

Emotions and Learning Reconsidered

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Emotions And Learning Reconsidered International Perspectives

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Emotions And Learning Reconsidered International Perspectives:

Emotions and Learning Reconsidered Kay Field, Edward Kaufman, Charles Saltzman (B.S.), 1993 **Smart But Stuck** Myrna Orenstein, 2012-12-06 Smart But Stuck Second Edition is an updated look at how smart people with learning gaps can not only overcome them but become successful in learning and life The new edition of this classic explores the emotional aspects of learning disabilities and imprisoned intelligence showing how and why smart people with learning disabilities are resilient in getting help in order to struggle survive and achieve The book also includes new material on the relationship between learning disabilities and neuroscience and a new foreword by Joseph Palombo Founding Dean of the Institute for Clinical Social Work in Chicago **The Clinical Practice of Educational Therapy** Maxine Ficksman, Jane Utley Adelizzi, 2013-05-13 The Clinical Practice of Educational Therapy is the first book to provide a comprehensive review of the interdisciplinary profession and practice of educational therapy as it exists today It describes the scope and practice of educational therapy from its European roots to its growing presence in the United States and provides case studies to illustrate the work of educational therapists Key Features Interdisciplinary Perspective Other books focus on either educational or therapeutic interventions but rarely discuss the blend and synergy of disciplines that are the hallmark of the profession Illustrative Cases The text draws heavily on case studies as a means of understanding the practice of educational therapy especially the relationship between therapist and client Expertise Chapter authors are either experienced educational therapists or allied professionals who have made scholarly contributions to the profession such as Dorothy Ungerleider Patricia Waters Roslyn Arnold and George McCloskey In addition to educational therapy students and practitioners this book is appropriate for those working in related fields including special education school psychology school counseling and social work in educational settings *When Love Is Not Enough* Donna Piazza, PHD, 2014-05-22 When Love Is Not Enough relates how a multitude of factors the competence of staff the safety nurturing and protective elements of the emotional physical and political setting and all overt and covert organizational dynamics determine whether or not a treatment setting accomplishes its therapeutic aims Authors in When Love Is Not Enough continue the emphasis on the group as a whole Group Relation model of organizational and group processes begun with Wilfred Bion's work at the Tavistock Clinic in London in the 1940s This model helps those providing services to children and adolescents evaluate their treatment programs and make the necessary changes toward improvement Chapters in When Love Is Not Enough are dedicated to improving the psychological treatment of children and adolescents in postmodern society a society in which life in interdependent communities is becoming increasingly important for the health and survival of all persons Topics covered include the Tavistock approach to understanding group and organizational behavior the emphasis on group as a whole in problem solving and treatment design narrowing the gap between plan and outcome the dynamics involved in the psychiatric treatment of children issues of staff selection training and development in programs designed to treat children

countertransference responses in the treatment of children and adolescents revitalizing organizations the subjective experience of school life When Love Is Not Enough helps organizations realize the ways in which they may inadvertently undermine the emotional and cognitive functioning of the staff or the identified patients and set serious limits on the growth of members of the organization staff and patients alike It urges organizations to conduct an ongoing self scrutiny concerning their rational and irrational processes as this self examination is crucial to the health and vitality of the treatment offered to others The book also promotes thinking of the conscious and unconscious dynamics of the group as a whole to more completely inform organizational decisions concerning changes that may enhance the treatment of children and adolescents When Love Is Not Enough serves as an invaluable guide for mental health professionals who treat children and adolescents group therapists hospital and clinic administrators psychoanalysts nurses social workers psychologists and psychiatrists

