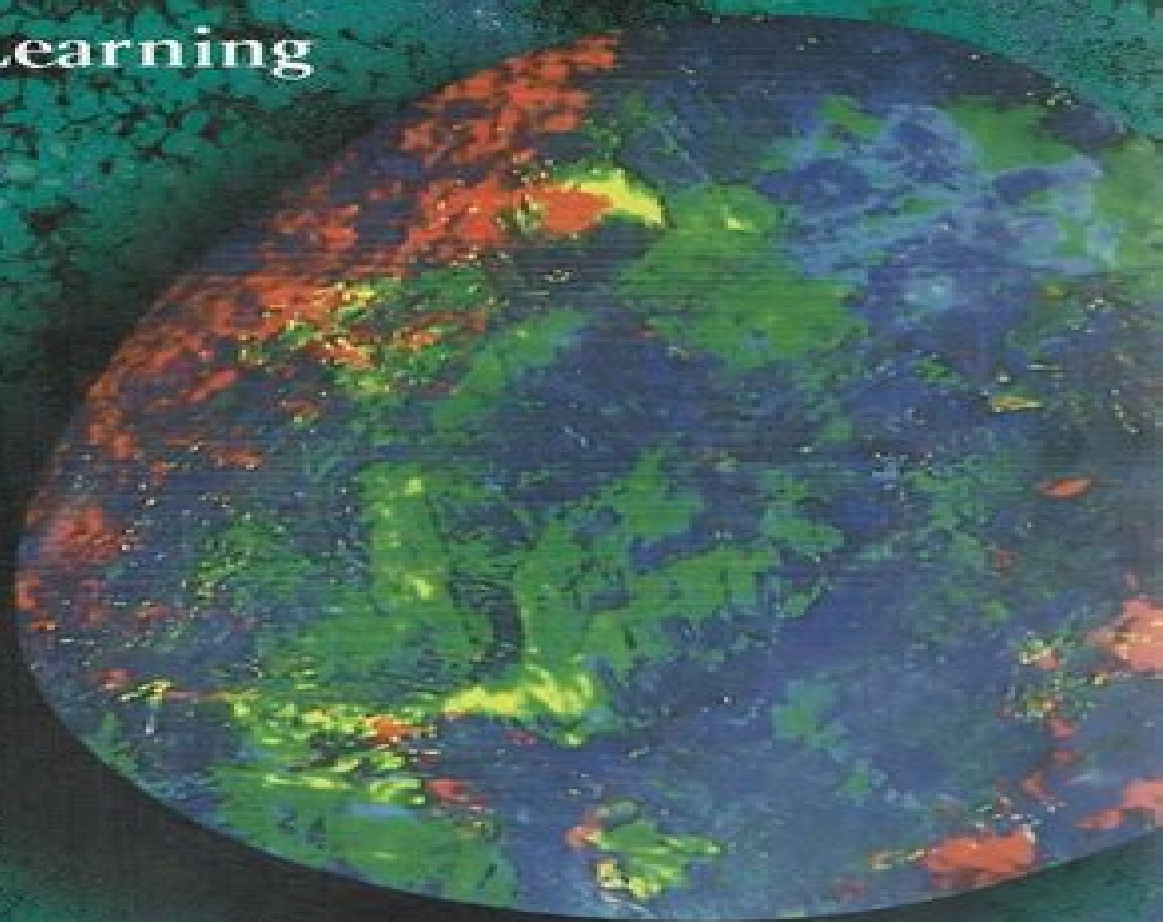


# Educational Psychology

Constructing Learning

SECOND EDITION

DENNIS M. McINERNEY  
VALENTINA McINERNEY



# Educational Psychology Constructing Learning

**Robyn M. Gillies**



## **Educational Psychology Constructing Learning:**

**Educational Psychology: Constructing Learning** Dennis M McInerney, 2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers

Educational Psychology Dennis M. McInerney, V. McInerney, 1998 Thoroughly reorganised and updated this text maintains a focus on constructivism and cross cultural and multicultural issues while telling the story of learning and teaching as interconnected processes guided by frameworks and standards relevant to the Australian and New Zealand educational environment

