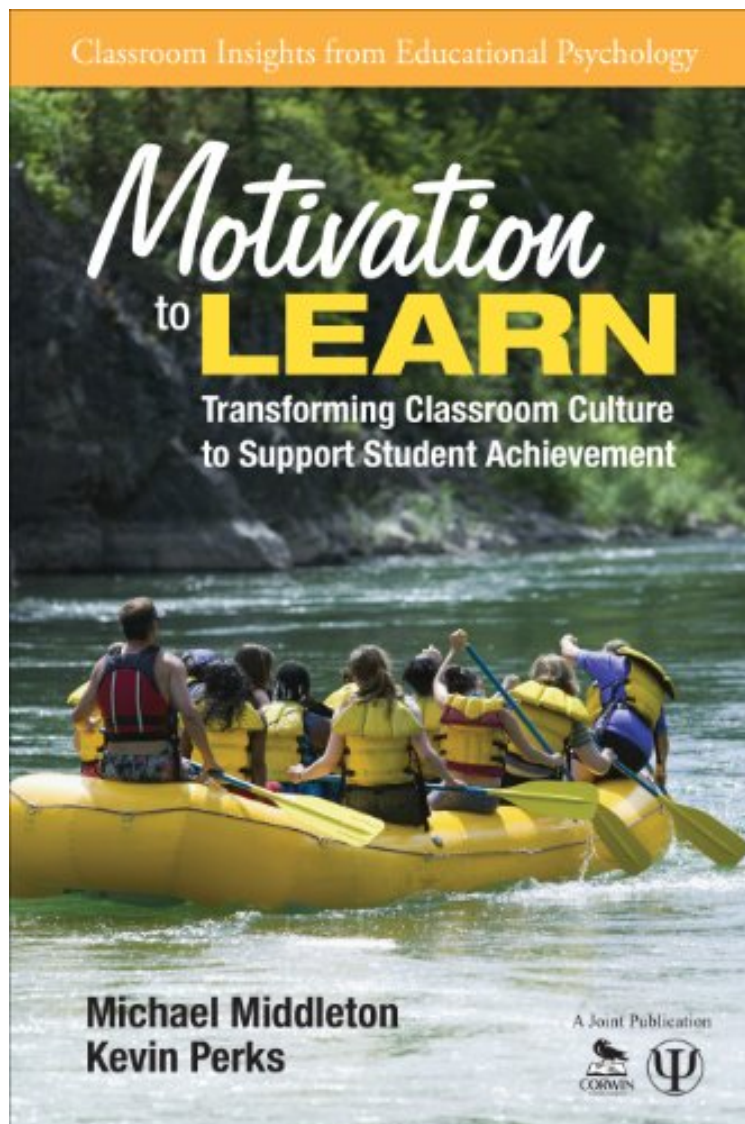


(Download pdf) Motivation to Learn: Transforming Classroom Culture to Support Student Achievement (Classroom Insights from Educational Psychology)

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Michael J. Middleton, Kevin Perks
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Michael J. Middleton, Kevin Perks : Motivation to Learn: Transforming Classroom Culture to Support Student Achievement (Classroom Insights from Educational Psychology) before purchasing it in order to gage whether or not it would be worth my time, and all praised Motivation to Learn: Transforming Classroom Culture to Support Student Achievement (Classroom Insights from Educational Psychology):

1 of 1 people found the following review helpful. Will use this for my PLC this year. By Fernanda At its core, "Motivation to Learn" is a concrete and practical book that offers research-based tools, processes, and strategies within a reflective framework for both teachers and students. Moreover, it includes super helpful self-assessments, exemplars, scenarios, surveys, questionnaires, etc. This would be a great book for a PLC, one that avoids oversimplifications and recognizes that motivation is a dynamic and complex process that continuously reenacts itself within changing conditions and social contexts. Well worth the read, and just perfect for refreshing our thoughts as we enter the new school year.

