

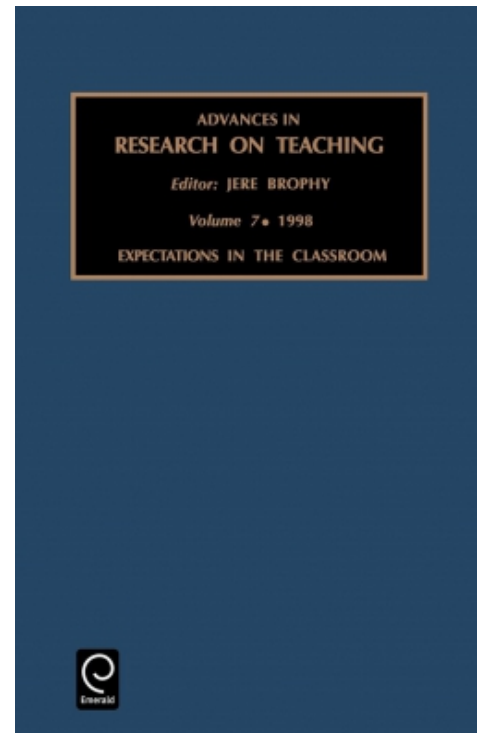
Expectations in the Classroom

Advances in Research on Teaching

Jere E. Brophy

About the Book

This volume revisits and updates theory and research on self-fulfilling prophecies and other aspects of the effects of teachers' expectations in classrooms. The introductory chapter describes the waxing and waning of a flurry of research on the self-fulfilling prophecy effects of teachers' expectations concerning students' learning potentials, then identifies current aspects of research on this topic that are evident in contemporary work on teacher efficacy, student motivation, gender, student diversity, equity, and many other aspects of contemporary discussions of schooling. Two literature review and synthesis chapters follow, one on teacher expectations and the other on teacher efficacy. Then come six chapters presenting work on expectation-related issues: teachers' efficacy perceptions with respect to difficult-to-teach students, the mutual adaptations that occur between teachers and students as they condition one another's expectations and actions, expectation-related phenomena in urban high schools, the teacher's pet phenomenon and other expectation- and attitude-related aspects of teacher-student interaction that affect students' attitudes, students' negative reactions to differential treatment by teachers and the effects of intervention studies designed to maximize the equity and quality of students' educational experiences, and the labeling effects associated with special education diagnoses. The volume concludes with a discussion chapter that synthesizes, critiques, and draws connections across chapters, identifies accomplishments to date, and suggest next steps in extending research on this important topic.



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