

Motivating Unwilling Learners In Further Education The Key To Improving Behaviour

[#motivating unwilling learners](#) [#further education behavior](#) [#learner motivation strategies](#) [#improving student conduct](#) [#FE student engagement](#)

Discover essential strategies for motivating unwilling learners in further education. Understanding the key to fostering student engagement and improving behavior is paramount for creating a positive and productive learning environment. This resource provides insights into practical approaches for enhancing learner motivation and achieving better educational outcomes.

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Motivating Unwilling Learners in Further Education

The overriding issue for many Further Education teachers and trainees is learner disengagement, leading to behavioural issues and a lack of motivation in the classroom. Faced with unmotivated learners on a daily basis, teachers can soon begin to lose their own enthusiasm and confidence. Motivating Unwilling Learners in Further Education offers a range of practical strategies for engaging your learners and reigniting the spark of successful classroom teaching. Susan Wallace draws on her years of teaching and researching in Further Education to provide an up-to-date selection of strategies and scenarios for managing behaviour and motivating unwilling learners, including tips for supporting students and meeting curriculum requirements. This is a valuable toolkit of ideas and advice for ensuring that everyone you teach, from school leavers to mature students, reaches their full potential.

Getting the Buggers Motivated in FE

This is a survival guide to beating bad behaviour and motivating students in FE. Susan Wallace provides readers with helpful hints and strategies for preventing lower level disruption to coping when things get really tough. Informative and engaging, this practical guide will prove essential reading for everyone in FE.

Managing Behaviour and Motivating Students in Further Education

Widening participation in further education (FE) colleges is attracting a broader range of students. Many of these non-traditional students lack the confidence or the motivation to learn, thus causing problems of classroom and behaviour management which many FE lecturers feel ill-equipped to resolve. This book provides guidance and support to help lecturers manage and motivate students, with key references to learning theory.

Improving Maths and English in Further Education: A Practical Guide

Improving Maths and English in Further Education provides a strategic, practical and easily applied toolkit for teachers and leaders as they work with students to gain core skills. The book highlights the unique challenges that are faced within the sector and the value of embedding college-wide literacy and numeracy for success, providing a range of strategies to resolve challenges. Structured to make sure that there is always an alternative approach, method or suggestion, the book allows the reader to choose the steps that suit their context best. Each chapter looks at the key priorities:

- Identifies a range of potential solutions to a challenge faced in FE
- Acknowledges potential implementation pitfalls and remedies
- Suggests practical takeaways, key considerations and next steps

Teachers and staff within further and Post-16 education will find this an essential resource for supporting students studying maths and English. "Teachers and leaders from curriculum areas across the sector will find scenarios and anecdotes that resonate in this book; timetabling, accountability, motivation... a must read." Catherine Sezen, Senior Policy Manager – FE "This is an interesting and engaging read from Jonny, who has produced a book that brings together contemporary educational literature, with a personal and honest take on leading and teaching English and Maths in FE." Steven Wallis, Executive Director Quality, NCG "This book caters for the many different voices, people and characters in FE - it does exactly what it says on the tin... It will give you all the tools for a great job with an evidence base to boot." Julia Smith, @tessmaths Jonathan Kay has managed and led English and maths departments in Further Education since 2017, as well as working as consultant for the Association of Colleges and Lead English Expert and examiner for a leading exam board. Jonathan has also previously worked as an English teacher, 2nd in Department and Head of English in a range of Secondary schools.

Managing Behaviour in Further and Adult Education

This practical guide to managing behaviour in Further and Adult Education is for all those training to teach in the sector. The third edition includes new chapters on 14-19 learners and behaviour theory and continues to offer practical ideas on how to manage and motivate students. It takes account of the variety of contexts in the sector and makes reference to important research findings and studies of learner behaviour. Based firmly on what teachers and students have to say about their experiences, it uses case studies, dialogue and journal extracts to explore key issues, and help teachers develop their practice.

