

# **Educational Psychology Woolfolk 12th Edition**

This title is also available packaged with the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133388417. Long respected as the market-leading text in content area literacy, this book gives pre- and in-service teachers an ambitious, coherent, and workable exploration of content literacy to take into their classrooms to improve reading and writing for all students. Comprehensible and accessible, Content Area Reading: Literacy and Learning Across the Curriculum, 11/e shows teachers how to use literacy-related instructional strategies to help students think and learn with both print and digital texts. The new Eleventh Edition emphasizes the comprehensive content focus of previous editions, including an ever-expanding knowledge base in the areas of literacy, cognition and learning, educational policy, new literacies and technologies, and student diversity. Chapter content has been upgraded to reflect current theory, research, and practice related to content literacy and learning in disciplines. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient.

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This title is also available packaged with the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133385698. In lucid and jargon-free prose, the text explains and illustrates educational psychology's practical relevance for teachers and learners. The new edition continues to emphasize the applications of research on child development, on learning and cognition, on motivation, and on instruction and assessment. At the same time the text has long been counted on for its state of the art presentation of the field of educational psychology, and this edition continues that tradition with new and expanded coverage of import topics like the brain and neuroscience, the impact of technology on the lives and learning of students, and student diversity. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced

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## University

Adopting a multicultural approach, this text guides readers in the study of social thinking, social influence, and social relations. It emphasises social psychology's applications to both work and life, and uses vignettes to emphasise the relevance of social psychology research. *Special Educational Needs, Inclusion and Diversity* is the definitive handbook for student teachers, newly qualified teachers, trainee educational psychologists, SENCO's and SEN Specialist Teachers.

Designed to teach nurses about the development, motivational, and sociocultural differences that affect teaching and learning, this text combines theoretical and pragmatic content in a balanced, complete style. --from publisher description.

The intuitive mind is a powerful force in the classroom and often an undetected one. Intuitive conceptions--knowledge or knowledge-structures that individuals acquire and use largely without conscious reflection or explicit instruction--sometimes work to facilitate learning in the classroom and other contexts. But learning may also be impeded by intuitive conceptions, and they can be difficult to dislodge as needed. The literatures in psychology and education include a large and diverse body of theory and research on intuitive conceptions, but this work is limited in some respects. This volume contributes in four ways to overcome these limitations. *Understanding and Teaching the Intuitive Mind: Student and Teacher Learning*: \* pulls together diverse theoretical and methodological approaches to the origin, structure, function, and

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development of intuitive conceptions; \* explores a diversity of academic disciplines--paying equal attention not only to mathematics and science, the fields in which intuitive concepts have been studied most extensively, but also to the social sciences, arts, and humanities; \* explicitly links theory and research to educational implications and classroom applications; and \* focuses not only on students' intuitive conceptions but also on teachers' intuitive beliefs about learning and teaching. Although the viewpoints of the contributors are diverse, they share the belief that educational practices have much to gain by systematic studies of the intuitive learner and teacher. This volume offers state-of-the-art, research-based information and support for psychologists, teacher educators, educational administrators, teachers, prospective teachers, and others who seek to develop educational practices that are cognizant of (and responsive to) the intuitive conceptions of students and teachers.

Child Development and Education bridges the gap between theory and practice, showing those who teach and care for infants, children, and adolescents how to apply developmental research and theory to everyday practice. More so than any other text, Child Development and Education not only describes developmental phenomena--for infants through late adolescence--but also facilitates observations of and analyses of what children say, do, and create, ensuring that educators can make informed decisions that meet children's and adolescent's needs. New to the fifth edition is a sensitivity to the cultural and bioecological nature of

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development. New features of the text situate children and adolescents in the contexts of their upbringing and articulate the implications of these experiences for educators and other professionals. Illustrated is the diverse nature of development and how it is influenced by social, environmental, and cultural contexts. Also new to this edition is support for teacher licensure preparation. Teacher candidates are alerted to developmental concepts and theorists they need to know, and are provided practice test questions and case studies to review, demonstrating for them how to prepare for their licensure exam.

Richard Gross turns his expert eye to the psychology of human nature in a contemplative account encompassing cognition, consciousness, language, time perception, sense of mortality and human society. This book will help you to consider the unique aspects of being human and to understand the biological underpinnings for the intriguing and distinct behaviours and experiences common to human beings. The book is enhanced throughout by: - its logical arrangement of topics, with key questions, issues for additional focus and reflection points highlighted throughout - useful chapter introductions and summaries to provide clarity and insight - diagrams to help explain difficult concepts - detailed selection of references and useful sources including works from the fields of psychology, philosophy, religion and literature This book is essential reading for students of psychology and related disciplines as well as general readers seeking insights into one of the most enduring questions to have faced humankind throughout history.

