

1. Record Nr.	UNINA9910458238403321
Titolo	Handbook of research on schools, schooling, and human development // edited by Judith L. Meece, Jacquelynne S. Eccles
Pubbl/distr/stampa	New York : , : Routledge, , 2010
ISBN	1-135-28386-9 1-135-28387-7 1-282-64006-2 1-78034-747-2 9786612640063 0-203-87484-6
Descrizione fisica	1 online resource (534 p.)
Altri autori (Persone)	EcclesJacquelynne S MeeceJudith L
Disciplina	370.158 370.7/2
Soggetti	Adolescence - Research Adolescent development - Research Child development - Research Education, Primary - Research Education, Secondary - Research Educational achievement - Research Education Social Sciences Theory & Practice of Education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Two columns to the page.
Nota di contenuto	Book Cover; Title; Copyright; Contents; List of Figures; List of Tables; Preface; Acknowledgments; Part I: Introduction; 1 Schools as a Context of Human Development; 2 An Ecological View of Schools and Development; Part II: Classroom Contexts; 3 Classroom Environments and Developmental Processes: Conceptualization and Measurement; 4

Linking the Classroom Context and the Development of Children's Memory Skills; 5 Learner-Centered Practices: Providing the Context for Positive Learner Development, Motivation, and Achievement; 6 Students' Relationships with Teachers
7 The Challenges and Promise of Research on Classroom Goal Structures
Part III: Schools as Social Context for Development; 8 School Contexts that Promote Students' Positive Development; 9 School Contexts and the Development of Adolescents' Peer Relations; 10 Individual and Contextual Influences on Bullying: Perpetration and Victimization; Part IV: Developmental Effects of School Transitions; 11 The Transition to School in Rural America: A Focus on Literacy; 12 Literacy Development in the Transition to School: An Integrative Framework; 13 Middle School Transitions and Adolescent Development
14 Bringing Rigor to the Study of Rigor: Are Advanced Placement Courses a Useful Approach to Increasing College Access and Success for Urban and Minority Youths? Part V: Schooling and Educational Equity; 15 Socioeconomic Status: Its Broad Sweep and Long Reach in Education; 16 Expectations, Stereotypes, and Self-Fulfilling Prophecies in Classroom and School Life; 17 The Schooling of African American Children; 18 Parental and School Influences Promoting Academic Success among Latino Students; 19 Schooling, Cultural Diversity, and Student Motivation
Part VI: School Organization and Educational Policy
20 Issues in Studying the Effects of Retaining Students with High-Stakes Promotion Tests: Findings from Chicago; 21 School Calendars and Academic Achievement; 22 Developmental and Educational Role of Recess in School; 23 Protect, Prepare, Support, and Engage: The Roles of School-Based Extracurricular Activities in Students' Development; 24 After-School Program Participation and Children's Development; 25 Parents' Involvement in Children's Schooling: A Context for Children's Development; Part VII: School-Based Interventions
26 The Yale Child Study Center School Development Program
27 Success for All: Prevention and Early Intervention in School-Wide Reform; 28 The Talent Development Middle Grades Model: A Design for Improving Early Adolescents' Developmental Trajectories in High-Poverty Schools; 29 The Impact of Concept-Oriented Reading Instruction on Students' Reading Motivation, Reading Engagement, and Reading Comprehension; 30 Taking "Steps" toward Positive Social Relationships: A Transactional Model of Intervention; Contributors; Index

Sommario/riassunto

Children spend more time in school than in any social institution outside the home. And schools probably exert more influence on children's development and life chances than any environment beyond the home and neighbourhood. The purpose of this book is to document some important ways schools influence children's development and to describe various models and methods for studying schooling effects. Key features include: Comprehensive Coverage - this is the first book to provide a comprehensive review of what is known about schools as a context for human development. Topical covera