How to Manage Behaviour in Further Education

'Dave Vizard presents a wealth of sound techniques to promote positive behaviour as well as how to respond to learners who are both troubled and troublesome in a college setting...a must for those who daily face challenging behaviours as well as those who offer advice and support'- Rob Long, Behaviour Specialist and Project Worker Packed with advice, ideas and staff development activities, this practical book provides everything you need to manage difficult behaviour and create a positive learning environment in Further Education settings. New to this second edition: - advice on dealing with mobile phones in lectures - supporting students experiencing cyber-bullying - dealing with gang culture - managing confrontations between students and lecturers - how to re-engage disaffected learners - working with learners from a diverse range of backgrounds - supporting additional needs - using the right sort of language - managing difficult groups, and adult groups - examples from prisons and work-based learning situations - reflective activities Ideal for lecturers, teachers and support staff working with young people and adults in Further Education, everything in the book has been tried and tested by the author. Dave Vizard is an independent consultant and trainer on behaviour management who has worked with hundreds of colleges and schools on improving student behaviour.

Managing Behaviour in the Lifelong Learning Sector

This latest edition provides clear advice and practical ideas on how to manage and motivate students, a key part of achieving QTLS. Fully updated to include the LLUK Standards, it takes account of the variety of contexts within the Lifelong Learning Sector and links to recent and current learning theory, drawing on the findings of research projects into student behaviour within the sector. Based firmly on what teachers and students have to say about their experiences, it uses case studies, dialogue and journal extracts to explore key issues and to help trainees and teachers develop professional expertise.

How to Motivate Reluctant Learners

Robyn R. Jackson explains how to engage even the most resistant students by identifying and shaping the key investments you want them to make in your classroom.

EBOOK: Improving Behaviour and Attendance at School

Behaviour remains a huge issue of concern at all levels of education. This book draws together research and practice to uncover the complexities of improving behaviour and attendance in school and offers a range of practical solutions aimed at tackling behavioural issues and its prevention for schools, teachers, non-teaching staff, and those working to support them in Local Authorities. It considers current concerns relating to the behaviour of children and young people, the theoretical underpinnings of possible approaches to improving behaviour and attendance, as well as what we know about the causes of disaffection. In exploring ways that behaviour and attendance can be improved, the authors examine a range of perspectives including school management and whole school policies, and behaviour in and around the school, in the classroom, and of individual pupils, particularly those at risk of exclusion from school. It discusses the work of Behaviour and Educational Support Teams, teacher coaches, learning mentors and nurture groups as ways of supporting children and young people, particularly those identified as being 'at risk'. It also outlines ways of improving relationships between the school and home, as well as the ways that parents can be supported to assist in changing their children's behaviour and attendance. Alternatives to exclusion and new curricula are discussed in relation to their success in maintaining students in education. The final chapters focus on attendance and what can be done to improve it in the general school population and those students who are persistent absentees. Throughout the book case studies are used to illustrate examples of good practice and the impact on children, parents and teachers. The book concludes with an overview of key issues emerging for practice.

Behaviour Management

This book offers workable strategies, tips and advice for busy teachers who want to address low level disruption and improve behaviour in their classroom. These include immediate measures to cope with incidents of non-compliance, as well as medium- to long-term strategies for improving behaviour and motivation. Designed to be read over a week, the book is divided into seven practical chapters each detailing clear strategies, examining the strategy in action and summarising the relevant underpinning theory. (Series: Getting it Right in a Week) [Subject: Education]

