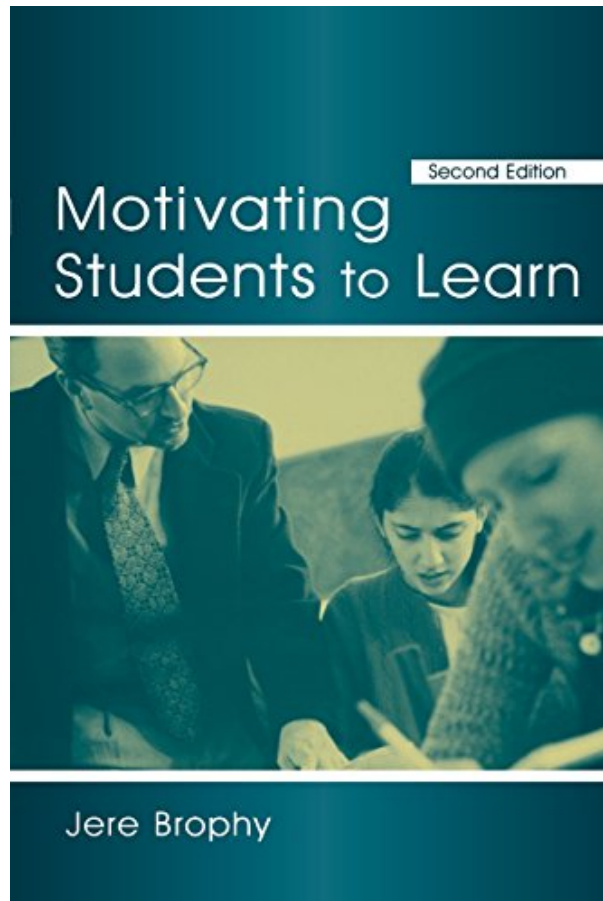
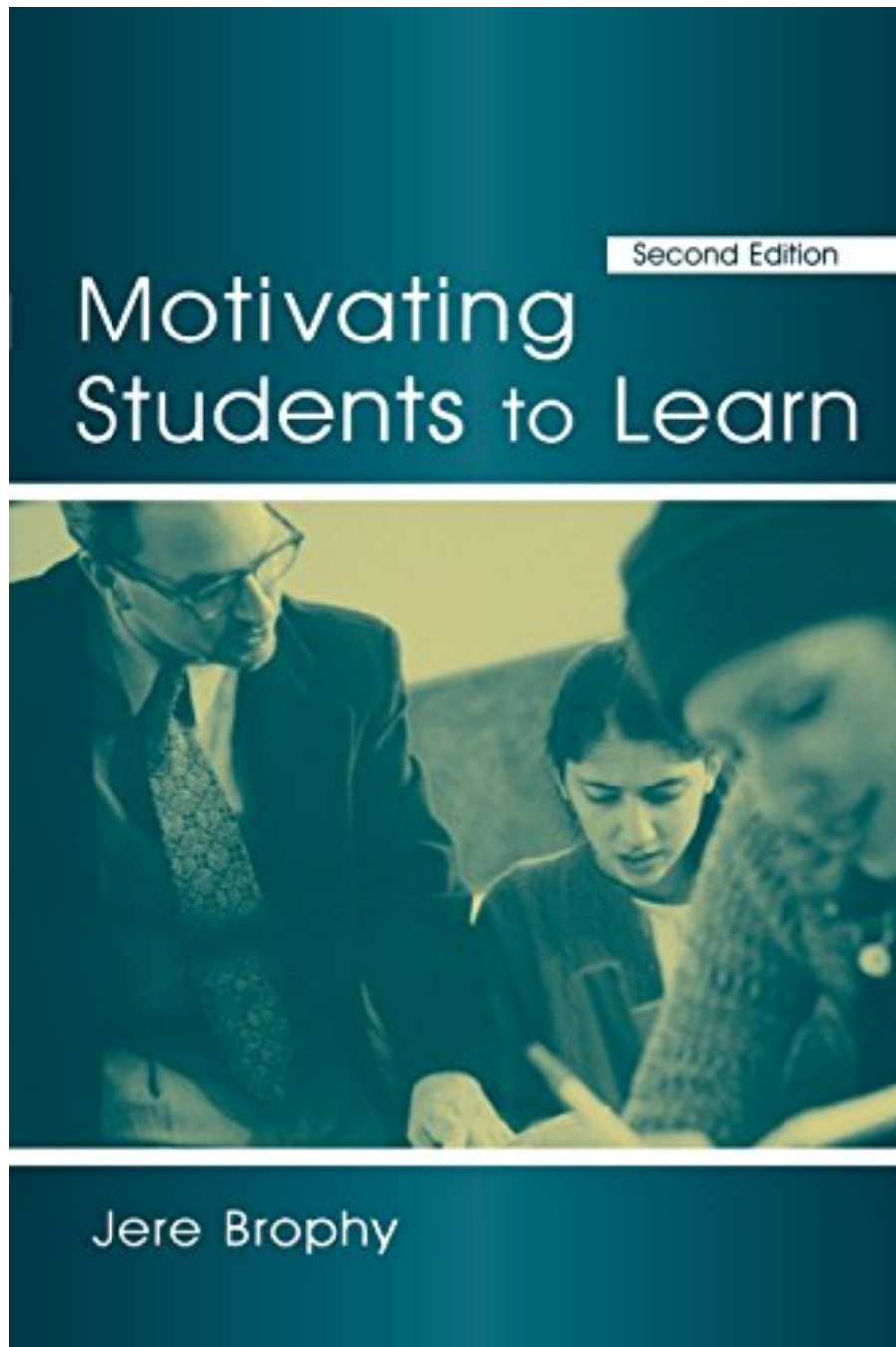