Educational Psychology Dennis M. McInerney, V. McInerney, 1994 A textbook oriented to Australian and New Zealand pre service teachers presenting recent and Australian and New Zealand research The chapters on teaching child development and school learning include Aboriginal and Maori education and a 70 page chapter on computer technology in education including Telematics Illustrated with black and white photographs and drawings With references and index The authors work in education at the University of Western Sydney

**Developmental Psychology for Teachers** Dennis M. McInerney, 2006 A comprehensive introduction to developmental psychology which emphasises its relevance for teachers of children of all ages

*Contemporary Pioneers in Teaching and Learning* Héfer

Bembenutty, 2015-09-08 This volume traces the socialization professional development and career paths of contemporary pioneers in education and psychology through interviews Scholars share how their childhood and mentors influenced their theoretical paths and research

Cooperative Learning Robyn M. Gillies, 2007-03-16 Gilles focuses the majority of the book on the relationship in the classroom between the individual teacher and the students She gives teachers ammunition to overcome resistance to cooperative learning by presenting well substantiated research on virtually every page of her book showing the benefits of having students study together Ted Wohlfarth PSYCCRITIQUES This text s greatest strengths are bringing together a range of powerful teaching strategies connected to students taking responsibility for their own learning and the learning of others The focus on both teacher strategies to encourage effective group talk and student strategies to encourage effective discourse is helpful Nancy L Markowitz San Jose State University Although cooperative learning is widely endorsed as a pedagogical practice that promotes learning and socialization among students teachers still struggle with how to introduce it into their classrooms This text highlights the strategies teachers can use to challenge student thinking and scaffold their learning as well as the strategies students can be taught to promote discourse problem solving and learning during cooperative learning Key Features Presents cooperative learning in conjunction with national standards

The book situates cooperative learning within the context of No Child Left Behind and a climate of high stakes testing Links theory with practice Numerous case studies and small group exercises highlight how teachers can assess both the process and outcomes of cooperative learning Emphasizes the key role teachers play in establishing cooperative learning Guidelines are given on how teachers can establish cooperative learning in their classrooms to promote student engagement and learning across various levels and for students of diverse abilities Incorporates the latest research on cooperative learning An overview is provided of the major research and theoretical perspectives that underpin the development of cooperative learning pedagogy Intended Audience This is an excellent supplementary text for several undergraduate and graduate level K 12 teacher preparation and certification courses regularly offered in schools of education It can also be used as one of several texts in courses on cooperative learning and as a supplement in K 12 teaching methods courses Talk to the author r gillies uq edu au

**Advancing Cross-Cultural Perspectives on Educational Psychology** Gregory Arief D. Liem, Allan B. I. Bernardo, 2013-08-01 Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching student and teacher motivation engagement learning and teaching strategies and by implication student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures As such there is a compelling and timely need for educational psychology researchers to harness advanced cross cultural research designs and look at the different key facets of student and teacher academic careers from a cross cultural perspective Dennis McInerney is one of the key pioneering figures in cross cultural educational psychology and has also edited a book series on Research on Sociocultural Influences on Motivation and Learning Information Age Publishing His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning This volume is a celebration of McInerney s numerous and extensive contributions as a scholar as well as an appreciation of his personal qualities that make him such an inspiring person In this festschrift the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re examine their research expertise from a cross cultural perspective The volume aims to stimulate researchers scholars and graduate students in their endeavor to re look their research from a cross cultural lens Helping Kids Achieve Their Best Dennis M

