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Education and Psychology in Interaction -

Brahm Norwich - 2002-11-01
This book takes an in-depth look at how
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**Interaction, Communication and Development** - Charis Psaltis - 2014-04-16
For decades there has been considerable interest in the ways that interactions between children cognitive and social development. In this book Psaltis and Zapiti use both theoretical and empirical research to build on the perspectives of Piaget, Vygotsky, Moscovici, and others including the legacy of Gerard Duveen, to offer a state of the art account of research on the themes of social interaction and cognitive development. Interaction Communication and Development discusses the significance of social identities for social interaction and cognitive development. The empirical set of studies presented and discussed focus on patterns of communication between children as they work together to solve problems. Communications are examined in detail with a focus on: Socio-cognitive conflict, conversational moves and conversation types The way the different forms of the interactions relate to different sources of asymmetry in the classroom The way social representations and social identities of gender are negotiated in the interaction This book provides an important
social interaction and cognitive development. The different kinds of social interactions. It will have considerable appeal for researchers in the fields of developmental psychology, socio-cultural psychology, social representations theory and education who wish to gain a deeper understanding of development and its relation to socio-cultural processes.

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**The Complexity of Identity and Interaction in Language Education** - Nathanael Rudolph -
This book addresses two critical calls pertaining to language education. Firstly, for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly, for the need to attend to conceptualizations of and approaches to manifestations of (in)equity in the sociohistorical contexts in which they occur. Collectively, the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger (trans)communal negotiations of being and belonging, in which individuals affirm and/or problematize essentialized and idealized nativeness and community membership. The volume, comprised of chapters contributed by a diverse array of researcher-practitioners living, working and/or studying around the globe, is intended to inform, empower and inspire stakeholders in language education to explore, potentially reimagine, and ultimately critically and practically transform, study.

The Complexity of Identity and Interaction in Language Education - Nathanael Rudolph - 2020-07-20

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Through comprehensive analysis of the education and psychology relationship, the author develops the theme that, despite basic differences in aims, the fields are interconnected.

**Knowledge and Interaction** - Andrea A. diSessa - 2015-12-07
Decades of research in the cognitive and learning sciences have led to a growing recognition of the incredibly multi-faceted nature of human knowing and learning. Up to now, this multifaceted nature has been visible mostly in distinct and often competing communities of researchers. From a purely scientific perspective, "siloed" science—where different traditions refuse to speak with one another, or merely ignore one another—is unacceptable. This ambitious volume attempts to kick-start a serious, new line of work that merges, or properly articulates, different traditions with their divergent historical, theoretical, and methodological commitments that, nonetheless,
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**Communication and Education** - Gavriel
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Noted researcher and scholar Gavriel Salomon
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Learning Technologies and User Interaction
- Kay K. Seo - 2021-09-28
Learning Technologies and User Interaction explores the complex interplay between educational technologies and those who rely on them to construct knowledge and develop skills. As learning and training continue to move onto digital platforms, tools such as artificial intelligence, predictive analytics, video games, virtual reality, and more hold considerable potential to foster advanced forms of synergy across contexts. Showcasing a variety of contributors who are attuned to today’s networked technologies, environments, and learning dynamics, this book is ideal for students and scholars of educational technology, instructional design, professional development, and research methods.

Educational Psychology of the Self
- Katherine C. Powell - 2006-01-01

Educational Psychology of the Self
What is the nature of children’s social life in school? How do their relationships and interactions with peers, teachers and other school staff influence their development and experience of school? This book, written by leading researchers in educational and developmental psychology, provides answers to these questions by offering an integrated perspective on children’s social interactions and relationships with their peers and teachers in school. Peer interactions in school have tended to be underestimated by educationalists, and this book redresses the balance by giving them equal weight to teacher-child interactions. In this second edition, the authors extensively revise the text on the basis of many years of research and teaching experience. They highlight common misconceptions about children, their social lives, and school achievement which have often resulted in ineffective school policy. The book includes a number of important topics, including: The significance of peer-friendships at school The nature and importance of play and break-times Aggression and bullying at school Peer relations and learning at school The classroom environment and teacher-pupil interaction The influence of gender in how children learn at school. Advantages and disadvantages of different methodological approaches for studying children in school settings Policy implications of current research findings. The Child at School will be essential reading for all students of child development and educational psychology. It will also be an invaluable source for both trainee and practicing teachers and teaching assistants, as well as clinical psychologists and policy makers in this area.
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Metacognition and Its Interactions with Cognition, Affect, Physicality and Off-Task Thought - Luke Carson - 2021-03-16
What happens when teachers are removed from the equation, when we learn by ourselves or with peers? Increasingly rapid change is part of our world today and tomorrow. The need to learn and to adapt is now lifelong and ubiquitous. But are educators and educational institutions preparing
Metacognition and Its Interactions with Cognition, Affect, Physicality and Off-Task Thought - Luke Carson - 2021-03-16

