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Nota di contenuto	Cover; Motivation and learning Strategies for College Success a Focus on Self-regulated learning; Copyright; Dedication; Brief Contents; Contents; Preface; Acknowledgments; Figure and Table Credits; Unit I: Foundations of Learning and Motivation; Chapter 1. Academic Self-regulation; What Is Academic Self-regulation?; What Is the Difference Between High School and College?; Why Are Some Students Less Successful Learners?; They Hold Faulty Beliefs About Their Ability, Learning, and Motivation; They Are Unaware of Their Ineffective Learning Behavior They Fail to Sustain Effective Learning and Motivational StrategiesThey Are Not Ready to Change Their Learning and Study Behavior; How Can I Manage My Academic Behavior?; Motivation; Methods of Learning; Use of Time; Physical and Social Environment; Monitoring Performance; The Six Components of Academic Self-regulation; Exercise 1.1: Self-observation: Assessing Your Self-regulatory Skills; How Can I Change My Behavior?; How Does Self-regulation Occur in an Academic Context?; Key Points; Follow-up Activities; Chapter 2. Understanding Motivation; Motivational Problems

What Is Motivation and What Factors Influence It? Motivated Behaviors; Sociocultural Factors; Classroom Environmental Factors; Exercise 2.1: Self-observation: Analyzing My Personal and Sociocultural Background; Exercise 2.2: Self-observation: Analyzing Classroom Experiences; Internal Factors; Exercise 2.3: Possible Selves: My Hopes, Expectations, and Fears About the Future; Exercise 2.4: Identifying Mastery and Performance Goal Orientations; Am I Motivated to Change My Academic Behavior?; I Can't Change; I Don't Want to Change; I Don't Know What to Change; I Don't Know How to Change
Key Points Follow-up Activities; Chapter 3. Understanding Learning and Memory; Where Does Learning Take Place in the Brain?; Is Intelligence Fixed or Malleable?; Why Is a Growth Mindset More Beneficial Than a Fixed Mindset?; Exercise 3.1: Self-observation: Analyzing My Mindset; How Does the Information-processing System Explain Learning?; Short-term Sensory Store; Working Memory; Exercise 3.2: Demonstrating the Capacity of Working Memory; Long-term Memory; What Are the Flaws in Human Memory?; What Is the Difference Between Rote and Meaningful Learning?
Which Learning Strategies Promote Learning and Retention? Rehearsal Strategies; Elaboration Strategies; Organizational Strategies; Exercise 3.3: Demonstrating the Importance of Categorizing Knowledge; Exercise 3.4: Identifying Learning Strategies; Key Points; Follow-up Activities; Unit II: Motivational Strategies; Chapter 4. Goal Setting; Exercise 4.1: Self-observation: Identifying Your Values; Why Is Goal Setting Important?; What Properties of Goals Enhance Motivation?; What Are the Steps in the Goal-setting Process?; Step 1: Identifying and Defining the Goal
Exercise 4.2: Writing Personal Goals

Sommario/riassunto

"This popular text combines theory, research, and applications to teach college students how to become more self-regulated learners. Study skills are treated as a serious academic course of study. Students learn about human motivation and learning as they improve their study skills. The focus is on relevant information and features designed to help students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-regulation studies whereby they are taught a process for improving their academic behavior. A framework organized around six components related to academic success (motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance) makes it easy for students to understand what they need to do to become more successful in the classroom."