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Overall, the book is recommended for teachers at all levels of experience and at all levels of the educational ladder.

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Written specifically for teachers, this book offers a wealth of research-based principles for motivating students to learn within the realities of a classroom learning community. Its focus on motivational principles rather than motivational theorists or theories leads naturally into discussions of specific classroom strategies. Throughout the book the author focuses on and expertly synthesizes that portion of the motivational literature that is most relevant to teachers. Key features of this expanded new edition include:

*Focus on School and Classroom Realities--The selection and treatment of motivational principles and strategies is constantly tied to the realities of schools (e.g., curriculum goals) and classrooms (e.g., student differences, classroom dynamics).

*Integrates Intrinsic and Extrinsic Principles--The author employs an eclectic approach to motivation that shows how to effectively integrate the use of intrinsic and extrinsic strategies.

*Covers Expectancy and Value-Related Topics--Full coverage is given to both the expectancy aspects of motivation (attributions, efficacy perceptions, expectations, confidence, etc) and to value-related topics (relevance, meaningfulness, application potential) and to their associated teacher-student dynamics.

*New Chapters--Two theories that have spurred much education-related motivational research in recent years (self-determination theory and achievement-goal theory) have been given their own chapters.

*Focus on Individual Differences and Problem Learners--Guidelines are provided for adapting motivational principles to group and individual student differences and for doing "repair work" with students who have become discouraged or disaffected learners.

*Expanded Topical Coverage--Expanded coverage has been given to several emerging topics, including self-identity concepts, cross-cultural comparisons, situational interest, stereotype threat, and the rediscovery of John Dewey's motivational ideas.

*Improved Pedagogy--Chapter and section introductions and summaries provide an unusual degree of continuity across the book, and its second person writing style is more reader friendly than most textbooks. New to this edition are reflection questions at the end of each chapter.

This book is appropriate for any course in the undergraduate or graduate teacher education curriculum that is devoted wholly or partly to the study of student motivation.

- Sales Rank: #1647783 in Books
- Brand: Brand: Routledge
- Published on: 2004-03-05
- Original language: English
- Number of items: 1

- Dimensions: 9.02" h x .89" w x 5.98" l, 1.30 pounds
- Binding: Paperback
- 434 pages

Features

- Used Book in Good Condition

Review

Overall, the book is recommended for teachers at all levels of experience and at all levels of the educational ladder.

—Educational Review

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5 of 7 people found the following review helpful.

One of the very best

By D. Woods

Jere Brophy is simply one of the best researchers in this field, and this book typifies his effective use of research in classroom application, as well as his user-friendly prose. As a former practitioner in the high school classroom, and now an adult educator learning more about research and its incredible value, I am convinced that this book should be in the hands of every classroom teacher and those of other stakeholders, with time enough to read, absorb, and apply. Our students would be in far better places than they are now. Brophy combines compassion, wisdom, practicality in all his work.

2 of 3 people found the following review helpful.

Motivating Students to Learn

By Annette

This is an excellent book and the title is self explanatory. I would highly recommend this as THE book on 'motivating students to learn' without the need to look further. Its focus is 'intrinsic motivation' which is the main thrust of learning in today's schools. For students studying Education, this is an invaluable text. It recognises the diversity of learners and is loaded with practical ideas on how to keep children and yourself, as an educator motivated. It is worth every cent!!

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A good overview of (reasonably) current research. It is a very scientific read, but very informational for current teachers. Useful.

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