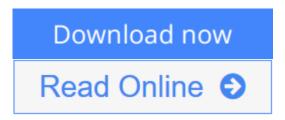


Enhancing Adolescents' Motivation for Science: Research-Based Strategies for Teaching Male and Female Students (Classroom Insights from Educational Psychology)

By Lee B. Shumow, Jennifer A. Schmidt



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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



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Editorial Review

Review

"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 (05/29/2013)

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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 (05/29/2013)

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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.

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