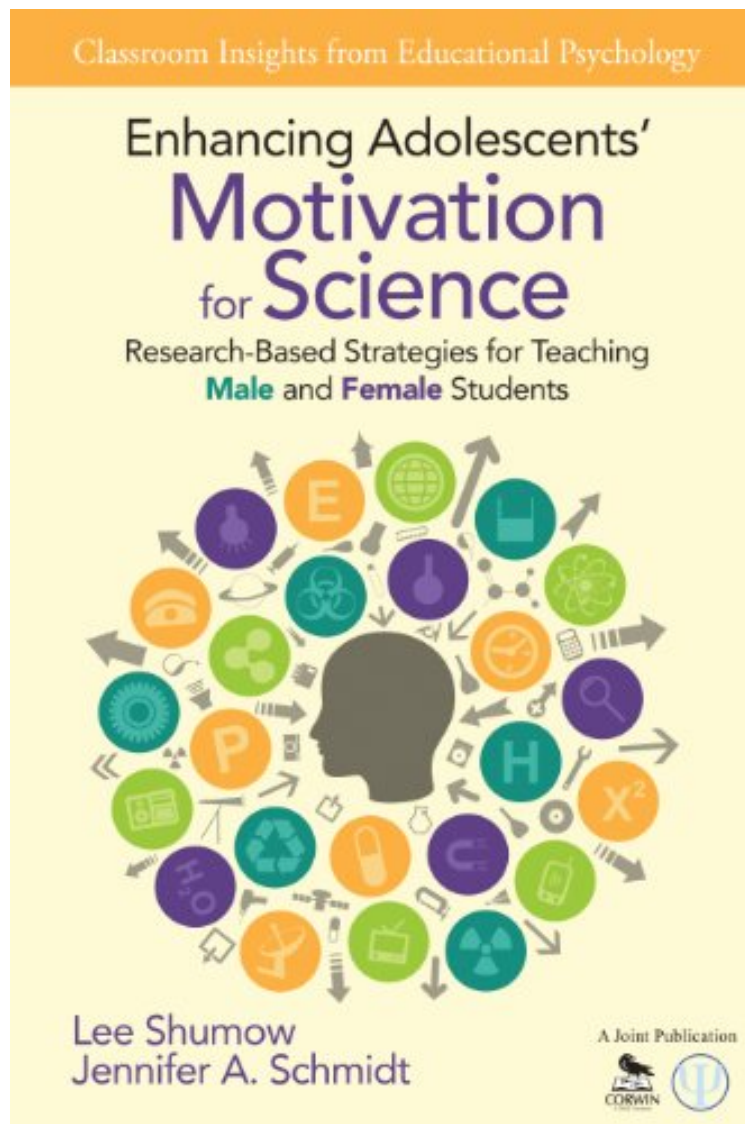


[Library ebook] Enhancing Adolescents' Motivation for Science: Research-Based Strategies for Teaching Male and Female Students (Classroom Insights from Educational Psychology)

Enhancing Adolescents' Motivation for Science: Research-Based Strategies for Teaching Male and Female Students (Classroom Insights from Educational Psychology)

Lee B. Shumow, Jennifer A. Schmidt
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Lee B. Shumow, Jennifer A. Schmidt : **Enhancing Adolescents' Motivation for Science: Research-Based Strategies for Teaching Male and Female Students (Classroom Insights from Educational Psychology)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised **Enhancing Adolescents' Motivation for Science: Research-Based Strategies for Teaching Male and Female Students (Classroom Insights from Educational Psychology)**:

0 of 0 people found the following review helpful. Easy-to-read summary of motivation research strategies for teachers
By WJohnson
This is a great book for science teachers who want an easy-to-read summary of the research on student motivation. Each chapter summarizes one aspect of motivation and gives research-based strategies that teachers can use in the classroom.

Because motivation is the key to scientific literacy
Within every science classroom there are students waiting to be inspired. All these students need is the right motivation. That's exactly what this one-of-a-kind guide will help you provide. And along the way, you'll quickly learn that the motivational tools that are most effective with adolescent boys don't always work with adolescent girls—and vice versa.
Part book, part website, this resource
Details research-proven motivational constructs specific to science
Addresses gender differences that influence motivation
Describes how to make science learning relevant and enjoyable
Builds confidence, especially among girls
Offers motivational strategies that are consistent with the NGSS

"I was drawn into this book. I thought I was a motivating science teacher, but as I read, I saw new insights into my own classroom and my own students. I couldn't wait to infuse ideas from the text into my everyday interactions with my students, especially the female students. My next step is to encourage my co-teachers to form a book study so that together we can create a positive force for supporting all students in STEM classrooms and choices for the future." (Debra K. Las, Science Teacher 2013-05-29)
"The book contains excellent strategies to motivate students in the classroom, along with resources that are useful to classroom teachers. After reading the chapters, teachers will be able to carry out the strategies in their classrooms the next day." (Jeanine Nakakura, STEM Resource Teacher 2013-05-29)
"This book is one that every teacher would benefit from reading. There aren't many other books out there that specifically deal with some of the issues in this book. It's an easy read and provides teachers with follow-up materials or references." (Mandy Frantti, Teacher 2013-05-29)
"If you want to help your students succeed in science and could use some help achieving this goal, this book is for you. It is practical, driven by research and has something for every science teacher to use." (Randy Cook, Science Teacher 2013-05-29)
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"If you want to help your students succeed in science and could use some help achieving this goal, this book is for you. It is practical, driven by research and has something for every science teacher to use." (Randy Cook, Science Teacher 2013-05-29)
The authors effectively combined different topics to create a master plan on how to run a science classroom. After reading this important book, readers likely will conclude that science in the classroom is due a revival, and bringing it back begins with our nation's youth. This book is a must-have on every teacher's bookshelf. (Nicholas Daily)
About the Author
Lee Shumow is Distinguished Teaching Professor of Educational Psychology at Northern Illinois University. She teaches graduate level courses in adolescent development, family and community partnerships, and research methodology in learning environments. She began her career as a classroom teacher and is dedicated to preparing preservice teachers for middle and secondary school teaching. Her recent research has been dedicated to understanding the role of families and teachers in fostering adolescents' school success.
Jennifer Schmidt is Assistant Professor of Educational Psychology at Northern Illinois University. She earned her Ph.D. in Psychology: Human Development from the University of Chicago. Her current research focuses on resilience, motivation, and adolescent engagement in daily challenges. She has been conducting research involving the Experience Sampling Method (ESM) for over 10 years. Dr. Schmidt is former Director of Research at the Alfred P. Sloan Center on Parents, Children, and Work at the University of Chicago, where she directed an ESM study involving parents and children from 500 families across the United States. Her work to date has involved samples of children, adolescents, and adults. She has conducted ESM research within the context of families, elementary schools, middle schools, and high schools. Dr. Schmidt has trained national and international teams of researchers in ESM study design, administration and analysis.