Record Nr. UNINA9910458967403321 Educational psychology: concepts, research and challenges // edited **Titolo** by Christine M. Rubie-Davies Pubbl/distr/stampa Abingdon, Oxon, England;; New York:,: Routledge,, 2011 **ISBN** 1-136-88075-5 1-283-04328-9 9786613043283 0-203-83888-2 Descrizione fisica 1 online resource (289 p.) Altri autori (Persone) Rubie-DaviesChristine M Disciplina 370.15 Soggetti Educational psychology - Research Education - Research - Methodology Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Includes bibliographical references and index. Nota di bibliografia Nota di contenuto Book Cover; Title; Copyright; Contents; Figures; Tables; Contributors; Foreword; Introduction; Chapter 1: Research methods in education: Contemporary issues: Chapter 2: What is this lesson about?: Instructional processes and student understandings in writing lessons: Chapter 3: Reading: The great debate; Chapter 4: Writing in the curriculum: A complex act to teach and to evaluate; Chapter 5: The curriculum: Developing multiplicative thinking and reasoning in mathematics Chapter 6: How research in educational psychology has contributed to instructional procedures: The case of cognitive load theoryChapter 7: Assessment and evaluation; Chapter 8: Motivation, learning and instruction; Chapter 9: Teacher expectations and beliefs: Influences on the socioemotional environment of the classroom; Chapter 10: Managing classroom behaviour: Assertiveness and warmth; Chapter 11: Applied behaviour analysis: Contributions to New Zealand educational psychology; Chapter 12: Reconceptualizing special education; Chapter

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Sommario/riassunto

Research in educational psychology has had a huge impact in terms of enhancing understanding and challenging thinking about teachers and learners. Educational Psychology: Concepts, Research and Challenges brings together the latest research across many areas of educational psychology, introducing and reporting on the most effective methodologies for studying teachers and learners and providing overviews of current debates within the field. With chapters from international authors, this academic text reveals theoretical overviews and research findings from across the field including