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""Maintaining What Has Been Accomplished Together""

""Signs in Discipline""""Examining Teachersa€? Beliefs about Discipline""; ""Challenges to Classroom Order""; ""The Challenges to Mr Altonen""; ""Analysing the Challenges to Mr Altonen""; ""Other Challenges""; ""Promoting Student Self-Discipline and Responsibility for Learning""; ""Some Dos and Dona€?ts of Discipline""; ""In General, What Should Teachers Do?""; ""In General, What Should Teachers Not Do?""; ""Management for Pre-Service Teachers""; ""4 Signs in Adolescent Development""; ""Nomothetic and Idiographic Knowledge""; ""Effects of Nature and Nurture on Behaviour""
""Nature (Heredity)""""Nurture (Environment)""; ""Nature and Nurture""; ""Time""; ""Genes and Memes""; ""Physical Development""; ""Puberty and Physical Characteristics""; ""Sex Differences in the Brain""; ""Can People or Activities Be a€?Left-Braineda€?""; ""Brain Growth and Development""; ""The Left-Handed Adolescent""; ""Cognitive Development""; ""Semiotic and Information-Processing Approaches""; ""Jean Piageta€?s Theory: An Appraisal""; ""Lev Vygotskya€?s Theory: A Comparison""; ""Recent Advances in Theory and Research""; ""Moral Development""; ""Social and Emotional Development""
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Sommario/riassunto

Grounded in the semiotic thought of Charles Sanders Peirce, America's greatest polymath, Howard A. Smith's Teaching Adolescents addresses topics in educational psychology from a semiotic or sign-based perspective rather than a behavioural one.