

Educational Psychology Cases for Teacher Decision-Making

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Educational Psychology Cases For Teacher Decision Making

Emilia C. Lopez



Educational Psychology Cases For Teacher Decision Making:

Educational Psychology Cases for Teacher Decision-making Gordon E. Greenwood, H. Thompson Fillmer, 1999 Case material is presented mainly in dialogue format and cases are left open ended in order to provoke discussion analysis and decision making Each case begins with a listing of psychological theories and sets of principles for analyzing and resolving the case provides other relevant material s

Case Studies in Educational Psychology Patricia P. Willems, Alyssa R. Gonzalez-DeHass, 2017-12-06 This case study book serves as a valuable tool for professors and instructors of educational psychology It contains 18 cases that represent current areas of interest in Educational Psychology embedded within current challenges that teachers face in today s elementary grade classrooms The cases are organized into six major parts Human Development Individual Differences and Diversity Learning Theories Motivation Classroom Management Instructional Approaches and Assessment and Evaluation Each case describes a detailed teaching scenario written from either the student or the teachers perspective To engage students in critical thinking perspective taking analysis problem solving and decision making the cases have been intentionally written without a conclusion Because the cases are open ended it allows the professor or instructor more flexibility and autonomy in how they use the cases Each case is followed by thought provoking questions highlighting the significant issues in the case from which to analyze the case and apply various theoretical viewpoints While the cases do not replace actual classroom experience they present a way to immerse students in the classroom s culture by providing them with real life teaching examples

Case Studies for Teacher Decision Making Gordon E. Greenwood, Forrest W. Parkay, 1989

Professional Core Cases for Teacher Decision-making Gordon E. Greenwood, H. Thompson Fillmer, 1997 A supplement for freshman graduate level courses in Educational Psychology Teaching Methods Classroom Management Human Growth and Development and Foundations of Education This collection of thirty thought provoking cases written in a familiar script screenplay dialogue format focuses on a broad range of problems and situations that both beginning and experienced teachers are likely to encounter in the classroom in the elementary middle and secondary grades Firmly based on the realities of contemporary teaching the cases were derived from two major sources the professional knowledge and content commonalities of ten teacher certification exams from 47 of 50 states and a research review of the problems of beginning teachers

Handbook of Educational Psychology David C. Berliner, Robert C. Calfee, 2004 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and

beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology s teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology *Teacher Beliefs and Classroom Performance* James Rath, Amy C. McAninch, 2003-12-01 This volume of Advances in Teacher Education is about beliefs held by teachers and addresses the important topic of teacher beliefs from a variety of disciplinary perspectives Most of the authors who have contributed to this collection of essays assume that beliefs are propositions that are felt to be true by the person embracing them but that do not necessarily rest on the kind of evidence that justifies the use of the term knowledge Teacher beliefs are an important topic because it is hypothesized that teachers and teacher candidates use them to shape the information they receive from formal teacher preparation and to direct subsequent decision making in the classroom **Case Studies in Educational**

Psychology Patricia P. Willems, Alyssa R. Gonzalez-DeHass, 2017-12-06 This case study book serves as a valuable tool for professors and instructors of educational psychology It contains 18 cases that represent current areas of interest in Educational Psychology embedded within current challenges that teachers face in today s elementary grade classrooms The cases are organized into six major parts Human Development Individual Differences and Diversity Learning Theories Motivation Classroom Management Instructional Approaches and Assessment and Evaluation Each case describes a detailed teaching scenario written from either the student or the teachers perspective To engage students in critical thinking perspective taking analysis problem solving and decision making the cases have been intentionally written without a conclusion Because the cases are open ended it allows the professor or instructor more flexibility and autonomy in how they use the cases Each case is followed by thought provoking questions highlighting the significant issues in the case from which to analyze the case and apply various theoretical viewpoints While the cases do not replace actual classroom experience they present a way to immerse students in the classroom s culture by providing them with real life teaching examples