Understanding, Diagnosing, and Treating ADHD in Children and Adolescents James Incorvaia, Bonnie Mark, Donald Tessmer, 1999-04-01 When it comes to Attention Deficit Hyperactivity Disorder which is too often a cavalier diagnosis of first resort clinicians can benefit from the range of responsible views on assessment and treatment proffered here If doctors therapists and school personnel were to have only one resource to consult to fully understand AD HD the problems and the solutions this collection of authoritative perspectives assembled by Drs Incorvaia Mark Goldstein and Tessmer should be it International Perspectives on the Teaching of Literature in Schools Andrew Goodwyn, Cal Durrant, Louann Reid, Lisa Scherff, 2017-08-31 Literature teaching remains central to the teaching of English around the world This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English IFTE The book captures a state of the art snapshot of leading trends in current literature teaching as well as detailing predicted trends for the future The expert scholar and leading teacher contributors coming from a wide range of countries with fascinatingly diverse approaches to literature teaching cover a range of central and fundamental topics literature and diversity digital literatures pedagogy and reader response mother tongues the business of reading publishers adolescent fiction and censorship assessing responses to literature the changing definitions of literature and multimodal texts The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education resisting the functionalist and narrowly nationalist perspectives of misguided government authorities International Perspectives on the Teaching of Literature in Schools will be of value to researchers PhD students literature scholars practitioners teacher educators teachers and all those in the extensive academic community interested in English and literacy around the world *TALIS 2013 Results An International Perspective on Teaching and Learning* OECD, 2014-06-25 This report presents the results of the second cycle of the TALIS survey conducted in 2013 **English in Australia**, 2003 **International Perspectives on Educational Administration using Educational Inquiry** Abdurashheed Olowoselu, Areej ElSayary, 2024-08-02 This edited volume sets

out the current issues that face educational administrative processes and resources across the globe and provides implication lead responses for how best to tackle new challenges that arise Featuring contributions and perspectives from the UAE Nigeria Malaysia Indonesia Portugal Spain Iran and the United States this diverse and truly international volume discusses the management of resources tasks and communication key to the smooth running of educational institutions Divided into four distinct parts the chapters examine educational administration from theoretical conceptual and empirical angles focusing on theories administrative procedures decision support systems and management techniques in educational administration as well as reward management and digital leadership This book bridges the gap in educational administration by showcasing new trends across many countries and examining the role of theory in the field using examples of classical and contemporary approaches systems theory leadership theory and theories of change and innovation Ultimately presenting a problem solving approach to the current educational administrative situation globally this volume will be of interest to researchers scholars and faculty members involved with education administration research educational administration theory and leadership Practitioners working on educational process improvement and organizational studies will also benefit from the volume

Handbook of Transdisciplinarity: Global Perspectives Roderick J. Lawrence, 2023-05-09 This expansive Handbook guides readers through a multi layered landscape of the interpretations and uses of transdisciplinary thinking and practices worldwide It advances understanding of the strengths and limits of transdisciplinary research in the context of societal power relations institutional structures and social inequalities This title contains one or more Open Access chapters

The Routledge International Handbook of Morality, Cognition, and Emotion in China Ryan Nichols, 2022-05-09 This ground breaking handbook provides multi disciplinary insight into Chinese morality cognition and emotion by collecting in one place a comprehensive collection of essays focused on Chinese morality by world leading experts from more than a dozen different academic fields of study Through fifteen substantive chapters readers are offered a holistic look into the ways morality could be interpreted in China and a broad range of theoretical perspectives including ecological anthropological and cultural neuroscience Offering a syncretic multi disciplinary overview that moves beyond the usual western oriented perspective of China as a monolithic culture research questions addressed in this book focus on morality as represented at the level of the individual rather than at the group or institutional levels Research questions explored herein include What are the major contours of distinctively Chinese morality What was the role of the ancient ecology climate and pathogen load in producing Chinese moral attitudes and emotions Are ingredients of the good life in China different than ingredients of the good life elsewhere How are children in China morally educated How do findings from cultural neuroscience help us understand differences in the treatment of family members or the treatment of strangers in China and elsewhere How do the protests in Hong Kong participate in or stand apart from the ongoing ethics of protest in historical China The clear structure and accessible writing offer a rigorous assessment of the ways in which morality can be interpreted shedding light on