What happens when teachers are removed from the equation, when we learn by ourselves or with peers? Increasingly rapid change is part of our world today and tomorrow. The need to learn and to adapt is now lifelong and ubiquitous. But are educators and educational institutions preparing today’s students for this reality? Educators and institutions choose pedagogic models, design curricula and provide instruction. However, this does not mirror the learning environments that we inhabit outside of formal education, nor does it reflect all our learning time during formal education. This text provides a data-driven picture of the independent learning experience – what occurs in the minds of learners as they negotiate learning tasks without (or with less) guidance and instruction. Cognition, distraction, embodied experience, emotion, and metacognition are central to this learning.

Drawing on new empirical data, this volume focuses on university-aged learners. These are the learners who have been through our formal educational systems. Do they learn well in independent settings? Have they been prepared for this? Through an explication of this experience, this volume makes a case for how we can better prepare them for the demands of current and future learning.
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**Educational and Psychological Interactions** - 1992

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**Interaction of Media, Cognition, and Learning** - Gavriel Salomon - 2012-12-06

The educational use of television, film, and related media has increased significantly in recent years, but our fundamental understanding of how media communicate information and which instructional purposes they best serve has advanced an empirically based theory relating media's most basic mode of presentation -- their symbol systems -- to common thought processes and to learning. Drawing on research in semiotics, cognition and cognitive development, psycholinguistics, and mass communication, the author offers a number of propositions concerning the particular kinds of mental processes required by, and the specific mental skills enhanced by, different symbol systems. He then describes a series of controlled experiments and field and cross-cultural studies designed to test these propositions. Based primarily on the symbol system elements of television and film, these studies illustrate under what circumstances and with what types of learners certain kinds of learning and mental skill development occur. These findings are incorporated into a general scheme of reciprocal interactions among symbol systems, learners' cognitions, and their mental activities; and the
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This book examines the ways in which the theory and data of social psychology can be applied to teaching, learning, and other experiences in schools. Its focus ranges in level from the individual (e.g., student attitudes and attributions), to the teacher-student interaction, to the impact of society (e.g., racial and cultural influences on school performance). The editor and distinguished contributors have two major
for the amelioration of current educational sophistication of the emerging field known as the social psychology of education. The second is to provide solid, informed suggestions to educators for the amelioration of current educational problems. To that end, each author explicitly discusses implications for educational practice.

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Parent-Child Interaction: Theory, Research, and Prospects is intended (a) to provide a synthesis of a segment of this growing body of literature on interrelationships between children and their parents; (b) to examine the theoretical implications of this research; (c) to review and assess common methodological approaches to the study of home environmental influences on the development of children; and (d) to identify directions future research must take if our understanding of family influences and their place in a broader sociocultural context is to be extended. The book is organized into three parts. Part I examines theory and research on major aspects of parent-child influence processes. Part II examines the methods employed in research on family environments and considers the unique
Prospects is intended (a) to provide a synthesis of environmental influences from traditional educational research. Part III provides different perspectives on the application of psychological knowledge to socialization processes. This book is intended for educational and developmental psychologists with interests in socialization processes as well as for practitioners who design parental programs that minimize discontinuities between competing socialization influences. This volume will also prove useful in graduate courses in educational, developmental, and community psychology; as a reference for professionals involved in school psychology, school administration, and pupil personnel work; and for psychologists and social workers involved in youth service agencies, child guidance, diagnostic clinics, parent education, and family therapy.

