



Classroom Motivation

Eric M. Anderman, Lynley Hicks Anderman

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If you're looking for an alternative to teaching future educators about academic motivation not bogged down in theory and research, then look to this new and unique text, Anderman and Anderman's *Classroom Motivation*. The authors link the growing disconnect between what motivation researches discuss and recommend, and what teachers know and think about students' motivation, organizing the text around actual research-based instructional practices that teachers use everyday in their classrooms. Theory and research are not ignored, however, as both are introduced and thoroughly discussed in every chapter as they relate to the specific instructional practices that are being presented. Readers of the text will come to understand that motivation is inherently embedded in the everyday decision that teachers make as they design their instruction. *Classroom Motivation*, structured around instructional questions and issues while integrating theory and research throughout, results in a sound and grounded resource, most accessible for pre-service teachers and practitioners in educational environments.

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