

Dear Reader,

ETD has just completed ten years and this time we would like to offer to all of you this special issue about "*Motivation*", that have counted on *Professor Evely Boruchovitch* (State University of Campinas) and Professor *José Aloyseo Bzuneck* (State University of Londrina) collaboration and organization. We would like to express our gratitude to them for this edition.

We have illustrated this editorial with a figure, chosen by our organizers, taken from *Information on Self-Efficacy*¹ website, which presents researches on Self - Efficacy. The representation of a child trying to push a car allows us to make an analogy with the theme of this issue, by suggesting that the motivation resulting from perceived self-efficacy make us able to successfully face the challenges of the school context.



Figure 1 - The perceived self-efficacy is a basic condition for effort

This time the Journal consists of **eighteen works**, divided into four articles, eleven studies, two reports of experience and a review, forming the special thematic issue on *Motivation*.

¹ <http://www.des.emory.edu/mfp/self-efficacy.html>

The first work of **ARTICLES section**, by José Aloyseo Bzuneck (State University of Londrina) and Sueli Édi Rufini Guimarães (State University of Campinas) "*Teacher's collective efficacy and implications for the Brazilian education context*" is about the state of the art of the collective efficacy of teachers.

In the paper entitled "*Social cognitive theory of career development: the role of self-efficacy and other relevant variables*", the authors Maiana Farias Oliveira Nunes and Ana Paula Porto Noronha, both from San Francisco University, have the goal to present the Social-Cognitive Theory applied to career development and to illustrate its application in researches conducted in different contexts.

The third work on "*Academic goals as operationalization of the student's motivation*", Lucia Miranda (University of Minho) and Leandro S. Almeida (University of Minho), write about the cognitive capacity and motivation, perceived as psychological variables determinants of learning and academic performance. Within the cognitive or socio-cognitivist paradigm, the theoretical models try to emphasize the internal psychological processes by explaining the motivated academic behavior.

In the last article of this section we have a collaboration, in Spanish, of Alfonso Barca Lozano (Universidad de la Coruna), with the title "*Motivational profiles of secondary education students and academic achievement*", where the main variables and the motivational profiles that describe the secondary school students in Galicia (Spain) are identified.

In the **SEARCH section**, the first paper "*Motivation to learn music in school and non-school contexts*" written by the professors of Federal University of Rio Grande do Sul, Liane Hentschke, Regina Antunes Teixeira dos Santos, Miriam Pizzato, Cassiana Zamith Vilela and Cristina Cereser, presented the results of the Brazilian sample of an international research about the importance and meaning attributed by students to musical activities developed in school and non-school environments.

The research on "*Motivation to learn in high school students*" of Lara de Windson Oliveira Almeida Marchiori and Eunice Maria Lima Soriano de Alencar, both of the Catholic University of Brasilia, describes the perception of motivation to learn of 364 high school students, from a private and from a public school in a Minas Gerais city.

The third work written by Luciana Gurgel Guida Siqueira (Pontifical Catholic University of Campinas) and Solange Muglia Wechsler (Pontifical Catholic University of Campinas) on "*Motivation for school learning and creative styles*", deals with the

issue of motivation to learn and styles to think and create. Presents the relevance of motivation and creativity to learning and emphasizes the lack of Brazilian studies on these important phenomena.

The fourth paper on "*Motivation and creativity in mathematics: a comparative study between secondary school female and male students*", Cleyton Hercules Gontijo (University of Brasilia) and Denise de Souza Fleith (University of Brasília), is an investigation about the perceptions of 100 students, male and female, of the 3rd year of high school of a private school in the Federal District, on motivation in mathematics, as well as their performance in a creativity test and in a creativity test in mathematics.

The Portuguese researcher Margaret Pocinho (Madeira University) in a research entitled "*Learning motivation: validation of a motivation learning strategy program for adolescents with low achievement*" presents the design and validation of a learning motivational strategy program for adolescents with failure in school.

In the sixth paper, "*Assessment of academic self-efficacy of students of youth and adults education*", the authors Susana Gakyia Caliatto (State University of Londrina) and Selma de Cássia Martinelli (State University of Campinas), had the objective of verifying the self - efficacy of youth and adults students of the second cycle of elementary and high school.

The study "*The evaluation of learning and the motivation to learn: plots and interlaces in teacher formation*", written by Nadia Aparecida de Souza (State University of Londrina) and Evely Boruchovitch (State University of Campinas), has the objective to map and analyze conceptions of assessment experienced by students over a Bachelor's Degree in Education and its relations with the motivation of learning.

The paper entitled "*Motivation patterns and outcomes of academic progress: a longitudinal study with medical students*" by Dejanó Tavares Sobral (University of Brasília), conducted an analysis of the medical students motivation referring to indicators of academic progress during graduation at the University of Brasilia.

The work of Paraná Federal University professors, Rosane Cardoso de Araújo, Célia Regina Pires Cavalcanti and Edson Figueiredo on "*Learning motivation and musical practice: two studies in the higher education context*" focus on two studies about motivation and musical practice developed in the context of higher education.

In the paper "*The importance of reading for high school teachers: considerations for motivating students to read*" the authors Elsa Maria Mendes Pessoa Pullin (Londrina State University) and Maria Gomes de Carvalho (Londrina State

University) aimed to identify the functions that secondary school teachers assign to reading and its implications to motivate their students to read.

The last work of this section on "*The motivational aspects of university teaching profession*" Bettina Steren dos Santos, Camila de Barros Rodenbusch and Denise Dalpiaz Antunes, researchers of the Pontifical Catholic University of Rio Grande do Sul, presented a part of a survey conducted by the Research Group 'Motivational Processes in Educational Contexts' (PROMOT) from PUCRS, which is specifically intended to learn how higher education teachers perceive the motivation, and how it interferes with the teaching practice. Starting from the analysis of seven higher education professors speeches and subsequent description and exploration of the motivational aspects of their performances in Higher Education in a private University of Rio Grande do Sul.

In the **EXPERIENCE REPORT**, the first essay is entitled "*Motivational support and reading comprehension development in elementary school students*" written by Maria Aparecida Mezzalira Gomes (High School of Physical Education of Jundiaí), the author contributes to the understanding of the importance of motivational support in the learning process. More precisely, she reports the importance of this support in an intervention made to improve reading comprehension with fourth grade students of a elementary school.

In this same theme, the second and last work of this section, Marília Saldanha da Fonseca (Barra Mansa University Center), points on "*Pedagogical practices in drug abuse prevention: motivational aspects*", emphasizing the importance of fostering teachers learning motivation to develop practical work proposals, aimed at the prevention of drug abuse among students.

In the **REVIEW**, Telma Pileggi Vinha (State University of Campinas) comments on the revival of "*The students' motivation: contributions of contemporary psychology*", organized by Professor Evely Boruchovitch, from the Education Faculty, State University of Campinas, and Professor José Aloyseo Bzuneck, State University of Londrina. The book, released by Vozes Editor, brings together studies in educational psychology on the students motivation, published in 2001, now in the 4th edition.

We wish everyone a good reading of the works presented!

Gildenir Carolino Santos
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