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**Educational and Psychological Interactions** - 1993

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**Meaningful Teaching Interaction at the Internationalised University** - Doris Dippold - 2021-05-09

This edited collection draws together the latest thinking, research and practical case studies related to classroom interaction at internationalised universities. Through evidence-based approaches which involve the analysis of and reflection on classroom interaction practices, this book examines issues related to classroom interaction in disciplinary higher education contexts, whilst addressing the question of how teachers and students can develop their ability in orchestrating and taking part in classroom interaction. Covering topics such as classroom interactional competence, ‘silent’ students, interaction and integration in multicultural classes, social factors in classroom talk, group interaction, oracy development and anti-bullying interventions, this title is ideal reading for postgraduate students, teacher trainers in higher education, scholars and researchers and anyone interested in higher education pedagogy and its development.

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**Gender Influences in Classroom Interaction**
Louise Cherry Wilkinson - 2013-10-22
Educational Psychology Series: Gender Influences in Classroom Interaction compiles papers presented at a conference funded by the National Institute of Education and held at the Wisconsin Center for Education Research, University of Wisconsin—Madison in October 1983. This book focuses on the interactional influences that may be related to differential classroom experiences for females and males. A diversity of issues that have a bearing on gender-related influences, such as contextual factors and teacher and student characteristics, from both theoretical and empirical perspectives are also deliberated. This compilation is addressed primarily to researchers, but is also useful to teachers, educational policy makers, and others who want to insure every child, regardless of gender or other status, the opportunity of a rewarding and challenging education.
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Psychology and Education - J.M. Notterman - 1993-06-30

Drawing on the tradition of John Dewey and William James, the authors offer a concise overview of psychological theories and their applications to education, while managing to maintain the distinction between the two disciplines. Their seminal work will prove invaluable for educators, administrators, students in teacher preparation programs, as well as psychologists.

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Exploring Student Loneliness in Higher Education - Lee Oakley - 2019-12-28

This book is an in-depth qualitative linguistic study of loneliness disclosures in interviews with undergraduate students in the UK. While much loneliness research has been undertaken in the areas of psychology, social policy and education, such studies have prioritised the social factors behind mental distress without paying explicit attention to the medium in which such distress is communicated and embodied (i.e. language).

This monograph supplements this growing body of work by arguing for a stronger focus on the insights which linguistic analysis can provide for investigating how and why loneliness is disclosed by Higher Education students. This book is the first study to address discourses of loneliness in Higher Education specifically from a linguistic perspective, and will be of interest to education and healthcare professionals, counselling and welfare providers, and students and scholars of discourse analysis and linguistics.
Educational Dialogues provides a clear, accessible and well-illustrated case for the importance of dialogue and its significance for learning and teaching. The contributors characterise the nature of productive dialogues, to specify the conditions and pedagogic contexts within which such dialogues can most effectively be resourced and promoted. Drawing upon a broad range of theoretical perspectives, this collection examines: theoretical frameworks for understanding teaching and learning dialogues, teacher-student and student-student interaction in the curricular contexts of mathematics, literacy, science, ICT and philosophy the social contexts supporting productive dialogues, implications for pedagogic design and classroom practice. Bringing together contributions from a wide range of internationally renowned researchers, this book will form essential reading for all those concerned with the use of dialogue.
Reconstructing Agency in Developmental and Educational Psychology - Paul Downes - 2019-09-05

This book reconstructs the foundations of developmental and educational psychology and fills an important gap in the field by arguing for a specific spatial turn so that human growth, experience and development focus not only on time but space. This regards space not simply as place. Highlighting concrete cross-cultural relational spaces of concentric and diametric spatial systems, the book argues that transition between these systems offers a new paradigm for understanding agency and inclusion in developmental and educational psychology, and for relating experiential dimensions to causal explanations. The chapters examine key themes for developing concentric spatial systemic responses in education, including school climate, bullying, violence, early school leaving prevention and students’ voices. Moreover, the book proposes an innovative framework of agency as movement between concentric and diametric spatial relations for a reconstruction of resilience. This model addresses the vital neglected issue of resistance to sheer cultural conditioning and goes beyond the foundational ideas of Bronfenbrenner’s ecological systems theory, as well as Vygotsky, Skinner, Freud, Massey, Bruner, Gestalt and postmodern psychology to reinterpret them in dynamic spatial systemic terms. Written by an internationally renowned expert, this book is a valuable resource for academics, researchers and postgraduate students in the areas of educational and developmental psychology, as well as related areas such as personality theory, health psychology, social work, teacher education and anthropology.
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**The Psychology of Education** - Martyn Long - 2010-11-05
Written in an accessible and engaging style, this second edition of The Psychology of Education addresses key concepts from psychology which relate to education. Throughout the text the author team emphasise an evidence-based approach, providing practical suggestions to
behaviour problems. This book is essential studies are used in this new edition to provide students with a sense of what psychological issues can look like in the classroom. Activities around these case studies give students the chance to think about how to apply their theoretical knowledge to these real-world contexts. ‘Key implications’ are drawn out at appropriate points, and throughout the book students are provided with strategies for interrogating evidence. Key terms are glossed throughout the book and chapters are summarised and followed by suggestions for further reading. A chapter on Learning interactions and social worlds is new to this edition. The following chapters have all been extensively updated: Learning Assessment Individual differences and achievement Student engagement and motivation The educational context Society and culture Language Literacy Inclusive education and special educational needs Behaviour problems Dealing with