The Motivated School

`The book is a pleasure to read and whether the model is adopted in whole or in part, as a lens through which to examine and understand what is going on in a learning community it has much to offer2 - Improving Schools `As a head of department in a comprehensive school in an education action zone, this book has made me think about not only the way I relate to the students I work with but also about relationships with the teachers in my department. I therefore warmly recommend to teachers and especially to headteachers and others in positions of leadership in both primary and secondary phases2 - Emotional & Behavioural Difficulties `The Motivated School is an important book. It addresses a number of key issues which are central to Scottish educational policy, including Better Behaviour: Better Learning, Inclusion and Raising Attainment. It is also a controversial book, challenging as it does "woolly thinking" on issues such as self-esteem, rewards and motivation to learn2 - Scottish Education Review `This book is well written and demonstrates the author2s commitment and dedication to an individual2s psychological well-being and positive, effective learning environments2 - The Psychology of Education Review `The best education books frequently challenge our assumptions. Alan McLean2s The Motivated School demonstrates with a kind of forensic exactness, the way we over-emphasize the importance of student2s self-esteem. We can2t make students motivated: we can only create the right conditions. There is much to admire in this book. It isn2t difficult to read, and the format is generous and

accessible. I suspect all school leaders will learn something from it2 - Geoff Barton, Times Educational Supplement, Friday Magazine Some students do not achieve their full potential, while others of similar ability achieve more than predicted. This book shows how important students2 motivational mindsets can be in influencing the way they learn. The author brings together evidence from recent research, shows how successful learning contexts can be created, and provides real-life suggestions for teachers working with disengaged learners. Increasing pressure to meet targets has sent schools down the path of trying to motivate students `from the outside2. By recognizing that genuine motivation comes `from the inside2 and that self-motivation needs to be nurtured, this book provides a practical guide to both teacher and student motivation. This book will be of interest to anyone seeking to develop their skills in motivating young people to learn. It will be of particular interest to teachers, educators and management at all levels.

Motivation

If teachers can motivate pupils, their job is more than half done! Knowing how to interest and motivate pupils is a skill, which separates the "great" teachers from the mediocre, This book will inform and inspire staff and give them confidence in dealing with pupils who are not naturally "teacher pleasers". This book examines: how personality affects learning styles assessment tools and interventions how to reach the hard to teach.

The Art of Peaceful Teaching in the Primary School

First Published in 2000. This book helps primary teachers improve behaviour, preserve motivation and foster cooperation by developing positive relationships with pupils and their parents, creating a calm environment for learning and using non-confrontational communication skills. It outlines an empathetic approach to understanding and managing disruptive behaviour that avoids conflict and demoralisation. As such, it is an ideal text for student teachers, newly qualified teachers and more experienced practitioners.

Essential Motivation in the Classroom

'An energetic, witty and stimulating book, including lively anecdotes and quotes from celebrities such as Bill Gates and Will Smith [...] Full of achievable ideas that don't cost a penny to implement.' - Jayne Verity, DfES A must read for anyone who is passionate about ensuring everyone leaves a classroom feeling more empowered than when they entered it - and this includes the adults too. - Debbie Wyld, Advanced Skills Teacher, Manor Academy When this book was first published, schools were under intense government pressure to improve, teacher morale was being constantly hammered by the Chief Inspector of Schools, the Daily Mail was proclaiming that exams were getting easier, standards were dropping and everyone was bemoaning the state of classroom behaviour. So, how much has really changed in a decade? Enduring in its appeal to teachers at all ages and stages, Essential Motivation in the Classroom remains the definitive one-stop guide for teachers who want to know how to motivate children - and how children learn to motivate themselves. In the ten years since this book was first published, it has proven to be a best-selling text that informs, inspires and amuses educationalists around the world. This updated and revised tenth anniversary edition continues to take the reader on a rollercoaster ride through the theories of teaching, learning and thinking. Ian Gilbert highlights his famous 'seven keys' of motivation, offering a range of strategies, ideas and insights to help learners become motivated from within. An entertaining and inspiring read, this book is full of useful, practical advice, ranging from motivational research from leading theorists to philosophical gems from Homer Simpson. Teachers in all sectors of education will find this book indispensable, helping them to change the culture of their classrooms and improve the effectiveness of their teaching forever.

