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Autore	Robins Gill.
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Nota di contenuto	Cover; Title; Copyright; Contents; List of Figures and tables; Acknowledgements; Introduction; 1 What's wrong with these pictures?; Three contrasting classrooms; Jane's classroom; Marcus's classroom; Sue's classroom; Behaviourist and constructivist paradigms; Points for reflection; 2 The emergence of educational theory; Early educational philosophers; John Amos Comenius (1592-1670); John Locke (1632-1704); Jean-Jacques Rousseau (1712-1778); Johann Heinrich Pestalozzi (1746-1827); Friedrich Froebel (1782-1852); Points for reflection; 3 Behaviourism - the perspective A review of behaviourist theory Ivan Pavlov (1849-1936); John B. Watson (1878-1958); Edward Lee Thorndike (1874-1949); B.F. Skinner (1904-1990); An evaluation of behaviourist theory; Points for reflection; 4 Behaviourism contextualised - translating theory into practice; The behaviourist paradigm evidenced in national policy; The Steer Report; Charlie Taylor's behaviour checklists; The behaviourist paradigm evidenced in school policy; The behaviourist paradigm evidenced in classroom practice; The behaviourist paradigm evidenced in research

literature; The behaviourist paradigm evaluated
Points for reflection5 Constructivism - the perspective; A review of constructivist theory; John Dewey (1859-1952); Jean Piaget (1896-1980); Lev Vygotsky (1896-1934); Carl Rogers (1902-1987); Jerome Bruner (b. 1915); An evaluation of constructivist theory; Points for reflection; 6 Constructivism contextualised - translating theory into practice; The constructivist paradigm evidenced in national policy; The constructivist paradigm evidenced in school policy; The constructivist paradigm evidenced in classroom practice; The constructivist paradigm evidenced in research literature
The constructivist paradigm evaluatedPoints for reflection; 7 Praise, motivation and positive psychology; The development of self and the role of praise in motivation; Harry Harlow (1905-1981); Edward Deci and Richard Ryan; Abraham Maslow (1908-1970); A.S. Neill (1883-1973); Carol Dweck (b. 1946); Mihaly Csikszentmihalyi (b. 1934); Daniel Pink (b. 1964); Points for reflection; 8 Praise - help or harm?; Seligman and learned helplessness; Schunk and attribution theory; Dweck and self-theory; Deci and Ryan and a continuum of motivation; Fryer and financial rewards
KIPP schools, Duckworth and the Grit ScaleKohn and the purpose of praise; Dopamine and the brain's reward centre; Cheating; Does praise help or harm?; Points for reflection; 9 Praise - what do young children think?; Praise and age-related self-perception; Praise Posters and public praise; Points for reflection; 10 Praise - discerning intention and defining value; Reward hierarchies; Contingent praise; Students' perceptions of the reasons for praise; Effort; Concentration; Encouragement; Building confidence; Feedback; Challenge; Learning behaviour; Motivation; Self-evaluation; Self-esteem
Using social networking sites to praise children

Sommario/riassunto

"Anyone who spends time with children knows that praise works. It is a powerful motivator - praising children for good behaviour or good work builds self-esteem and self-confidence. Children love to collect stickers, certificates and rewards - so what better way is there to shape behaviour, encourage good work habits and produce confident learners? Teachers and parents alike know that praise is effective - we use it every day and we see the positive effect that it has on our children. However, constructivist practitioners would argue that praise in any form creates hierarchies and competition in the classroom, has little effect on genuine learning and is invasively judgemental rather than supportive. Constructivists would further argue that self-esteem cannot be built by external agency - teachers and parents can only create an appropriate environment in which a robust sense of 'self' can grow and develop. This book challenges traditional, embedded thinking about the role of praise. It questions the assumptions we make about developing self-esteem, about the ability of children to form their own independent judgements and the choices that children make regardless, rather than because of, contingent praise. What happens when children are praised? Read this book, listen to what children really think and challenge your own assumptions. Features include:- Case studies and children's work samples; - Points for reflection which could be used for CPD sessions; - Appendices containing behaviour policy samples; - Pupil, teacher and parental perspectives"-- Provided by publisher.