Harness the power of motivation to transform the learning experience! When properly channeled, motivation propels learning forward. Yet teachers across all grade levels and disciplines struggle to recognize and cultivate this dynamic, social force in the classroom. This essential resource proves that all students are motivated to learn, and provides authentic tools to create and sustain a classroom community that is highly engaged. You will discover: Reflection activities that promote student voice and self-efficacy as well as assess existing motivation levels Case studies and best practices based on current motivation theory and research Strategies to design meaningful learning tasks and build positive relationships with students and colleagues.

As a middle school teacher, I have felt on many days that my entire class period was spent struggling just to get students to actively engage and participate in the learning activity. "Motivation to Learn: Transforming Classroom Culture to Support Student Achievement" was made for moments like these. It is the perfect book to refresh a teacher's understanding of the secrets to motivation. (Tasha Kirby, Teacher) For the full review. Go to: middleweb.com/16356/transforming-classroom-culture-support-student-achievement/ "Motivating students is a complex task. Motivation to Learn: Transforming Classroom Culture to Support Student Achievement is an excellent user friendly resource highlighting and illustrating how to navigate through this task step by step, verifying that it is a continuous process for both students and educators." --Charla Buford Bunker BS, MA, NBPTS, Literacy Specialist "The desire to understand motivation begins with the practitioner. Teachers who read this book will be invited to reflect and draw on best practices as the authors scaffold the process with research, scenarios, and supportive tools. Follow the process and the culture of motivation will change in the classroom." --Margarete Couture, Elementary Principal "The information and reflective exercises presented here allow a faculty to come together, tap into core beliefs, and create a culture of classroom motivation that energizes the entire school." --Melanie Mares Sainz, Academic Coach "Provides a set of guiding questions and considerations that will serve as proverbial 'guardrails' for those working in schools seeking to translate motivation principles into effective strategies. This book has a place on the desks of teacher educators, educational and developmental psychologists, as well as students seeking further advancement." --Australian Educational and Developmental Psychologist Journal (12/08/2014) "Motivating students is a complex task. Motivation to Learn: Transforming Classroom Culture to Support Student Achievement is an excellent user friendly resource highlighting and illustrating how to navigate through this task step by step, verifying that it is a continuous process for both students and educators." --Charla Buford Bunker BS, MA, NBPTS, Literacy Specialist "The desire to understand motivation begins with the practitioner. Teachers who read this book will be invited to reflect and draw on best practices as the authors scaffold the process with research, scenarios, and supportive tools. Follow the process and the culture of motivation will change in the classroom." --Margarete Couture, Elementary Principal "The information and reflective exercises presented here allow a faculty to come together, tap into core beliefs, and create a culture of classroom motivation that energizes the entire school." --Melanie Mares Sainz, Academic Coach "Provides a set of guiding questions and considerations that will serve as proverbial 'guardrails' for those working in schools seeking to translate motivation principles into effective strategies. This book has a place on the desks of teacher educators, educational and developmental psychologists, as well as students seeking further advancement." --Australian Educational and Developmental Psychologist Journal (12/08/2014) "Motivating students is a complex task. Motivation to Learn: Transforming Classroom Culture to Support Student Achievement is an excellent user friendly

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About the Author Michael Middleton is an Associate Professor and Chair of the Education Department at the University of New Hampshire where he researches and examines the relation of classroom and culture to adolescent identity and motivation in diverse community settings. Currently, he holds the John and H. Irene Peters Professorship in Education to support his teaching, research and service and has been a recipient of a UNH Faculty Excellence in Teaching Award. Primarily, his teaching focuses on the preparation of educators to meet the complex demands of classroom teaching. Early in his career, Michael was a high school mathematics teacher working with at-risk youth. He currently lives in New Hampshire with his son. As a Senior Program Associate at WestEd, Kevin Perks is responsible for supporting professional learning around standards-based curriculum, instruction, and assessment in schools and districts across the U.S. As an expert in literacy and standards implementation, Kevin frequently provides workshops and professional learning experiences to educators across the country. He has recently worked with schools in Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New Mexico, New York, and Rhode Island.