Best of the Best

The Best of the Best series brings together for the first time the most influential voices in education in a format that is concise, insightful and accessible for teachers. Keeping up with the latest and best ideas in education can be a challenge as can putting them into practice but this highly acclaimed series is here to help. Each title features a comprehensive collection of brief and accessible contributions from some of the most eminent names in education from around the world. In this third volume, Wallace and Kirkman explore the core concept of engagement an essential facet of effective learning both for learners and for teachers and share practical, realistic, cross-curricular and cross-phase strategies to make the most of these important insights. Engagement, whether of the teacher or the learners,

can't be compelled and will always be contingent on the complexities of motivation. Indeed, it could be argued that it is teacher engagement which is the key to successful learning. Such engagement can be facilitated by encouraging professional dialogue between staff, or it may be that the school's high expectations alone could encourage in its teachers a sense of professional empowerment. But how do we recognise learner engagement, and what can we do to encourage it? From this compendium of expert voices emerge three important themes: that teachers' engagement and positive example should be seen as a prerequisite for establishing learner motivation; that learners' interest needs to be actively engaged, whether by meaningful challenge or by tapping into their natural curiosity; and that an expectation of appropriate behaviour must precede expectations of engagement. In this volume you will find many practical suggestions of ways to apply these ideas both in the classroom and in the staffroom. Each contributor has provided a list of further reading so you can dig deeper into the topic and, in addition, the Teacher Development Trust offer their advice on how to plan effective CPD and responsive changes to practice based on the contributors' suggestions. Contributions include: Sir Tim Brighouse argues that it is teacher engagement specifically their collaborative evaluation, dialogue and planning which is the key to successful learning. Dr Bill Rogers advocates a non-confrontational approach and illustrates how the teacher's verbal communications can be more effective when they are descriptive and assertive rather than imperative and confrontational. Vic Goddard suggests that a bottom-up, staff-led approach to CPD can be a more motivating catalyst for teacher engagement than that which is top-down and senior leadership team-led. Sue Cowley urges teachers to be responsive, adaptable, creative and flexible in the classroom and, instead of focusing on what students need to change, to take control of their teaching and decide what they need to change about themselves. Richard Gerver discusses his passionate belief that teachers and school leaders should trust in their profession and their children more and build a culture that shouts about an assumption of excellence. Andy Cope advises that teachers should focus on how they wish 'to be' in order to achieve the energy and empowerment to engage more effectively with their 'to do' list. Professor Bill Lucas focuses on the numerous ways that schools can encourage parental engagement in their children's learning. Ian Gilbert points out that in order to encourage engaged behaviour we need first to banish classroom boredom, and that the opposite of 'boring' in a learning context should be 'challenging'. Professor Susan Wallace focuses on teacher behaviour, suggesting that one of the most powerful ways of encouraging engagement is for the teacher to model the desired attitude by presenting themselves as enthusiastic and highly motivated.

Teaching Teenagers

For successful classroom teaching, your students need to be engaged and active learners. In this book, there is practical advice that is grounded in the realities of teaching in today's classrooms on how to be an inspirational teacher and produce highly motivated students. This book contains 220 positive, practical teaching ideas that are relevant to both new and experienced classroom teachers. Contents cover: - teaching tools to inspire and captivate - motivation for learning - engaging learners - how to create a learning atmosphere - classroom management - cooperative learning - learning outside of the classroom - moving learners around the room - assessment for motivation and engagement - feedback and praise - using emerging technologies to engage - using homework - supporting learners in learning how to learn - challenging learners of all abilities With reference to reflective practice, best practice and Continuing Professional Development (CPD), this book provides essential support for trainee teachers, new teachers and experienced teachers looking to extend their repertoire. Warren Kidd is Senior Lecturer in Post Compulsory Education and Training at The Cass School of Education, University of East London. Gerry Czerniawski is Senior Lecturer in Secondary Social Science and Humanities Education at the Cass School of Education, University of East London.