McInerney, 2020-07-16 Professor McInerney extracts powerful eminently practical lessons for good teaching from sound psychological principles Highly readable Professor Martin V Covington University of California at Berkeley As one who has spent a career reading books on motivation I can recall only a mere few that have managed to hit the right tone for those who would teach And this one does so fully mindful of current theory and research Professor Martin Maehr University of Michigan Dennis McInerney has done an outstanding job of bringing together all of the most relevant work on student

motivation presenting it in such a way that it is understandable and appealing to teachers This book is a must addition to every teacher education program Professor Michael Pressley University of Notre Dame Editor Journal of Educational Psychology A key factor in successful learning at all ages is a learner s motivation So the ability to facilitate student motivation is central to successful teaching particularly when children aren t inherently interested in learning Helping Kids Achieve Their Best is a practical guide to motivating younger and older learners It looks at why some students are easier to motivate than others and why students lose motivation as they become older McInerney outlines strategies teachers can use in the classroom taking into account the needs of students from different backgrounds The book is richly illustrated with vignettes and case studies and includes questions and exercises to help teachers apply the suggested approaches in their own situations

**Disposed to Learn** Megan Watkins,Greg Noble,2013-08-22 Explores the academic debates surrounding the relationship between ethnicity and education and proposes a rethinking of the goals and methods of multicultural education

**Introduction to Education Studies** Steve Bartlett,Diana Burton,2020-06-01 In this fully updated fifth edition of this much loved textbook you will be introduced to different ways of looking at education supported by links to classic and contemporary research Built around the essential themes of psychology history policy and sociology that underpin Education Studies courses key updates include New Applying Critical Evaluation tasks to help develop your analytical skills Analysis of recent curriculum developments including EY assessment Ebacc and T levels Examination of education policy up to and including 2019 Enhanced discussion of educational neuroscience and the science of learning

Faith-Based Education That Constructs HeeKap Lee,2010-08-09 Constructivism is everywhere It is a hot issue at this time in the field of philosophy education technology and religion However can constructivism be an alternative approach in faith based education While some conclude that Jesus knew learning was an active knowledge creating process and that he always encouraged his disciples to think deeply and go beyond the surface level others would find that constructivism undercuts faith based education because of its claims to relativity For example constructivists claim that meaning is imposed on the world by us rather than existing in the world independently from us Thus they proclaim that truth is relative to particular times places and people Christians hold that truth does exist absolutely So how can there be a way forward for faith based educators who see the good in the constructivist approach In Faith Based Education that Constructs readers will find a unique approach whereby constructivism may appropriately be applied to a faith based education setting Although disagreement can occur between constructivism and faith based education this book concludes that constructivist thought and Christian faith based education are in the end congruent and harmonious in significant ways Those faith based educators who continue to hold cautionary views of radical constructivist assertions against absolute truths need not disregard all other aspects of constructivism

*Motivation and Practice for the Classroom* ,2008-01-01 Motivation and Practice for the Classroom is a book for everyone concerned with the study of motivation in education Although there have been a number of notable

contributions to the literature attempting to explain how students could excel in learning if only the conditions were right a perennial problem for teachers is putting these ideas into practice in their classrooms What seems to be lacking in the literature are evidence based claims about pedagogy and practice that are grounded in educational research at the classroom level and written in a style that is manageable for busy non specialist teachers The main theme of this edited volume is on aspects of motivation that are of relevance and application to the teaching practitioner It would also be useful to student teachers school administrators tertiary education lecturers educational researchers and school administrators The collection of articles in this reader seeks to address one essential question how can classroom based research findings be used to improve the quality of teaching and motivation of students

Special Educational Needs and Inclusive Education: Effective practices David R. Mitchell, 2004 Demonstrates how the fields of special education and inclusive education have evolved philosophically and technically over the past 30 years

Seeding Success in Indigenous Australian Higher Education Rhonda Craven, Janet Mooney, 2013-11-04 More Indigenous Australians are realizing their potential but many remain significantly disadvantaged compared to other Australians on all socio economic indicators and one of the most disadvantaged peoples in the world Increasing successful outcomes in Indigenous Higher Education is recognized as vital in addressing this disadvantage and closing