Educational Psychology Pearson College Division  
A leader in Introduction to Educational Research courses,  
Educational Research: Competencies for Analysis and

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Applications, ninth edition, remains a practical text focused on the skills and procedures students need in order to become competent consumers and producers of educational research. The accessible writing style and light, humorous tone of this book helps to demystify and enliven this demanding course. The text uses a direct, step-by-step approach to the research process. Tasks are included throughout the text to guide students through the process of creating their own research report. Published research articles are now included in every research methods chapter to provide students with illustrations of exemplary qualitative and quantitative research. Key changes in the ninth edition include an expanded coverage of qualitative research through a new chapter on Case Study Research (Chapter 17), a new chapter on Survey Research (Chapter 7), an increased emphasis on ethical considerations in the conduct of educational research (Chapter 1), and significant updates to Descriptive Statistics (Chapter 12) and Inferential Statistics (Chapter 13) that increase the coverage of how to use technology in the research process."

The first half of the book focuses on broader questions and principles taken from psychology per se, and the second half focuses on somewhat more practical issues of teaching. All parts of the book draw on research, theory, and practical wisdom wherever appropriate. Chapter 2 is about learning theory, and Chapter 3 is about development. Chapter 4 is about several forms of student diversity, and Chapter 5 is about students with disabilities. Chapter 6 is about motivation. Following these somewhat more basic psychological chapters, we turn to several lasting challenges of classroom life—challenges that seem to be an intrinsic part of the job. Chapter 7 offers ideas about classroom management; Chapter 8, ideas about communicating with students; Chapter 9, about ways to assist students' complex forms of thinking;

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and Chapter 10, about planning instruction systematically. The book closes with two chapters about assessment of learning.

This text goes beyond traditional leadership or supervision books and assumes that teachers and principals must work as colleagues to improve teaching and learning in schools. This is the first text of its kind, written for principals and other instructional leaders to help them understand current theories of teaching and learning as well as the practical curriculum applications of these perspectives. "The greatest strength of the Woolfolk Hoy text is the focus on instruction and developing leaders devoted to nurturing learner-centered campuses and classrooms." "Dr. Steve Jenkins -- University of Texas of the Permian Basin" "This text provides my students with a base of knowledge regarding exemplary instructional strategies as well as an illustration of what constitutes good teaching." "Robert J. Supku -- Rider University" New to this edition: New Feature--A Principal's Perspective describes the experiences of an actual principal in dealing with a problem of practice related to the ideas and concepts of that particular chapter. New Point/Counterpoints have been added to each chapter to illustrate the complexity of the issues facing instructional leaders. New Research--over 200 new studies and analyses enrich the examination of the crucial topics in this text. New Coverage of NCLB--the impact of recent legislation is discussed throughout the text. New Standards Matrix connects chapter content with the ISLLC standards for easy reference. Please visit our Educational Leadership SuperSite at [www.ablongman.com/edleadership](http://www.ablongman.com/edleadership) for additional course materials!

This first European adaptation of Anita Woolfolk's market-leading text Educational Psychology is unrivalled in its field and is essential reading for anyone studying or interested in

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education from a psychological perspective. Thoroughly rewritten in a European context, this truly comprehensive book blends cutting edge theory and the latest international research with a wealth of examples, practical applications and tips from experienced educational practitioners, working in a broad range of settings. Extensive pedagogy with features such as Discussion Points and Chapter Summaries promote ease of learning and therefore make this a must-have text for anyone studying in this field.

This book aims at guiding the educators from a variety of available technologies to support learning and teaching by discussing the learning benefits and the challenges that interactive technology imposes. This guidance is based on practical experiences gathered through developing and integrating them into varied educational settings. It compiles experiences gained with various interactive technologies, offering a comprehensive perspective on the use and potential value of interactive technologies to support learning and teaching. Taken together, the chapters provide a broader view that does not focus exclusively on the uses of technology in educational settings, but also on the impact and ability of technology to improve the learning and teaching processes. The book addresses the needs of researchers, educators and other stakeholders in the area of education interested in learning how interactive technologies can be used to overcome key educational challenges.

