

Emotion, Motivation, and Self-Regulation: A Handbook for Teachers

Nathan C. Hall

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This handbook is a user-friendly resource for pre-service and new practicing teachers outlining theoretical models and empirical research findings concerning the nature and effects of emotions, motivation, and selfregulated learning for students and teachers alike. The authors provide accessible explanations, classroombased examples and self-reflection exercises, as well as useful advice for new teachers about these psychosocial processes. They address how to measure these processes, what effects they have on personal and academic development, how they manifest in both students and teachers and how teachers can best manage and optimize these critical elements at the classroom level. It is expected that by collecting, distilling, and highlighting the real-world applicability of research on underexplored educational topics (e.g., students' emotions other than anxiety, promoting student autonomy, preventing burnout and attrition in teachers) that empirical findings can be used to improve personal and academic development in students, while also preparing new teachers for the psychological challenges of classroom instruction.



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