Interest Theory, Identity, and Expertise in a Social Constructivist Learning Environment

Bruce Robert DuBoff
Ph.D. Student, Rutgers University
LIS, School of Communications and Information
2 Primary Theories of Dissertation Project, plus one to support them

- Hidi & Renninger, 2006: *Four Phases of Interest Development*
- Kuhlthau, 1991: 6-stage, 3-domain ISP
- Ryan & Deci, 2017: *Self-Determination Theory*
- Cross-pollination model
<table>
<thead>
<tr>
<th>Definition</th>
<th>Less-Developed (Earlier)</th>
<th>More-Developed (Later)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1:</td>
<td>Phase 2: Maintained Situational Interest</td>
<td>Phase 3: Emerging Individual Interest</td>
</tr>
<tr>
<td>Psychological state resulting from short-term changes in cognitive and affective processing associated with a particular class of content</td>
<td>Psychological state that involves focused attention to a particular class of content that reoccurs and/or persists over time</td>
<td>Psychological state and the beginning of relatively enduring predisposition to seek reengagement with a particular class of content over time</td>
</tr>
<tr>
<td>Attends to content, if only fleetingly</td>
<td>Reengages content that previously triggered attention</td>
<td>Is likely to independently reengage content</td>
</tr>
<tr>
<td>May or may not be reflectively aware of the experience</td>
<td>Is developing knowledge of the content</td>
<td>Has stored knowledge and stored value</td>
</tr>
<tr>
<td>May need support to engage from others and through instructional design</td>
<td>Is developing a sense of the content’s value</td>
<td>Is reflective about the content</td>
</tr>
<tr>
<td>May experience either positive or negative feelings</td>
<td>Is likely to be supported by others to find connections to content based on existing skills, knowledge, and/or prior experience</td>
<td>Is focused on their own questions</td>
</tr>
<tr>
<td></td>
<td>Is likely to have positive feelings</td>
<td>Has positive feelings</td>
</tr>
</tbody>
</table>

Hidi & Renninger, 2006
### Model of the Information Search Process

<table>
<thead>
<tr>
<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
<th>Presentation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings (Affective)</td>
<td>Uncertainty</td>
<td>Optimism</td>
<td>Confusion</td>
<td>Frustration</td>
<td>Doubt</td>
<td>Clarity</td>
</tr>
</tbody>
</table>

#### Thoughts (Cognitive)
- vague → focused → increased interest → Increased self-awareness

#### Actions (Physical)
- seeking → relevant exploring → information → seeking pertinent documenting → information
Self-Determination Theory

Competence
- need to be effective in dealing with environment

Humans' three basic needs

Relatedness
- need to have a close, affectionate relationships with others

Autonomy
- need to control the course of their lives

Ryan & Deci, 2017
Cross-pollination

Sociotechnical, iterative, “third space” in which social construction enhances and re-triggers interest

Development of Relatedness leading to Competence leading to Autonomy

- Triggered, Situational Interest
- Maintained, Situational Interest
- Emerging, Individual Interest
- Well-developed, Individual Interest

Collaboration

Model of the Information Search Process

Initiation, Selection, Exploration, Formulation, Collection, Presentation, Assessment

Feelings (Affective)
- Uncertainty
- Optimism
- Confusion
- Frustration
- Doubt
- Clarity
- Sense of direction/Confidence
- Satisfaction or Disappointment
- Sense of accomplishment

Thoughts (Cognitive)
- vague
- focused
- increased interest
- Increased self-awareness

Actions (Physical)
- seeking
- relevant
- Exploring
- information
- seeking
- pertinent
- Documenting
- information
References

