



# Motivating Students to Learn (2nd Edition)

*Jere Brophy*

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## **Motivating Students to Learn (2nd Edition)** Jere Brophy

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.

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