Educational Psychology Cases Gordon E. Greenwood, H. Thompson Fillmer, Forrest W. Parkay, 2002 For undergraduate graduate courses in Educational Psychology This book compiles the top 30 cases from three widely used casebooks that profile actual problem situations encountered by beginning and experienced teachers The casebook places special emphasis on learning and instruction cases as well as those on motivation and classroom management cultural diversity human development and measurement and evaluation Instructors learn how to apply the concepts discussed in each case through discussion questions and educational psychology content appropriate to each case **EdPsych Modules** Cheryl Cisero Durwin, Marla Reese-Weber, 2019-12-04 EdPsych Modules uses an innovative modular approach and case studies based on

real life classroom situations to address the challenge of effectively connecting theory and research to practice Succinct stand alone modules are organized into themed units and offer instructors the flexibility to tailor the book s contents to the needs of their course The units begin with a set of case studies written for early childhood elementary middle and secondary classrooms providing students with direct insight into the dynamics influencing the future students they plan to teach All 25 modules highlight diversity emphasizing how psychological factors adapt and change based on external influences such as sex gender race language disability status and socioeconomic background The Fourth Edition includes over three hundred new references across all 25 modules and expanded coverage of diversity in new diversity related research This title is accompanied by a complete teaching and learning package

Exploring Learning & Teaching in Higher Education

Mang Li,Yong Zhao,2014-09-24 The focus of this book is on exploring effective strategies in higher education that promote meaningful learning and go beyond discipline boundaries with a special emphasis on Subjectivity Learning Refreshing Lecturing Learning through Construction Learning through Transaction Transformative Learning Using Technology and Assessment for Learning and Teaching in particular The research collected in this book is all based on empirical studies and includes research methods and findings that will be of great interest to teachers and researchers in the area of higher education The main benefit readers will derive from this book is a meaningful insight into what other teachers around the world are doing in higher education and what lessons they have learned which will support them in their own teaching

Enhancing Effective Thinking and Problem Solving for Preservice Teacher Education Candidates and Inservice

Professionals Erskine S. Dottin,Mickey Weiner,2001 Enhancing Effective Thinking and Problem Solving for Preservice Teacher Education Candidates and Inservice Professionals

Cases of Teachers' Data Use Nicole Barnes,Helenrose

Fives,2018-04-27 Cases of Teachers Data Use addresses applications of student data beyond theoretical school and district level examinations by presenting case studies of teachers data use in practice Within the context of data driven education reform policies the authors examine the effective and ineffective ways that teachers make use of student data in instruction evaluation and planning Promising practices based on the empirical research presented offer strategies and routines for sound data use that can be applied in schools Chapters written by scholars from diverse methodological perspectives offer readers multiple lenses to use in considering issues of data use such that current theoretical assumptions may be challenged and the field advanced This uniquely focused yet comprehensive work is an indispensable resource for researchers and students interested in classroom assessment and for professionals looking to support teachers use of student performance data for adaptive instruction

A Study on Professional Development of Teachers of English as a Foreign Language in Institutions of Higher Education in Western China

Yuhong Jiang,2016-11-17 This book offers a comprehensive up to date review of the recent professional developments of teachers of English in the western region of China in the context of English language teaching reform and teacher education reform It discusses a wealth of theories frameworks qualitative case

studies and quantitative investigations while also covering a range of key practices that are indispensable. It equips readers with an in-depth understanding of the impact of the current curriculum reform on the promotion of teachers' cognition, emotions, attitudes, and awareness of their self-development, as well as teachers' corresponding efforts to update their educational concepts, reassess their teacher roles, enhance their teaching skills, and implement new approaches to their professional development. It is a valuable resource for anyone pursuing research in this field, as well as in-service teachers, teacher educators, and education administrators. And as it offers practical help for the potential difficulties and challenges they might encounter, it is also a must-read for the student teachers of English.