Robert Grosseteste and Theories of Education Jack P. Cunningham, Steven Puttick, 2019-12-06 This book examines Robert Grosseteste's often underrepresented ideas on education It uniquely brings together academics from the fields of medieval history modern science and contemporary education to shed new light on a fascinating medieval figure whose work has an enormous amount to offer anyone with an interest in our educational processes The book locates Grosseteste as a key figure in the intellectual history of medieval Europe and positions him as an important thinker who concerned himself with the science of education and set out to elucidate the processes and purposes of learning This book offers an important practical contribution to the discussion of the contemporary nature and purpose of many aspects of our education processes This book will be of interest to students researchers and academics in the disciplines of educational philosophy medieval history philosophy and theology

**Becoming a Teacher: Knowledge, Skills and Issues** Maggie Clarke, Sharon Pittaway, 2014-04-23 Marsh's Becoming a Teacher 6e continues to offer pre service teachers a practical and user friendly guide to learning to teach that students find invaluable throughout their entire degree Marsh covers a comprehensive introduction to teaching methodology preparing pre service teachers for the challenges they face in a 21st century classroom All chapters in this new edition have been updated with new approaches and current references by the two new authors Maggie Clarke and Sharon Pittaway The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text

**Building Classroom Success** Andrew Martin, 2016-02-29 School has the potential to be a major source of personal and academic fulfilment However the reality is that fear and failure pervade many students academic lives Rather than respond to these fears in constructive and

courageous ways many students engage in self defeating avoidant and helpless behaviours This book examines the counterproductive strategies students use in schools today and suggests successful practices educators can adopt to eliminate fear and failure in the classroom and help students respond to their problematic behaviours in more positive and productive ways Through building student success educators build classroom success **Asian Education Miracles**

Gregory Arief Liem, Ser Hong Tan, 2018-11-19 With a focus on Asian contexts this book brings together knowledge on how values and practices embedded and practised in the classroom school family and the society at large can influence students motivation engagement and psychological well being The book synthesizes research on students and systems from culturally diverse Asian countries and economies including Cambodia Hong Kong China Indonesia Japan Korea the Philippines Singapore Chinese Taipei Thailand the United Arab Emirates and beyond The book takes special interest in applying the insights gained from understanding students motivation engagement and well being within their sociocultural contexts Importantly chapters in the book are grounded on thorough theoretical reviews and sound empirical findings which together inform practical applications to enhance the motivation engagement and well being of students in the Asian region Taken together this book will serve as a comprehensive and authoritative source for scholars researchers and practitioners teachers school policy makers and educators in general who are interested in examining and enhancing student motivation engagement and well being from Asian perspectives **Sociocultural Influences and Teacher Education Programs**

Dennis M. McInerney, Shawn Van Etten, 2003-06-01 In this volume we describe exemplary programs in teacher education that attempt to address some of the issues alluded to above Our authors address theoretical perspectives on the importance of teacher education for improving educational outcomes the achievement gap between different groups and in particular the significant achievement gap between indigenous students and other minorities and mainstream groups and how this might be overcome by better trained teachers and how teachers learn to be effective teachers and are these skills of effective teaching broadly applicable across all educational environments Out-of-Field Teaching and Education Policy Anna

Elizabeth Du Plessis, 2020-01-11 This book focuses on the elusive out of field teaching phenomenon and its direct effects on quality education globally Based on the experiences and concerns of teachers and school leaders it investigates the phenomenon's impact on everyday teaching and school practices and offers insights into the challenges that out of field teachers face in maintaining their role as the knowledgeable counterpart in their teaching and learning environments In this frame it also highlights the often overlooked importance of initial teacher education and its preparation of prospective teachers for employment in complex school contexts subjects or year levels The book emphasises the need to develop specific policy strategies to effectively address the global implications of out of field teaching and explores the potential of micro education policies as targeted support resources for teachers in these challenging positions Through this new policy lens which renegotiates the discourse of education policy as a quality education improvement framework the book offers readers

a comprehensive understanding of the urgent need for policy to uphold all stakeholders involved in these unique and complex environments Accordingly the book is a valuable resource for academic advisors decision makers policy makers and educational and school leaders in developing new approaches to improving school outcomes that promote the retention of teachers for a strong and stable teaching workforce

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