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Nota di contenuto	Contents; Foreword (Lee); Foreword (Kennedy); Preface; About the authors; 1. The Contexts of Teaching in the Twenty-First Century; 2. Constructivist Perspectives on Learning; 3. Behavioural Models of Learning; 4. The Role of Intelligence in the Diversity of Learners; 5. The Role of Creativity in the Diversity of Learners; 6. Understanding the Development of the Self; 7. Motivation and Effective Learning among Chinese Learners; 8. Language Development of Chinese Learners; 9. The Social Context of Learning; 10. Teachers as Researchers and Teacher Development 11. Lesson Planning, Assessment and LearningGlossary; References; Index
Sommario/riassunto	Learning and Teaching in the Chinese Classroom provides an essential starting point for understanding the contexts of learning and teaching in the Chinese classroom. Drawing upon recent research in Hong Kong, Taiwan, Singapore and China, this book aims to bridge the gap between traditional texts on educational psychology and the unique nature of the Chinese learner and their teacher. It draws on recent research to illustrate the application of these theories, thereby helping teachers and students in teacher education programmes understand the variability in student achievement.