Teaching Challenges in Secondary Schools Alyssa R. Gonzalez-DeHass, Patricia P. Willems, 2017-09-13. This case study book serves as a valuable tool for professors and instructors of educational psychology. It contains 17 cases that represent current areas of interest in Educational Psychology embedded within current challenges that teachers face in today's middle and high school classrooms. The cases are organized into six major parts: Human Development, Individual Differences and Diversity, Learning Theories, Motivation, Classroom Management, Instructional Approaches, and Assessment and Evaluation. Each case describes a detailed teaching scenario written from either the student or the teachers' perspective. To engage students in critical thinking, perspective-taking, analysis, problem-solving, and decision-making, the cases have been intentionally written without a conclusion. Because the cases are open-ended, it allows the professor or instructor more flexibility and autonomy in how they use the cases. Each case is followed by thought-provoking questions highlighting the significant issues in the case from which to analyze the case and apply various theoretical viewpoints. While the cases do not replace actual classroom experience, they present a way to immerse students in the classroom's culture by providing them with real-life teaching examples.

Special and Gifted Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-04-25. Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill. As educational technologies and theoretical approaches to learning continue to advance, so do the opportunities for exceptional children. Special and Gifted Education: Concepts, Methodologies, Tools, and Applications is an exhaustive compilation of emerging research, theoretical concepts, and real-world examples of the ways in which the education of special needs and exceptional children is evolving. Emphasizing pedagogical innovation and new ways of looking at contemporary educational practice, this multi-volume reference work is ideal for inclusion in academic libraries for use by pre-service and in-service teachers, graduate-level students, researchers, and educational software designers and developers.

Resources in Education, 1999. The Future of School Psychology Conference Emilia C. Lopez, 2017-09-29. First published in 2005, Routledge is an imprint of Taylor & Francis, an information company.

Handbook of Psychology: Educational psychology Irving B. Weiner, Donald K. Freedheim, 2003. Includes established theories and cutting-edge developments. Presents the work of an international group of

experts Presents the nature origin implications an future course of major unresolved issues in the area Teaching Motivation for Student Engagement Debra K. Meyer,Alyssa Emery,2021-03-01 Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development As they learn about motivation and engagement teachers need conceptually rich yet easy to use frameworks At the same time teachers must understand that student engagement is not separate from development instructional decision making classroom management student relationships and assessment This volume on teaching teachers about motivation addresses these challenges The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories and tie theory and research to real world experiences that teachers are likely to encounter in their courses and classroom experiences Additionally each chapter is summarized with key take away practices A shared perspective across all the chapters in this volume on teaching teachers about motivation is walking the talk In every chapter readers will be provided with rich examples of how research on and principles of classroom motivation can be re conceptualized through a variety of college teaching strategies Teachers and future teachers learning about motivation need to experience explicit modeling practice and constructive feedback in their college courses and professional development in order to incorporate those into their own practice In addition a core assumption throughout this volume is the importance of understanding the situated nature of motivation and avoiding a one size fits all approach in the classroom Teachers need to fully interrogate their instructional practices not only in terms of motivational principles but also for their cultural relevance equity and developmental appropriateness Just like P 12 students college students bring their histories as learners and beliefs about motivation to their formal study of motivation That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences Relatedly college instructors need to know their students and model differentiating their interactions to support each of them The authors in this volume have collectively decades of experience teaching at the college level and conducting research in motivation and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined In each chapter in this volume readers will learn how college instructors can demonstrate what effective motivationally supportive classrooms look sound and feel like Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies Ololube, Nwachukwu Prince,2015-07-17 Before today s teachers are ready to instruct the intellectual leaders of tomorrow they must first be trained themselves Information and communication technology can greatly increase the effectiveness of this training and also aid teachers as they seek to bring the latest technological advancements into their own classrooms The Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies explains the need to bring technology to the forefront of teacher training With an emphasis on how information and communication technology can provide richer learning outcomes this book is an essential reference source for researchers academics professionals students and

technology developers in various disciplines

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