differences between China and Western cultures The book also provides a timely window into Chinese forms of morality and the pivotal role these play in social organization family relationships systems of government emotion and cognition Representing fields of study ranging from philosophy linguistics archaeology history and religion to social psychology neuroscience clinical psychology developmental psychology and behavioral ecology this is an essential text for students academics and others with wide interest in Chinese culture Reconsidering Children's Early Development and Learning Toward Common Views and Vocabulary Sharon L. Kagan,Evelyn Moore,Sue Bredekamp,1998 *Reconsidering Resilience in Education* Adeela ahmed Shafi,Tristan Middleton,Richard Millican,Sian Templeton,2020-09-03 This book explores the concept of resilience and its significance in responding to a rapid and ever changing globalised world whilst critiquing its buzzword status in contemporary times Drawing on research from a range of educational settings the book demonstrates that the resilience of individuals and their surrounding systems should not be viewed in isolation and that the interplay between individual resilience community resilience and resilient societies is complex and symbiotic On this basis it illustrates that efforts to promote resilience would benefit from a systems approach capable of coping with this complexity Using the ideas of agency and the power of self determinism a development of Bronfenbrenner's bio ecological model is presented to illustrate the complexity of their interplay Existing models of resilience are developed with the book offering the Dynamic Interactive Model of Resilience DIMoR as a way to analyse and support resilience which moves beyond a reductionist descriptive and fashionable presentation of resilience *Global Perspectives on Education Research, Vol. II* Liesel Ebersöhn,Ingrid Gogolin,2023-05-31 Presenting a wide range of new research from World Education Research Association WERA affiliated scholars pertaining to democracy and education this volume including topics such as school readiness in Mongolia high stakes teacher evaluation policy in Japan and family and community involvement in global educational advocacy This collection arrives at a time of extreme global challenges leaving researchers teachers students families and policymakers without a baseline of how to act react and be proactive to stem the chronic flow of disruption to global education systems These challenges require researchers worldwide to consider how evidence can support individuals and systems to buffer against extreme global health distress and conflict whilst simultaneously supporting the continued functioning of education systems and processes Such processes must allow students teachers leaders administrators and members of the educational communities to retain positive self esteem and maintain supportive relationships and systems that provide the appropriate conditions for such processes Global Perspectives on Education Research pulls together contributions from different contexts and cultures to distil vistas and research results that can enlighten a worldwide community of researchers education professionals and practitioners as well as policymakers and local national or supra national decision makers This text is also the ideal companion for educators and leaders alike as they navigate the uncertainty within global health and social justice **Big Theories Revisited 2** Gregory Arief D. Liem,Dennis M.

McInerney,2018-04-01 Students school motivation and engagement are key contributors to the quality of their academic learning and performance as well as growth in other important areas of life social emotional and physical health Fostering motivation and engagement is thus a meaningful educational purpose both in and of itself and as a pathway to holistic student development However motivation and engagement do not develop in a vacuum and effort seeking to facilitate them cannot be effectively pursued without understanding their underpinning sociocultural influences In the first edition of this volume Big Theories Revisited McInerney Van Etten 2004 authors of major models of school motivation and engagement were challenged to look into their theoretical work through a sociocultural lens The volume has been well received as objectively reflected in the number of citations of its chapters Significant progress has since been made in the theorizing and research of big theories of school motivation and engagement In this volume we invited a group of internationally renowned scholars to re examine their theoretical and conceptual work by highlighting the what factors and how processes of sociocultural influences in association with the key motivation and or engagement constructs of their expertise We made it clear to our contributors that we solicited new chapters rather than chapters with merely rehashed materials As a result this volume Big Theories Revisited 2 Liem McInerney 2018 contains chapters that critically discuss sociocultural influences on school motivation and engagement constructs as viewed from focal theories including self determination theory achievement goal theory personal investment theory expectancy value theory self efficacy theory self and co regulated learning models and many others Whereas some of the chapter topics covered in the initial edition are also part of this edition some are new and provide fresh sociocultural angles on achievement relevant processes and outcomes Likewise whereas some of the authors contributed to the earlier edition of the Volume many of them are different What appears to be the same across the two editions is the scholarly distinction of the authors and the substantive rigor of the chapters in advancing our current understanding of this field of enquiry Readers will learn much from and be inspired by stimulating ideas presented in this volume