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**Learning, Social Interaction and Diversity - Exploring Identities in School Practices - Eva**

The main idea of the book is to contribute to a broader understanding of learning, identity and diversity by presenting actual research findings that were retrieved from classroom settings and related social practices. Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains. Sociocultural research shows that the organization of schooling promotes or restricts learning, and is a crucial factor to understand how children from a diversity of backgrounds profit from instruction. This is a first urgent issue to be considered by teachers and teacher education in our socio and culturally diverse society. A second issue is the on-going debate about learning as a process that involves the construction of identities in schools and classrooms, and in the transitions between school and home practices. Last but not least, since school practices can be addressed from the
factor to understand how children from a needs an on-going discussion about optimizing pedagogical approaches is of main importance to allow maximum educational effectiveness. Our potential audience for this book are researchers, post-graduate students in education and psychology, teachers, teacher education, other academics and policy makers.

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**Geographical Psychology** - Peter J. Rentfrow - 2014

"This volume attempts to make the case that our understanding of psychological phenomena can
psychology for understanding macro-level perspective--one that explores the spatial organization of psychological phenomena and considers how individual characteristics, social entities, and physical features of the environment contribute to their organization. The chapters in the book highlight the ways in which social and physical features of the environment, such as local demography, political and economic institutions, topography, and climate, influence and interact with psychological processes. The perspectives described herein complement and extend theory and research in several areas of psychology, including social, personality, cultural, environmental, evolutionary, and comparative. By bringing together streams of research at the intersection of geographical psychology, I have tried to show how widely studied psychological constructs relate to and are influenced by broad social, ecological, economic, and political forces. At the same time, this research demonstrates the relevance of processes. Ultimately, this book is designed to inform researchers about the value of examining psychological phenomena and their spatial components"--Introduction. (PsycINFO Database Record (c) 2013 APA, all rights reserved).

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**Brazilian Research on Creativity Development in Musical Interaction** - Rosane Cardoso de Araújo - 2021-06-08
Brazilian Research on Creativity Development in Musical Interaction focuses on creativity that involves interactive musical activities, with students, and student teachers. It seeks to present research with a theoretical foundation on musical creativity and interaction, within psychology and music pedagogy. A collection of ten contributed essays present studies that promote understanding of the possibilities of creative development from the interactive process. All are undertaken within the context of teaching and learning, whether one-on-one or group lessons, ranging from elementary school music class, instrument study, choral singing, composition and teaching an autistic student.
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Readings in Educational Psychology - Edgar Stones - 2012-05-04
The papers in this volume relate to the nature and conditions of classroom learning, with particular emphasis on the cognitive aspects. They are concerned with the question of concept formation and stress the importance of the teacher’s function in ensuring that the child really has assimilated the ideas and not merely the words for the concepts. The role of language is fundamental to this theme, and the interaction of language, thinking and learning is dealt with provides a context within which subsequent discussions of classroom learning problems can be viewed. Some problems concerning the elaboration of a general theory of teaching are then examined with particular reference to possible methods of bridging the gap between research and implementation.

