Results: The teachers perceived that an emphasis on student assessment and the time constraints associated with PE lessons often compelled them to use teaching strategies which conflicted with their beliefs about the most appropriate ways to motivate students. The teachers' own performance evaluations and pressure to conform to other teachers' methods also influenced the teachers' motivational strategies, but these influences were often congruent with their teaching beliefs. Additionally, the teachers discussed how perceived cultural norms associated with the teacher-student relationship impacted upon their chosen motivational strategies. These cultural norms were reported by different teachers as either in line, or in conflict with their teaching beliefs. Finally, the influence of the teachers' perceptions of their students helped produce strategies that were congruent with their beliefs, but often different to empirically suggested strategies. Conclusions: It is important that teacher beliefs are targeted in education programs and that the teaching context aid in facilitating adaptive motivational strategies. (PsycINFO Database Record (c) 2009 APA, all rights reserved)(from the journal abstract)."

Non-Research Journal Article Abstracts: are descriptive summaries of what is discussed in the journal article.

CITATION: Kesner, Raymond P.; *Tapestry of Memory*, Behavioral Neuroscience, Vol 123(1), Feb 2009. pp. 1-13.

ABSTRACT: "In this essay, I have elaborated on the ideas and experiments that have guided my research career. First, I present my early research history and my involvement in determining the neurobiological basis of the consolidation process based primarily on the consolidation paradigm. Based on a series of experiments and a new interest in cognitive psychology, I then developed a cognitive and neurobiologically based model of memory. This model represents a comprehensive view of memory organization based on multiple processes and multiple forms of memory representation and is based on the neurobiology of a multiple attribute, multiple process, tripartite system model of memory. I present some detailed evidence in terms of the neural foundations, specific attributes, and processes of operation for the event-based, knowledge-based, and rule-based memory systems. In addition, I present a set of experiments to demonstrate that there might be parallel processing of mnemonic information in rats and humans. Finally, I recognize that ideas can be generated by reading the extant literature, interaction with colleagues at meetings, and exchange of ideas with students to design and execute hopefully meaningful experiments. (PsycINFO Database Record (c) 2009 APA, all rights reserved)(from the journal abstract)."