



# Educational Psychology A Classroom Perspective

**Ernest T. Goetz, Patricia A.  
Alexander, Michael J. Ash**



## **Educational Psychology A Classroom Perspective:**

**Educational Psychology** Ernest T. Goetz, Patricia A. Alexander, Michael J. Ash, 1992 Reflecting current views on cognition this book examines educational psychology from the perspective of actual classroom practice focusing on the need to view the classroom teacher as an educational problem solver **Educational Psychology** Prentice Hall PTR, 1995-07-01

**Educational Psychology** Thomas L. Good, Jere E. Brophy, 1977 **Educational Psychology** R. R. McCown, Marcy Perkins Driscoll, Peter G. Roop, Donald H. Saklofske, Vicki L. Schwean, Ivan W. Kelly, Leonard P. Haines, 1999 Appropriate for undergraduate or graduate level courses in educational psychology offered in departments of educational psychology or psychology This text takes a learning centered constructivist approach to the teaching learning process encouraging students to reflect on their own experiences and the experiences of others and to build their own metaphors and theories of teaching It places the theories research and practice of educational psychology within a Canadian context The connections between ed psych theory and practice are made throughout the text via case studies the voices of real teachers and examples derived directly from the practice of real classroom teachers **Educational Psychology** Thomas Fetsco, John McClure, 2005 I applaud the vision the authors had in synthesizing this information in a way that makes the reader more confident in their application of these theories and principles to their own classrooms The authors have wonderfully succeeded in their attempt to integrate this material in a manner quite different from other texts I've read or reviewed Jim Persinger Emporia State University Any textbook that overemphasizes theory neglects the real world any textbook that overemphasizes practice neglects the underlying foundation of theory This book strikes a careful balance between theory and practice by explicitly linking the two Gregory Cutler Bay de Noc Community College By far this is the best educational psychology text I have read because it integrates and applies major learning theories to many of the daily issues future teachers will face Krista Robertson Rhode Island College I see this textbook as well written informative clearly and logically organized and a very useful component for a course in Educational Psychology I like it Raymond E Webster East Carolina University The authors have done an excellent job in producing an easy to follow format and style Paula Holmes Miller Crichton College The authors writing style and presentation level are clear and easy to read along with tables figures concept maps and other visual aids Yuliang Liu Ph D Southern Illinois University The text is well written and some very difficult topics such as Attribution Theory and Constructivism to name just two are easy to understand when compared to similar books I think this is some of the clearest writing I have read in a long time Michael P Verdi California State University San Bernadino I really enjoyed reading this text and I found its comprehensive nature to be a strength Linda W Morse Mississippi State University The authors writing style is clear simple and direct It speaks directly to the reader the examples are concrete and related to education John Isch Martin Luther College **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

**Motivation for Reading: Individual, Home, Textual, and Classroom Perspectives** Allan Wigfield, John T. Guthrie, 2013-12-16 Based on research from the National Reading Research Center NRRRC at the Universities of Georgia and Maryland this issue presents the contributors synthesized work on reading motivation and engagement Articles are devoted to the following topics the general motivation constructs related to reading home influences on reading motivation readers responses to different types of text influences of classroom contexts and types of assessment on children's motivation

**An Interpersonal Approach to Classroom Management** Heather A. Davis, Jessica J. Summers, Lauren M. Miller, 2012-08-07 Presenting the psychology behind the best managed classrooms The authors engage you from the start by contrasting how differently teachers respond to common situations They expertly bridge the gap between educational psychology and classroom management from the perspectives of student engagement peer and student teacher relationships and teacher self regulation Both current and prospective teachers will find helpful tools for engaging difficult students managing challenging relationships and handling conflict Key topics include Student behavioral relational and cognitive engagement in the learning process Classroom structures that contribute to student engagement The contribution of peer relationships to positive and negative behavior management Strategies that help children learn to manage their own behavior Connecting with students who are culturally and linguistically diverse

**Classroom Assessment and Educational Measurement** Susan M. Brookhart, James H. McMillan, 2019-07-04 Classroom Assessment and Educational Measurement explores the ways in which the theory and practice of both educational measurement and the assessment of student learning in classroom settings mutually inform one another Chapters by assessment and measurement experts consider the nature of classroom assessment information from student achievement to affective and socio emotional attributes how teachers interpret and work with assessment results and emerging issues in assessment such as digital technologies and diversity inclusion This book uniquely considers the limitations of applying large scale educational measurement theory to classroom assessment and the adaptations necessary to make this transfer useful

Researchers graduate students industry professionals and policymakers will come away with an essential understanding of how the classroom assessment context is essential to broadening contemporary educational measurement perspectives The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

**Educational Psychology** Thomas A. Fetsco, John McClure, 2004-12 The first truly interactive and integrated Educational Psychology book Educational Psychology An Integrated Approach to Classroom Decisions is conceived and designed with the idea that learning is the core focus of Educational Psychology and that it can be fostered through active engagement with theory and applications Written with the express purpose of developing a meaningful understanding of the role of educational psychology theory in classroom teaching Fetsco and McClure provide clear connections between theories of learning and motivation and a variety of important classroom decisions Coverage of learning theories is addressed at the beginning of the text and built upon throughout Through the use of a carefully designed pedagogical system the authors involve readers in the analysis and decision making teachers undergo on a day to day basis The result is a book described by reviewers as practical and relevant to classroom teaching and one that reflects how reviewers structure their own classes in an attempt to translate theory into practice