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**Interactions Between Education, Practice of Physical Activity and Psychological Well-Being** - Alexandre Garcia-Mas - 2020-06-15

Contrary to the belief that computers isolate users, Karen Littleton and Paul Light demonstrate that learning with computers is often a collaborative and social activity. Learning with Computers brings together a significant body of research that shows how working with others at the computer can be beneficial to learners of all ages, from the early school years to the highest levels of education. It also investigates factors such as gender that explain why some interactions are not as productive as others.

**Learning with Computers** - Paul Light - 2002-09-11

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**How People Learn** - National Research Council
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First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what

examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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The book comprising the various aspects relating to the psychology of learning and development of a child furnishes proper understanding to its
Theories of creativity, and so on. Offers thoroughgoing development. The subject-matter, dexterously divided into 35 chapters and organised in a simplified and logical manner, first explicates educational psychology, development of the growing children, process of learning, intelligence, aptitude and attitude, and then expounds on psychology of individual differences, learning styles, learning disabilities, creativity, personality, mental health, adjustment, guidance and counselling, and ultimately, social groups and group dynamics. The book is primarily designed for the post-graduate students of education. KEY FEATURES • Presents comprehensive and practicable coverage of the topics • Discusses theories related to a number of aspects and phenomena • Includes some important concepts such as Havighurst’s developmental tasks, emotional intelligence, social intelligence, spiritual intelligence, constructivism and constructivist learning, achievement motivation, learning disabilities, engaging language and user-friendly mode of discussion • Adequately illustrated with examples, figures and tables • Comprises chapter-end summary for quick glance of the concepts LEARNING RESOURCES Teaching resource is available at https://www.phindia.com/Psychology-of-Learning-and-Development-by-Mangal-Mangal for adopting faculties, which comprises quiz questions, chapter-wise PPTs and bibliography, and lecture video.

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Social Cognition and the Second Person in Human Interaction - Diana I. Pérez - 2021-09-29
This book is a unique exploration of the idea of the "second person" in human interaction, the idea that face-to-face interactions involve a distinctive form of reciprocal mental state attributions that mediates their dynamical unfolding. Challenging the view of mental attribution as a sort of "theory of mind", Pérez and Gomila argue that the second person perspective of mental understanding is the conceptually, ontogenetically, and phylogenetically basic way of understanding mentality. Second person interaction provides
This book is a unique exploration of the idea of mental states of increasing complexity. The book reviews the growing interest in a variety of second person phenomena, both in development and in adulthood, presenting research that shows how participants in human interaction attribute psychological states of a referentially transparent kind to each other. This review documents the spontaneous preference for face-to-face interaction, from eye contact to joint attention, from forms of vitality to communicative intentions, from interaction detection to joint action, and from synchrony to interpersonal coordination. Also looking at the implications and applications of the second person perspective within fields as diverse as art and morality, this book is fascinating reading for students and academics in social and cognitive psychology, cognitive science, neuroscience, and philosophy.

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**Teaching and Mobile Learning** - Flavia Santoianni - 2022-01-31
Teaching and Mobile Learning: Interactive Educational Design is a groundbreaking book which shows how to design innovative educational mobile learning environments to instructional designers, curriculum developers, and learning professionals. The book aims to solicit teachers, educators, and practitioners to adapt their teaching with the help of educational digital models related to mobile technologies. Mobile learning is a revolution in concepts like space, sound production, and learning to get and ever-changing educational mobile learning environments. Researchers and academicians can be trained in cognition processes in learning management of mixed reality and virtual bodies. Mixed reality mobile technologies are becoming tools for education and training in mixed reality mobile learning. Readers of this book will understand how user and device innovative interactions are borderline with attention deficit disorder, digital amnesia, and information overload. The book develops educational knowledge on how to manage mobile technology and specific learning disorders to monitor the use of smartphones and technology tools and to empower their role in learning enhancement processes.