Engaging, Motivating and Empowering Learners in Schools

Successful teachers are able to motivate and inspire the children they teach and this is a skill that can only be supported by understanding good practice. This book gives you smart, pragmatic guidance backed by evidence-based research on how to engage and inspire in your teaching. It looks at both how you can influence and shape the learning that goes on in your classroom and how you can apply key lessons to your own professional development as a teacher. Key coverage includes: · The psychology of motivation and its implications for the classroom · Behaviour for learning · Essential advice on safeguarding, mental health and wellbeing · Active learning and engaging your pupils in the learning process · How to develop as a professional and empowered teacher

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Motivating Reluctant Learners

The materials in this book are the product of work undertaken by Hampshire Psychology Service in collaboration with 22 primary and secondary schools to address the needs of children whose academic motivation was proving particularly problematic. The five year project involved feedback and review sessions which helped refine the programme. There are four sections: Information on attribution theory and its application in the classroom; Practical issues on implementing the programme; Support for staff including a PowerPoint training session; The 12 session pupil programme including facilitator notes. The programme is designed to give pupils experience of success at the same time as encouraging them to attribute the success to their own effort, skills and strategies. It helps them to understand: ability is not fixed; learning is difficult for everyone and requires effort; the significance of using strategies including help-seeking and self-talk; the importance of taking responsibility and setting SMART goals. Participating staff reported changes in pupils: the course effected a significant change and they moved into Year 10 options far more positive and motivated. And also in themselves: I thought the theory was one of the best things ...it was as if a light bulb had been turned on. I have really gained in confidence as a consequence. This pack contains a CD ROM with copiable activities, DVD clips of pupil interviews and using the programme, an example of a pupil booklet and the PowerPoint presentation.

Motivating Your Secondary Class

Why do so many pupils in Years 7, 8 and 9 'switch off' and make very little progress in the core subjects such as English and mathematics? What can teachers and schools do to improve pupils' attitudes and motivation? Maurice Galton and his team have collected examples from various schools of what works in re-energising demotivated pupils. This book presents practical advice and strategies for improving lower secondary school classrooms, ranging from reducing class size, to innovative induction programmes emphasising the development of core study skills, and developing effective procedures to train pupils to cooperate rather than confront each other during lessons. Chapters cover: - Making a Good Start to Secondary Education. - Creating a Cooperative Classroom Climate - Improving Communication between Pupils and Teachers - Why are some classrooms more successful? - How can school structures influence positive relationships? The book is a much-needed resource for all secondary teachers, and is particularly useful for year and subject heads.

Promoting Behaviour for Learning in the Classroom

Promoting Behaviour for Learning in the Classroom offers essential support to help you develop capacity and confidence in managing behaviour in the group setting of the classroom. It provides a concise analysis of established behaviour management strategies, recognising that no single approach will work for all pupils and that central to effective practice is an understanding of the different personal attributes and experiences teachers and pupils bring to the classroom. Illustrated by examples from the classroom, Promoting Behaviour for Learning in the Classroom uses the tried and tested 'Behaviour for Learning' framework to show how teachers' expertise in promoting learning can be used to improve behaviour. Key issues considered include: Developing positive relationships in the classroom Understanding personal style and self-management Effective use of feedback and rewards Using positive correction and sanctions Working with school systems and frameworks for managing behaviour Individual differences and special educational needs Dealing with challenging behaviour Written by experts in the field, Promoting Behaviour for Learning in the Classroom offers much-needed in-depth, realistic support and guidance to show teachers how to improve learning and behaviour in the group setting of the classrooms.

