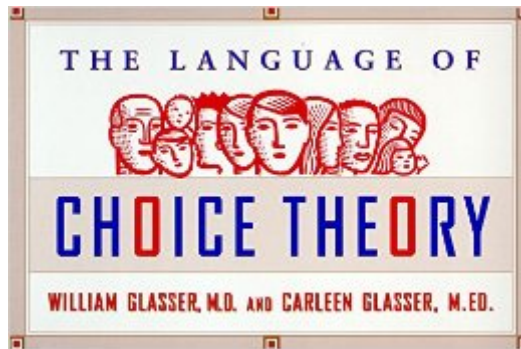


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Choice Theory In The Classroom



Synopsis

William Glasser, M.D., puts his successful choice theory to work in our schools--with a new approach in increasing student motivation. "Dr. Glasser translates choice theory into a productive, classroom model of team learning with emphasis on satisfaction and excitement. Working in small teams, students find that knowledge contributes to power, friendship and fun. Because content and the necessary student collaboration skills must be taught, teachers need to develop skills if they are to use this model successfully. The dividends are 'turned-on' students and satisfied teachers."--Madeline Hunter, University of California at Los Angeles "Choice Theory in the Classroom is a landmark book, without question one of the most important and useful books for teachers to appear in a long while. Written with rare lucidity and grace, the book has numerous instantly usable ideas that will contribute fundamentally to the success of classroom teachers. William Glasser combines his extensive theoretical expertise and wide practical experience to provide a practical and illuminating guide for teachers [that] should be required reading in every college of education in the country."--David and Roger Johnson, University of Minnesota "Choice Theory in the Classroom presents an insightful analysis of what is wrong with traditional school and what need to be done about it. Dr. Glasser gives a compelling rationale for the use of learning-teams in schools to capture the excitement and commitment students display in sports but rarely in the classroom. The book is well written and persuasive. I hope every teacher in America buys it, believes it, and behaves accordingly."--Robert Slavin, John Hopkins University

Book Information

Paperback: 160 pages

Publisher: HarperCollins Publishers; Revised edition (July 11, 1998)

Language: English

ISBN-10: 0060952873

ISBN-13: 978-0060952877

Product Dimensions: 5.3 x 0.4 x 8 inches

Shipping Weight: 5 ounces (View shipping rates and policies)

Average Customer Review: 3.6 out of 5 stars Â Â See all reviews Â (26 customer reviews)

Best Sellers Rank: #419,093 in Books (See Top 100 in Books) #243 in Â Books > Education & Teaching > Schools & Teaching > Education Theory > Experimental Methods #724 in Â Books > Education & Teaching > Schools & Teaching > Curriculum & Lesson Plans > Curricula #773 in Â Books > Education & Teaching > Schools & Teaching > Education Theory > Educational

Customer Reviews

In the first paragraph of this book, Dr. William Glasser, captures the attention of everyone concerned with the state of education in our country today by immediately identifying our number one problem. At least half of the students in any given classroom are unmotivated to learn. In a world where all teachers are steeped in the behaviorist theories of psychology, through which we are taught to manipulate student behaviors with reward and punishment, it is refreshing to read an author who acknowledges the neglected role of individual freedom and self motivation in the classroom. The students who leave our elementary schools, high schools and universities with the best education possible are those who have chosen to actively participate in the learning process. In this book, Dr. Glasser lays out a strategy for teachers who want to get more of their students involved in that process and a strong rationale for doing so. While, I believe that he sometimes needlessly overstates the potential power of choice theory, in his discussion of migraine headaches and dyslexia, for instance, he rightly presents his solution to the problem of motivating students as one of many possible solutions. He argues for the benefits of the use of a cooperative learning strategy that effectively addresses the problem of motivation by fulfilling student needs he identifies as the desire for belonging, freedom, power and fun. Through this strategy, he argues, teachers can increase student involvement and depth of learning because the students are given the opportunity to become self motivated rather than teacher motivated. His theory should be part of every teacher's base of professional knowledge, as an alternative to behaviorism, and the techniques he shares should be part of every teacher's arsenal of strategies for teaching in today's schools.

I thought this was a great book! I am currently trying to implement this theory into my classroom. My only dissappointment is that I felt like I needed step by step instructions on how to implement this plan into my classroom and all Glasser offered were a few examples and then other books I should buy and read.

Most of this book is spent on defining Choice Theory, so lots of repetition. It would have been much better if only one chapter were spent on reviewing Choice Theory, and the rest of the book were spent on how to implement CT in schools. The chapter in Choice Theory on education was actually much better than the examples given in this book. I would love to see someone from the William Glasser Institute rewrite this book for an audience that has a) already read CT, and b) is in the

education field and knows the language and problems.

I've been a classroom teacher for nearly 20 years and was introduced to Glasser's theories by my first principal. If you apply these theories correctly and follow it up with some workshops, you can't fail in the classroom with behavior and learning. However, it does take a certain personality. You need to let go of control and for some teachers this is a problem.

This is an amazingly dull book. Choice theory appears to be a game in semantics. For example: I hold a gun to your head and demand your wallet. You give it to me. Now, this scenario could be interpreted in two ways: 1) I made you give me your wallet, or 2) You chose to give me your wallet because you preferred that to death. Choice Theory says that interpretation 2 is correct and 1 is false, and interprets this as some sort of freedom. Ok, fine, if you think that interpretation provides any value. The book proceeds then to belabor that so-called point over the course of several chapters. Yawn. Somehow, this slides into the use of small groups in the classroom, which I concede is probably a useful idea. You really don't need Choice theory to get there. I skimmed the rest of the book.

This book is still ahead of its time. This is not the latest gimmick, but the future of effective classroom management.

Glasser wrote this a few years ago and the section in which he talks about learning disabilities and ADHD needs updating in light of recent research. The general premise of the book is fabulous and important, though, which is why I continue to have my college secondary education students read it.

Glasser's work is the root to all behavior plans currently in play. Name any "big name" off or on television who claims a certain genius when it comes to behavior in the classroom and you are witnessing the work of William Glasser. Ignore the critics and read everything he writes. He's at the top of the behavior pyramid. Reality Therapy: A New Approach to Psychiatry (Colophon Books)

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