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**Interaction, Language Use, and Second Language Teaching** - Thorsten Huth - 2020-09-01

This book presents a view of human language as social interaction, illustrating its implications for language learning and second language teaching. The volume advocates for researchers, practitioners, and administrators to rethink and reconceptualize an understanding of language beyond that of the written word to one encompassing social and interactional activity built on co-construction, collaboration, and negotiation. The book emphasizes the ways in which this view of language can shed light on the language learning process as one which draws on discrete linguistic units and constructions in conjunction with a range of temporal, sequential, and embodied resources across a variety of social contexts. In turn, these insights prompt further
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Social Groups in Action and Interaction - Charles Stangor - 2015-10-16
Social Groups in Action and Interaction reviews and analyzes the human group as it operates to create both social good and, potentially, social harm. It summarizes current knowledge and contemporary research, with real-world examples in succinct yet engaging chapters, to help students understand and predict group behavior. Unlike other texts, the book considers a wide range of topics—such as conformity, leadership, task performance, social identity, prejudice, and discrimination—from both an...
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Problem-based Learning - Dorothy H. Evensen - 2000-01-01
This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula--the group meeting and self-directed learning--and demonstrates that
understanding these complex phenomena is critical to the operation of this innovative curriculum. It is the editors' contention that it is these components of problem-based learning that connect the initiating "problem" with the process of effective "learning." Revealing how this occurs is the task taken on by researchers contributing to this volume. The studies include use of self-reports, interviews, observations, verbal protocols, and micro-analysis to find ways into the psychological processes and sociological contexts that constitute the world of problem-based learning.

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**The Routledge International Companion to Educational Psychology** - Andrew J. Holliman - 2013-07-24
The Routledge International Companion to Educational Psychology brings together expert practitioners, researchers, and teachers from five continents to produce a unique and global guide to the core topics in the field. Each chapter includes coverage of the key thinkers, topic areas, events, and ideas that have shaped the field, but also takes the reader beyond typical...
educational psychology in an accessible manner; current issues, cutting-edge research and future directions in the field of educational psychology from an international perspective. With over 30 chapters, the volume is divided into four themed sections: ‘An introduction to educational psychology’, ‘How children learn and develop’, ‘Issues concerning the assessment of children’ and ‘Identifying and meeting the needs of children with learning difficulties’. Covering the key issues and fundamental strands of educational psychology, the Routledge International Companion to Educational Psychology aims to provide the reader with knowledge of: educational psychology (history, child rights, and practice); factors which influence children’s learning and development; issues to do with assessment (a key aspect of educational psychology); special educational needs (identification and how to meet their needs); the key thinkers, events, and ideas that have shaped the field; the core topics across

cutting edge research including recent research evidence and theory; future directions in the field of educational psychology; educational psychology from an international perspective. The book is conceived for both student and researcher use, and considers the implications for educational psychology practice in all sections. It will be highly beneficial for both students and lecturers on Education Studies and Psychology undergraduate courses, as well as combined undergraduate degrees.

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The advancement of new technologies has greatly increased the impact of information systems on daily human life. As technology continues to rapidly progress, human-computer interaction is quickly becoming a topic of interest. Human Behavior, Psychology, and Social Interaction in the Digital Era combines best practices and empirical research on social networking and other related technologies. Emphasizing creative and innovative implementation across various disciplines, this publication is a critical reference source for researchers, educators, students, IT managers, and government healthcare agencies concerned with the latest research in the fields of information systems and networks, mobile technology, cybercrime, and multitasking.

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Intensive Interaction is an approach to teaching the fundamentals of communication to children and adults who have severe learning difficulties or autism, and who are still at an early stage of communication development. Its simplicity and effectiveness has been one of the major themes in the widespread practitioner dissemination that has taken place during the last twenty years. Despite the human simplicity of the approach, intensive interaction relates to, or is influenced in practice by, a wide range of interconnecting theories and academic standpoints. With contributions from leading authorities, Dave Hewett provides a comprehensive and detailed description of the theoretical landscape of a now established methodology. The most prominent related theories and issues are reviewed, with Intensive Interaction set within their contexts. Issues covered include: - the approach within education and the curriculum - intensive interaction within adult services - effects on organisational change and development - neurology and learning outcomes - intensive Interaction and the Central Triad of autism - emotional learning and development outcomes - adoption of Intensive Interaction Providing a timely theoretical and academic overview to Intensive Interaction practice, this book marks a substantial theoretical waypoint to future development of interactive approaches generally. It is a vital resource of in-depth knowledge for anyone studying Special Educational Needs and Education. Dave Hewett is an independent educational consultant and has published widely on Intensive Interaction since his role in its development.
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**The RoutledgeFalmer Reader in Psychology of Education** - Harry Daniels - 2004

With a specially written introduction from the editors, providing a much needed context to the current education climate, students of educational psychology will find this reader an important route map to further reading & understanding.

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