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educator Bob Sullo shows how to apply lessons from the research on motivation in the classroom.

According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices, to have fun, and to be safe.

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Presented by: Sarah
Lewis, Kelsey Keckler,
Ruth Farrell, Amy
Wright, Kristen Bender,
Todd and Kelli Miller,
Erika Cannady. Theory
and Research

Motivating kids from
the inside out. Research
has shown that extrinsic
rewards are not the best

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according to the author

we are all driven to

fulfill five essential needs

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shows how to apply the lessons from the research on motivation in the classroom.

According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices, to have fun, and to be safe.

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and The Motivated
Student (3.43 avg rat...

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Bob Sullo (Author of
Activating the Desire to
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This ASCD Study
Guide is designed to
enhance your
understanding and
application of the
information contained
in Activating the Desire
to Learn, an ASCD
book written by Bob
Sullo and published in
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use the study guide before or after you have read the book, or as you finish each chapter. The study questions provided are not meant to cover all aspects of the book, but, rather, to address specific ideas that might warrant further reflection.

An ASCD Study Guide
for *Activating the Desire*

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to Learn

Now, here's a book that will open your eyes to where the desire to learn actually comes from and what teachers can really do to activate it. Using stories from classroom teachers, counselors, administrators, and students, Bob Sullo explains why the desire to learn is based on five personal needs. Find out

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why schools that base programs and practices on meeting these personal needs have fewer disruptions and more students who are improving academically.

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Activating the Desire to
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Apply lessons from the research on motivation in the classroom according to the author we are all driven to fulfill five essential needs to connect to be competent to make choices to have fun and to be safe the research is indisputable students are less disruptive and do

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The research is indisputable: Students are less disruptive and do better academically in schools that cultivate the internal motivation of students. In *Activating the Desire to Learn*, veteran educator Bob Sullo shows how to apply lessons from the

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research on motivation
in the classroom.

According to the author,
we are all driven to
fulfill five essential
needs: to connect, to be
competent, to make
choices, to have fun,
and to be safe. Studies
show that when these
needs are met in
schools, good behavior
and high achievement
tend naturally to ensue.

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Written as a series of candid dialogues between the author and K-12 students, teachers, counselors, and administrators, *Activating the Desire to Learn* covers everything you need to know to change the dynamics of learning in your classroom or school: * A comprehensive overview of the research on

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internal motivation; *
Case studies of strategies
for activating internal
motivation at the
elementary, middle, and
high school levels; *
Suggestions on how to
assess degrees of student
motivation; and *
Guidelines for
integrating the
principles of internal
motivation with
standards-based

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instruction. Motivating students is not the issue--the hunger to learn is ever-present. Yet schools continue to insist on the traditional reward-punishment model, to the detriment of student achievement. Clearly it's time for change. This engaging and thought-provoking book will help you create a culture of

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achievement by building on the inherent drive to succeed that students bring to the classroom every day.

Research has shown time and again that the traditional reward-punishment model does nothing to boost student achievement. In *The Motivated Student: Unlocking the*

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Enthusiasm for
Learning, veteran
educator Bob Sullo

suggests a different
approach: cultivating
students' inner drive to
learn by addressing their
essential psychological
needs. Drawing from in-
depth interviews with
successful educators,
counselors, and
administrators and a
careful analysis of the

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research on classroom
motivation, Sullo
provides an

indispensable blueprint
for ensuring that
students in grades 4-12
are engaged in the
classroom. He offers
practical, clear-cut
strategies for getting
students focused and
ready to learn by
Eliminating external
rewards for learning,

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Building positive relationships with students, Creating realistic expectations for your students, Developing lesson plans that are relevant to students' lives, and Planning with students' psychological needs in mind. As every teacher knows, students learn best when they actually want to learn. Whether

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At the elementary or high school level, this book will make you think about who your students really are and help you develop a culture of inquiry, trust, and engagement that will release each child's enthusiasm for learning.

This book provides educators with information on how to

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become an inspiring teacher. Nine chapters look at: (1) "The Qualities of an Inspiring Teacher" (e.g., passion for learning, lifelong learners, and actions match words); (2) "Choice Theory" (genetic instructions affecting behavior, the quality world, and perception); (3) "Brain-Based Learning" (e.g.,

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brain information for the nonspecialist, memory, and multiple intelligences); (4)

"Developmental Issues" (e.g., theory of human development, stages of moral reasoning, and gender and gender bias);

(5) "Inspiring Your Students" (e.g., building the classroom community, the first day of school, and working

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with a purpose); (6) "Inspiring Your Colleagues" (e.g., walk the talk, preserving individual style, and making connections beyond the building); (7) "Forging an Alliance with Parents" (e.g., intimidation, fear, condescending behaviors, and parent experts in the classroom); (8) "Conflict

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Management" (achieving a win/win result and when conflict resolution is not an option); and (9) "Time Management" (e.g., student evaluation, teacher as facilitator, and effective use of paraprofessionals). (Contains 45 bibliographic references.) (SM)

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Expanded text offers even more ideas and activities to help teach young children how to lead happier, healthier lives. It is never too early to learn how people are motivated and why they behave as they do. Using the concepts of applied control theory, Sullo explains how we can help children learn to

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self-evaluate their behaviors and meet their basic needs in responsible, balanced ways. Ideal for home or classroom.