Handbook of Psychology, Educational Psychology Irving B. Weiner, William M. Reynolds, Gloria E. Miller, 2012-10-05 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do This award winning twelve volume reference covers every aspect of the ever fascinating discipline of psychology and represents the most current knowledge in the field This ten year revision now covers discoveries based in neuroscience clinical psychology's new interest in evidence based practice and mindfulness and new findings in social developmental and forensic psychology

Educational Psychology Gary D. Borich, Martin L. Tombari, 1997 *Handbook of Educational Psychology* Patricia A. Alexander, Philip H. Winne, 2006 Provides coverage of the field of educational psychology This book includes topics such as adult development self regulation changes in knowledge and beliefs and writing It is useful to scholars teacher educators practitioners policy makers and academic libraries It is also suitable for graduate level courses in educational psychology

The Nature and Nurture of Learners Meryl Englander, 2010-04-21 Prospective and in service teachers are the intended readers of this book Teaching involves much more than dispensing knowledge Teaching is a process of arranging activities that will enable individuals to learn and behave appropriately The appropriateness of the activities depends on the degree they interact with the status of the targeted individuals Just as physicians need to know about the nature of the human body and carpenters need to know about the nature of wood teachers need to know about the nature of people that is related to learning and behavior Thereby the focus of this text is the relevant personal characteristics the intellect motivation and sense of self each of which influence learning and behavior Research findings and models within

educational psychology are used to define the relevant human personal characteristics In order to arrange meaningful activities teachers strive to achieve selected objectives The text identifies four broad objectives within which specific lesson objectives can be identified The objectives themselves and more particularly the proposed activities must be oriented around the personal characteristics of the targeted learners Age grade level ethnic background and gender are insufficient indicators of learner qualifications Relevant information for learning are within individual learners as exhibited through behavior Observations are the key indicators of learner readiness to learn The text recommends that students begin now to develop skills for identifying the status of learners and classroom conditions through interviews noting various classroom behaviors and analyzing the findings by developing portfolios Small group discussions are encouraged so that students can share skills in analyzing real problems and thereby develop habits and skills for working with colleagues Psychology in the Classroom Phillida Salmon,1995 Phillida Salmon offers an alternative vision to the consumerist images of education which have prevailed in political thinking Using the approach of personal construct psychology she shows how meaning is centrally important This has profound implications for understanding how people learn and why they often fail to learn In tracing the logic of this approach in education the author considers the position of teachers and the possibilities and constraints of their own learning For pupils school learning is often unofficial and unintended In this the culture of school institutions plays a major part Differential pupil destinies are carried by special categorization The meaning of such labels is examined in this study BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

**Educational Psychology** Richard D. Parsons,Stephanie Lewis Hinson,Deborah Sardo-Brown,2001 While covering the basic concepts of psychological theory as it applies to education child development human learning and behavior classroom management and assessment this text is written from the point of view that teaching is both an art and a science It is the first text to offer a practitioner researcher model of teaching in which both pre service and in service teachers learn to integrate observational skills and hypothesis testing into their classroom teaching as a way of constantly checking research and theory against demonstrated results Based on the practice of Action Research it challenges students to become critical thinkers both as immediate consumers of teacher training courses and later as classroom teachers *Contemporary Pioneers in Teaching and Learning Volume 2* Héfer Bembenutty,2022-02-01 This volume traces the socialization process professional development career paths and theory and research of contemporary pioneers in education and psychology This volume contains interviews with leading scholars who are at the vanguard of teaching and learning They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts beliefs and experiences that made them who they are today These scholars responded to questions pertaining to their childhood initial interest in education and psychology role models research interests and major findings future directions of their research educational implications derived from their research and perception of their legacy They are real people who have had experiences like anybody else

but found homes and teachers who supported them While in college they found educators who mentored them Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology provides valuable sources where they can learn about how major theories developed and where they are moving and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and research Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be leaders in their own ways

### **Understanding How Students Learn**

P. Karen Murphy, Patricia A. Alexander, 2005-10-07 Recognize and promote exceptional teaching based on how students learn To improve teaching school leaders must understand how students learn Authors P Karen Murphy and Patricia Alexander explore key psychological dimensions of learners and explain how these dimensions can be incorporated into more effective teaching strategies Their accessible overview of classic and current educational research is part of the Leadership for Learning initiative of the American Association of School Administrators AASA Understanding How Students Learn provides guiding principles that school leaders can use to help their teachers develop a learner centered approach to instruction that enables all students to learn at high levels and do well on common measures of academic achievement Concepts explored in depth include Learner growth and development Acquiring knowledge and understanding Cultivating learner motivation Strategic teaching and strategic learning The power of shared learning In addition to outlining specific guidelines for research based action the authors provide leaders with an understanding of student learning that empowers them to work more productively with teachers parents community leaders and students Designed for principals and school administrators who have assumed the role of instructional leader this book will also be an invaluable resource for those contemplating a career in school administration or teachers concerned with improving academic performance

### **Handbook of Motivation**

**at School** Kathryn R. Wentzel, David B. Miele, 2009-09-10 The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children s motivation at school It covers the major theoretical perspectives in the field as well as their application to instruction learning and social adjustment at school Key Features Comprehensive no other book provides such a comprehensive overview of theory and research on children s motivation at school Theoretical Applied the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools Chapter Structure chapters within each section follow a similar structure so that there is uniformity across chapters Commentaries each section ends with a commentary that provides clear directions for future research

*American Education* , 1981

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