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Nota di contenuto	Educational Psychology -- Title Page -- Copyright -- Dedication -- About the Author -- Preface -- Brief Contents -- Contents -- Special Features -- CHAPTER 1: LEARNING, TEACHING, AND EDUCATIONAL PSYCHOLOGY -- TEACHERS' CASEBOOK-LEAVING NO STUDENT BEHIND: WHAT WOULD YOU DO? -- OVERVIEW AND OBJECTIVES -- LEARNING AND TEACHING TODAY -- Students Today: Dramatic Diversity and Remarkable Technology -- Confidence in Every Context -- High Expectations for Teachers and Students -- Do Teachers Make a Difference? -- TEACHER-STUDENT RELATIONSHIPS -- THE COST OF POOR TEACHING -- WHAT IS GOOD TEACHING? -- Inside Three Classrooms -- A BILINGUAL FIRST GRADE -- A SUBURBAN FIFTH GRADE -- AN INCLUSIVE CLASS -- SO WHAT IS GOOD TEACHING -- MODELS OF GOOD TEACHING -- MEASURES OF EFFECTIVE TEACHING -- Beginning Teachers -- THE ROLE OF EDUCATIONAL PSYCHOLOGY -- In the Beginning: Linking Educational Psychology and Teaching -- Educational Psychology Today -- Is It Just Common Sense? -- HELPING STUDENTS -- ANSWER BASED ON RESEARCH -- SKIPPING GRADES -- ANSWER BASED ON RESEARCH -- STUDENTS IN CONTROL -- ANSWER BASED ON RESEARCH -- OBVIOUS ANSWERS? -- Using Research to Understand and Improve Learning -- CORRELATION STUDIES --

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Sommario/riassunto

For Educational Psychology courses The most current, comprehensive view of educational psychology today The Thirteenth Edition of Educational Psychology continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. Theory and practice are considered together, showing how information and ideas drawn from educational psychology research can be applied to solve the everyday problems of teaching. The text reflects the field as it offers unique and crucial knowledge to any who dare to teach, and to all who love to learn.
