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READINGS & CASES IN EDUCATIONAL PSYCHOLOGY

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ANITA E. WOOLFOLK

Readings And Cases In Educational Psychology

JL Elias



Readings And Cases In Educational Psychology:

Readings & Cases in Educational Psychology, 1993 Readings and Cases in Educational Psychology Anita E. Woolfolk, 1993 Prepared to accompany the author's Educational Psychology 5th ed Collects readings from a variety of publications and presents five original cases showing educational psychology in action as students attempt to learn math reading or history Among the topics addressed multiculturalism whole language *Reading Intervention Case Studies for School Psychologists* Melissa Coolong-Chaffin, Renee O. Hawkins, Michael I. Axelrod, 2023-09-12 Reading Intervention Case Studies for School Psychologists provides vivid real world examples of school based interventions targeting students phonological awareness phonics fluency and comprehension in reading This book offers a rich variety of applied reading interventions in school settings spanning strategies such as incidental teaching word boxes peer tutoring taped words story mapping and beyond Each case includes thorough descriptions of the specific area of concern detailed intervention protocols data collection and analysis methods and tips for ensuring social acceptability and treatment integrity School psychologists along with related professionals in special education general education and speech language pathology will come away with new insights into this comprehensive set of well researched and frequently applied reading interventions *Case Studies in Neuropsychology of Reading* Elaine Funnell, 2013-12-16 Each chapter represents a personal account of a reading disorder through which details of the features of the disorder methods used for testing and theoretical accounts are illustrated Controversies are explained theories evaluated and anomalies pointed out From this emerges a picture of the central properties of each disorder and the contribution of each to our understanding of the reading system as a whole However the picture is not complete loose threads tantalise some findings are hard to explain and some newly controversial theories are put forward The intention is to provide information that will help to equip the reader with the knowledge and expertise necessary to take the study of these reading disorders forward **Readings in Educational Psychology** Edgar Stones, 2012 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 in the first section of the book This section also 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 *Issues and Advances in Educational Psychology* Ellis Paul Torrance (comp), William F White (joint comp.), 1969 **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 *Understanding Educational Psychology* Wolff-Michael Roth, Alfredo Jornet, 2016-08-19 This book takes up the agenda of the late but unknown L S Vygotsky who had turned to the philosopher Spinoza to develop a holistic approach to psychology an approach that no longer dichotomized the body and mind intellect and affect or the individual and the social In this approach there is only one substance which manifests itself in different ways in the thinking body including as biology and culture The manifestation as culture is premised on the existence of the social In much of current educational psychology there are unresolved contradictions that have their origin in the opposition between body and mind individual and collective and structure and process including the different nature of intellect and affect or the difference between knowledge and its application Many of the same contradictions are repeated in constructivist approaches which do not overcome dichotomies but ratheracerbate them by individualizing and intellectualizing our knowledgeable participation in recognizably exhibiting and producing the everyday cultural world Interestingly enough L S Vygotsky who is often used as a referent for making arguments about inter and intrasubjective mental constructions developed towards the end of his life a Spinozist approach according to which there is only one substance This one substance manifests itself in two radically different ways body material biology and mind society culture But there are not two substances that are combined into a unit there is only one substance Once such an approach is adopted the classical question of cognitive scientists about how symbols are grounded in the world comes to be recognized as an artefact of the theory Drawing on empirical materials from different learning settings including parent child school and workplace settings this book explores the opportunities and implications that this non dualist approach has for educational research and practice *Journal of Educational Psychology* ,1917 **Bulletin** ,1923

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