Behaviour Management: An Essential Guide for Student and Newly Qualified Teachers

Behaviour Management: An Essential Guide for Student and Newly Qualified Teachers explores the current issues and theories in behaviour management. It encourages readers to think and reflect on their own experiences and offers practical advice for developing confidence in the classroom and quickly adapting to the changing needs of different students and settings. Each chapter of the book focuses on a different aspect of behaviour management, addressing issues such as building routines, health and safety, mental health and using technology to support behaviour management. It includes: Tasks designed to encourage analytical, reflective and original thinking. Resources and guidance to develop practice and collate evidence to add to portfolios or other files required by tutors, mentors and assessors. Case studies from personal experience that provide tips and tools for effectively managing behaviour. This book is an essential resource for student teachers, newly or recently qualified teachers and anyone with an interest in developing an understanding of behaviour within schools.

Behaviour and Motivation

Improving Pupils Motivation Together provides a refreshing and much-needed focus on how motivation can be enhanced by teachers and teaching assistants working both individually and collaboratively. Written in an accessible and engaging manner, the book explores various theories of motivation from a range of perspectives, applying academic theory to real life classroom situations. Using a combination of case studies and empirical research, this book demonstrates how teachers and TAs can successfully enhance the motivation of their students through collaborative practice. Improving Pupils Motivation Together starts by introducing theories of learning and motivation and goes on to offer insight in areas including: Collaboration and ways to collaborate; Motivation and giftedness; Assessment for Learning; Learning goals and learning objectives; Common pupil responses; Research in Action. Improving Pupils Motivation Together is an ideal resource for both teachers and teaching assistants working with pupils who are difficult to motivate and who find learning challenging. Further, this book will be highly useful for teachers managing their support staff, and for trainee teachers looking to develop their skills in motivating and engaging pupils.

Improving Pupil Motivation Together

Children's behaviour is a key concern for trainees and teachers. This book explores the concept of behaviour for learning which is very much driven by the Every Child Matters agenda. It examines the roles of relationships and children's social knowledge in depth. In particular, it explores relationship with self, relationship with others and relationships with the curriculum. It also considers the importance of self-reflection and other additional factors affecting behaviour for learning such as children's learning difficulties. It highlights the complexities and wider social factors involved in attaining positive behaviour, in a way which recognises the whole child.

Behaviour for Learning in the Primary School

Motivation is a key aspect in education. This captivating book explores the interactions between teachers and pupils, presenting new ways of engaging young people in learning.

Behaviour & Motivation

"One of the most common problems teachers face in modern education is unmotivated students. Allen N. Mendler's *Motivating Students Who Don't Care: Proven Strategies to Engage All Learners*, 2nd Edition provides practical strategies for teachers to motivate struggling students. From emphasizing effort to sparking enthusiasm for learning, each chapter covers one key process to boost student motivation. Disinterested, unmotivated students can be discouraging to hardworking teachers, but Mendler's proven strategies can nurture enthusiasm and excitement for learning in any classroom and reach even the most challenging students"--

Motivating Every Learner

This eBook+ version includes the following enhancements: Links to videos of teachers demonstrating autonomy-supportive instructional behavior Pop-up explanations that help readers better understand chapter key concepts This is a book about teachers' classroom motivating styles. Motivating style is the interpersonal tone and face-to-face behavior the teacher relies on when trying to motivate students to engage in classroom activities and procedures. The over-arching goal of the book is to help teachers work through the professional developmental process to learn how to provide instruction in ways that

students will find to be motivationally-enriching, satisfying, and engagement-generating. To realize this goal, the book features five parts: Part 1: Motivating Style, explains what a supportive motivating style is; Part 2: The How to, overviews the recommended motivationally-supportive instructional strategies one-by-one and step-by-step; Part 3: The Workshop, walks the reader through the skill-building workshop experience; Part 4: Benefits, details all the student, teacher, and classroom benefits that come from an improved motivating style, and Part 5: Getting Started, goes into the ways to begin using these skills in the classroom. Based on a successful workshop programme run by the authors, teachers successfully improve their classroom motivating style. In doing so, they experience gains in their teaching skill and efficacy, job satisfaction, a renewed passion for teaching, and a more satisfying relationship with their students. This multi-authored book provides teachers with the practical, concrete, step-by-step, skill-based how to they need to develop a highly supportive motivating style.