Global Perspectives in Positive Education Rob Stokoe,2018-07-18 The common goal of the contributing authors in this publication is to engage learn from and share success in order to energise the positive education movement for the benefit of our young people This is the greatest contribution we can make to the future of our global society and the wellbeing of its citizens We all seek to offer to everyone the potential to achieve success to be purposeful and content contributing positively to their own wellbeing and that of others Presenting at conferences across Australia Singapore Dubai and the UK has offered a unique insight in to the breadth and quality of Positive Education globally The positive education community encompasses a dedicated and selfless group of individuals researchers practitioners and leaders who are doing great things to help more young people to grow as robust individuals and learners Yet all too often we fail to join the dots to connect the passion and expertise of our global community to share the best of what we do and what we think Sharing are expertise passion and enthusiasm is essential if we are to truly support our young people The International Positive

Education Network IPEN was established in 2004 to promote these values and sharing of insight and expertise. Its mission being to promote academics alongside character and wellbeing to connect people and to share best practice worldwide. The commitment to these values are exemplified by the writers who have kindly offered their expertise for the good of others from Dr Helen Street Australia to Yukun Zhao in China and Professor Leonid Illushin in Russia. Other chapters have come from Dr Abdullah Al Karam KHDA Dubai, Professor Andrew Martin Australia and Amba Brown in Singapore.

Global Education in Europe Revisited Helmuth Hartmeyer, Liam Wegimont, 2016. Global Education is an area of policy practice research and educational advocacy. It is an umbrella term that encompasses a variety of areas with differing terminologies: development education, human rights education, education for sustainable development, education for global citizenship. Global Education has become increasingly central to education policy and practice. With this book, GENE Global Education Network Europe marks 15 years of its work networking policymakers for increased and improved Global Education in Europe. The book explores key issues in contemporary Global Education in Europe: issues of national strategy of structure development of policy learning and engagement within education systems. It outlines challenges in research practice, policy and conceptual development through detailed analysis of national and international case studies. The book will be of use to policymakers, educationalists, researchers and practitioners in the fields of education, international development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field towards the day when all people in Europe in solidarity with peoples globally might have access to quality Global Education.

The Emotional Rollercoaster of Language Teaching Christina Gkonou, Jean-Marc Dewaele, Jim King, 2020-05-19. This book focuses on the emotional complexity of language teaching and how the diverse emotions that teachers experience while teaching are shaped and function. The book is based on the premise that teaching is not just about the transmission of academic knowledge but also about inspiring students, building rapport with them, creating relationships based on empathy and trust, being patient and most importantly, controlling one's own emotions and being able to influence students' emotions in a positive way. The book covers a range of emotion-related topics on both positive and negative emotions which are relevant to language teaching, including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and wellbeing among others. These topics are studied within a wide range of contexts such as teacher education programmes, tertiary education, CLIL and action research settings and primary and secondary schools across different countries. The book will appeal to any student, researcher, teacher or policymaker who is interested in research on the psychological aspects of foreign language teaching.

International Approaches to Promoting Social and Emotional Learning in Schools Markus Talvio, Kirsti Lonka, 2021-11-30. This book explores the importance of social and emotional learning (SEL) in schools to foster supportive environments and good relationships. It presents research from nine different countries with discussion of how teachers, student teachers and policymakers can ensure successful SEL at school. The book stresses the importance of social and

emotional learning to allow students to become more autonomous and active in their own learning and presents very innovative ways of learning and teaching the skills. It makes the case for understanding the processes of how SEL can develop and how it can work in different cultural contexts considering different challenges of implementing SEL within the school context. The chapters draw on theoretical discussions illustrated by practical examples and explore the role of teacher training in SEL and how SEL can be applied within the school curriculum. Discussing an increasingly important topic in the field of education around the world, this book will be of great interest to academics, researchers, educational leaders, and university teacher trainers interested in developing social and emotional learning and overall well-being at school. Chapter 6 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution NonCommercial NoDerivatives 4.0 International license. Funded by the UIDEF Unidade de Investiga o e Desenvolvimento em Educa o Forma o polo UIDEFMH.

Cognitive and Emotional Processes in Web-Based Education: Integrating Human Factors and Personalization Mourlas, Constantinos, Tsianos, Nikos, Germanakos, Panagiotis, 2009-05-31. This book presents theories and practical frameworks to assist educators and trainers in developing e-learning applications. Provided by publisher.

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