

Building on Karabenick's earlier volume on this topic and maintaining its high standards of scholarship and intellectual rigor, *Help Seeking in Academic Settings: Goals, Groups, and Contexts* brings together contemporary work that is theoretically as well as practically important. It highlights current trends in the area and gives expanded attention to applications to teaching and learning. The contributors represent an internationally recognized group of scholars and researchers who provide depth of analysis and breadth of coverage. Help seeking is currently considered an important learning strategy that is linked to students' achievement goals and academic performance. This volume not only provides answers to who, why, and when learners seek help, but raises questions for readers to consider for future research. Chapters examine: help seeking as a self-regulated learning strategy and its relationship to achievement goal theory; help seeking in collaborative groups; culture and help seeking in K-12 and college contexts; help seeking and academic support services (such as academic advising centers); help seeking in computer-based interactive learning environments; help seeking in response to peer harassment at school; and help seeking in non-academic settings such as the workplace. This book is intended for researchers, academic support personnel, and graduate students across the field of educational psychology, particularly those interested in student motivation and self-regulation.

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Karabenick, S. A., & Newman, R. S. (). *Help seeking in academic settings: Goals, groups, and contexts*. Mahwah, N.J: Lawrence Erlbaum Publishers. Following Sharon Nelson-Le Gall's pioneering work in the s, researchers have engaged in a sustained effort to integrate help seeking within the general. The NOOK Book (eBook) of the *Help Seeking in Academic Settings: Goals, Groups, and Contexts* by Stuart A. Karabenick at Barnes & Noble.

by Stuart A. Karabenick/ Richard S. Newman · data of the paperback book *Help Seeking in Academic. Student goal orientation and help-seeking strategy use*. In *Karabenick Help Seeking in Academic Settings: Goals, Groups, and Contexts*, pp 15–“ Mahwah . Goals, Groups, and Contexts Stuart A. Karabenick, Richard S. Newman **HELP SEEKING IN ACADEMIC CONTEXTS** The decision to seek help can be thought.

Broad Subject, Education. Subject, Mastery learning. Help-seeking behavior. Questioning Teacher-student relationships. Publisher, Lawrence Erlbaum. college students' patterns of motivation and willingness to seek help. *Help. Seeking in Academic Settings: Goals, Groups, and Contexts* (pp. goal orientation; student characteristics and previous help-seeking experience. (Eds.), *Help-seeking in Academic Settings: Goals, Groups, and Contexts* (pp.

review research on help seeking as a self-regulated learning strategy and describe . Influences of the Learning Context ize they have a problem in an academic area, they may not understand .. *Settings: Goals, Groups, and Contexts* (pp.

aInstitute of Education, RWTH Aachen University, Aachen, Germany; bSchool of Education,

teaching science in small group settings. seeking expectations in a group learning context, which has implications for both goal-oriented students tend to engage in instrumental help seeking, while perfor-. Taylor & Francis Group, LLC tions of classroom goal structures and academic help seeking settings: Goals, groups, and contexts.

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