Not Bothered?

This collection of behavior management strategies includes easy-to-implement methods that engage students reignite your love of teaching as you reap the rewards of a well-managed classroom.

Motivating Students Who Don't Care

Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed.

Supporting Students' Motivation

Are you struggling to get your head around John Dewey's educational pragmatism? What exactly is Jean Piaget saying about cognitive development? Maybe you're running out of time and patience making sense of Carol Dweck's mindsets? Have you reached breaking point reading Daniel T. Willingham on educational neuroscience? Written for busy teachers, trainers, managers and students, this 2dip-in, dip-out2 guide makes theories of learning accessible and practical. It explores 130 classic and contemporary learning theorists in an easy-to-use, bite-sized format with clear relevant illustrations on how each theory will benefit teaching and learning. Each model or theory is explained in less than 350 words, followed by a 2how to use it2 section. What2s new to this edition: A new early childhood theorists section A new communication theories section Additional 'on trend' theorists throughout New 'critical view' features added to each entry.

Behaviour and Motivation

Introducing you to 18 key educational thinkers who have offered challenging perspectives on education, this new edition comes with: - 3 new chapters on Ivan Illich, Loris Malaguzzi and Michael Apple - A glossary of key words related to each theorist's work - A context-setting overview of key themes - Practical examples that shows how theories can be applied to your practice Use this book with it2s companion title Aubrey & Riley, Understanding and Using Educational Theories 2e (9781526436610)

Motivating Defiant and Disruptive Students to Learn

Presents practical strategies for developing appropriate curriculum for accelerated gifted children, explaining how acceleration can be employed in all classroom levels and subject areas.

Equity and Quality in Education Supporting Disadvantaged Students and Schools

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support

of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Learning Behaviour

Every semester, colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken. For many universities it is a requirement that all courses be evaluated every semester. The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum, thus enhancing the quality of student learning. In spite of this there is little evidence that it does improve the quality of teaching and learning. Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling. *Evaluating Teaching and Learning* explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation. This guide explains how to develop questionnaires and protocols which are valid, reliable and diagnostic. It also contains proven instruments that have undergone appropriate testing procedures, together with a substantial item bank. The book looks at the specific national frameworks for the evaluation of teaching in use in the USA, UK and Australia. It caters for diverse methodologies, both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels: from classrooms to programmes to departments and entire institutions. With detail on all aspects of the main evaluation techniques and instruments, the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project. With a companion website which has listings of the questionnaires and item bank, this book will be of interest to those concerned with organising and conducting evaluation in a college, university, faculty or department. It will also appeal to those engaged in the scholarship of teaching and learning.

Learning Theories Simplified

This edited work presents a collection of papers on motivation research in education around the globe. Pursuing a uniquely international approach, it also features selected research studies conducted in Singapore under the auspices of the Motivation in Educational Research Lab, National Institute of Education, Singapore. A total of 15 chapters include some of the latest findings on theory and practical applications alike, prepared by internationally respected researchers in the field of motivation research in education. Each author provides his/her perspective and practical strategies on how to maximize motivation in the classroom. Individual chapters focus on theoretical and practical considerations, parental involvement, teachers' motivation, ways to create a self-motivating classroom, use of ICT, and nurturing a passion for learning. The book will appeal to several different audiences: firstly, policymakers in education, school leaders and teachers will find it a valuable resource. Secondly, it offers a helpful guide for researchers and teacher educators in pre-service and postgraduate teacher education programmes. And thirdly, parents who want to help their children pursue lifelong learning will benefit from reading this book.

Understanding and Using Challenging Educational Theories

Motivating Gifted Students