Is homework an essential component of rigorous schooling or a harmful practice that alienates and discourages a significant number of students?

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The debate over homework has gone on for decades, but schools and families have changed in many ways, and, as author Cathy Vatterott notes, "There's a growing suspicion that something is wrong with homework." Rethinking Homework: Best Practices That Support Diverse Needs examines

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the role homework has played in the culture of schooling over the years; how such factors as family life, the media, and the "balance movement" have affected the homework controversy; and what research--and educators' common sense--tells us about the effects of homework on student learning. The best way

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to address the pro- and anti-homework controversy is not to eliminate homework. Instead, the author urges educators to replace the "old paradigm" (characterized by longstanding cultural beliefs, moralistic views, the puritan work ethic, and behaviorist philosophy) with a "new

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paradigm" based on the following elements: *

- Designing quality homework tasks; *
- Differentiating homework tasks; *
- Deemphasizing grading of homework; *
- Improving homework completion; and *
- Implementing homework strategies and support programs.

Numerous examples

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from teachers and schools that have revised their practices and policies for homework illustrate the new paradigm in action. The end product is homework that works--for all students, at all levels.

This book helps people find sensitive information on the

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Web. Google is one of the 5 most popular sites on the internet with more than 380 million unique users per month (Nielsen/NetRatings 8/05). But, Google ' s search capabilities are so powerful, they sometimes discover content that no one ever intended to be publicly available on the Web including: social security

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numbers, credit card numbers, trade secrets, and federally classified documents. Google Hacking for Penetration Testers Volume 2 shows the art of manipulating Google used by security professionals and system administrators to find this sensitive information and “ self-police their own organizations. Readers

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will learn how Google Maps and Google Earth provide pinpoint military accuracy, see how bad guys can manipulate Google to create super worms, and see how they can "mash up" Google with MySpace, LinkedIn, and more for passive reconaissance. • Learn Google Searching Basics Explore Google ' s Web-

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Track Down Web Servers Locate and profile web servers, login portals, network hardware and utilities.

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more about the AJAX
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Blogger, Blog Search,
and more.

Networking means to
create nets of relations,
where the publisher and
the reader, the artist and
the audience, act on the
same level. The book is
a first tentative
reconstruction of the
history of artistic

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networking in Italy, through an analysis of media and art projects which during the past twenty years have given way to a creative, shared and aware use of technologies, from video to computers, contributing to the creation of Italian hacker communities. The Italian network proposes a form of

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critical information, disseminated through independent and collective projects where the idea of freedom of expression is a central theme. In Italy, thanks to the alternative use of Internet, during the past twenty years a vast national network of people who share political, cultural and artistic views has been

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formed. The book describes the evolution of the Italian hacktivism and net culture from the 1980s till today. It builds a reflection on the new role of the artist and author who becomes a networker, operating in collective nets, reconnecting to Neoavant-garde practices of the 1960s (first and foremost

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Fluxus), but also Mail Art, Neoism and Luther Blissett. A path which began in BBSes, alternative web platforms spread in Italy through the 1980s even before the Internet even existed, and then moved on to Hackmeetings, to Telestreet and networking art by different artists such as 0100101110101101. OR

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Sexyshock, Phag Off
and many others.

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The Mandarin Oriental Hotel in Macau, where John Rain is on a tough assignment: take out a ruthless and well-protected international arms dealer and make it look like 'natural causes'. Trouble is, there are others interested in the quarry - with motives to counter Rain's own. Tracking his man from

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the casinos of Macau to the alleyways of downtown Hong Kong, Rain will need all his formidable talents to survive. He must face beautiful and lethal foreign agents, martial arts experts - and, most of all, the possibility that his employers are not quite what they seem. tino ever got a crack at Bond, chances are the

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results would 'If
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suspense razor sharp'

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Daily Record

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This book is a printed edition of the Special Issue "Disability Human Rights Law" that was published in Laws

Tying together almost four decades of neo-Piagetian research, Cognitive Development provides a unique critical analysis and a

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Comparison of concepts across neo-Piagetian theories. Like Piaget, neo-Piagetian theorists take a constructivist approach to cognitive development, are broad in scope, and assume that cognitive development is divided into stages with qualitative differences. Unlike Piaget, however, they define the

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increasing complexity of the stages in accordance with the child's information processing system, rather than in terms of logical properties. This volume illustrates these characteristics and evidences the exciting possibilities for neo-Piagetian research to build connections both with other theoretical

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approaches such as dynamic systems and with other fields such as brain science. The opening chapter provides a historical orientation, including a critical distinction between the "logical" and the "dialectical" Piaget. In subsequent chapters the major theories and experimental findings

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are reviewed, including Pascual-Leone's Theory of Constructive Operators, Halford's structuralist theory, Fischer's dynamic systems approach to skills, Case's theory of Central Conceptual Structures, Siegler ' s microgenetic approach, and the proposals of Mounoud and Karmiloff-Smith, as well

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as the work of others,
including Demetriou
and de Ribaupierre.

The interrelation of
emotional and cognitive
development is
discussed extensively, as
is relevant non neo-
Piagetian research on
information processing.
The application of neo-
Piagetian research to a
variety of topics
including children's

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problem solving, The
psychometrics, and
education is highlighted.

The book concludes
with the authors' views
on possibilities for an
integrated neo-Piagetian
approach to cognitive
development.

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