**The Language of Science Education: An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning** is written expressly for science education professionals and students of science education to provide the foundation for a shared vocabulary of the field of science teaching

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and learning. Science education is a part of education studies but has developed a unique vocabulary that is occasionally at odds with the ways some terms are commonly used both in the field of education and in general conversation. Therefore, understanding the specific way that terms are used within science education is vital for those who wish to understand the existing literature or make contributions to it. The Language of Science Education provides definitions for 100 unique terms, but when considering the related terms that are also defined as they relate to the targeted words, almost 150 words are represented in the book. For instance, “laboratory instruction” is accompanied by definitions for openness, wet lab, dry lab, virtual lab and cookbook lab. Each key term is defined both with a short entry designed to provide immediate access following by a more extensive discussion, with extensive references and examples where appropriate. Experienced readers will recognize the majority of terms included, but the developing discipline of science education demands the consideration of new words. For example, the term blended science is offered as a better descriptor for interdisciplinary science and make a distinction between project-based and problem-based instruction. Even a definition for science education is included. The Language of Science Education is designed as a reference book but many readers may

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find it useful and enlightening to read it as if it were a series of very short stories.

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Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code. Check with the seller prior to purchase. -- From renowned educational psychologist, Robert Slavin, the Tenth Edition of this popular text translates theory into practices that teachers can use in their classrooms with deeper inquiry into the concept of intentionality and a thorough integration of standards. This edition highlights current issues and emerging trends in the

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field of educational psychology. The tenth edition continues to have in-depth, practical coverage with a focus on the intentional teacher by presenting up-to-the-minute research that a reflective, intentional teacher can apply. An “intentional teacher,” according to Slavin, is one who constantly reflects on his or her practice and makes instructional decisions based on a clear conception of how these practices affect students. To help readers become “intentional teachers,” the author offers a set of questions to guide them and models best practices through classroom examples.

An essential resource for understanding the main principles, concepts, and research findings of key theories of learning-especially as they relate to education-this proven text blends theory, research, and applications throughout, providing readers with a coherent and unified perspective on learning in educational settings. Key features of the text include: Vignettes at the start of each chapter illustrating some of the principles discussed in the chapter, examples and applications throughout the chapters, and separate sections on instructional applications at the end of each chapter. A new chapter on Self-Regulation (Chapter 9). Core chapters on the neuroscience of learning (Chapter 2), constructivism (Chapter 6), cognitive learning processes (Chapter 7), motivation (Chapter 8), and development (Chapter 10) all related to teaching and learning.

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Updated sections on learning from technology and electronic media and how these advancements effectively promote learning in students (Chapters 7 & 10) Detailed content-area learning and models of instruction information form coherence and connection between teaching and learning in different content areas, learning principles, and processes (Chapters 2-10). Over 140 new references on the latest theoretical ideas, research findings, and applications in the field.

The 12th Edition of Educational Psychology maintains the lucid, jargon-free writing style for which the author is renowned, combined with a clear emphasis on educational psychology's practical relevance for teachers and students in classrooms.

Written to look at teaching from the student's perspective and how students learn and retain information, the new edition continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, assessment. It adds expanded coverage of the brain and neuroscience, the impact of technology, student diversity, as well as a new chapter devoted to Language Development, Language Diversity, and Immigrant Education (Ch 5). This text, known for its state of the art presentation of the field of educational psychology, is exceptionally applied and replete with examples, lesson segments, case studies, and

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practical ideas

Prev. ed. (1998) cataloged as: Case studies / Dinah L. Jackson, Jeanne Ellis Ormrod.

Note: This is the loose-leaf version of Educational Psychology and does not include access to the Enhanced Pearson eText or MyEducationLab. To order the Enhanced Pearson eText packaged with the loose-leaf version, use ISBN 0134013522. To order MyEducationLab(r) with Pearson eText packaged with the loose-leaf version, use ISBN 013422955X. The most current, comprehensive view of educational psychology today. The Thirteenth Edition of Educational Psychology continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. Theory and practice are considered together, showing how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. The text reflects the field as it offers unique and crucial knowledge to any who dare to teach, and to all who love to learn. The Enhanced Pearson eText features embedded video, assessments, author-created AnitaTalks podcasts, teacher certification exam prep, and video analysis exercises. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to

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Note: This is the loose-leaf version of Child and Adolescent Development and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with the loose-leaf version, use ISBN 0133831515 . Child and Adolescent Development takes a chronological approach to the study of child development, with an applied focus. Authors Anita Woolfolk and Nancy Perry describe the characteristics and the developmental milestones of the major developmental periods -- infancy and toddlerhood, early childhood, middle childhood, and adolescence

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-- and discuss the implications and applications of research in child development. The text provides reliable and practical guidelines to help prospective teachers and other professionals working with children to recognize typical and atypical development and to support the development of children and adolescents in positive ways. The Enhanced Pearson eText features embedded video, video analysis exercises, and assessments. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.\* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. \*The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. \*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. From reviews of the

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First Edition: "[W]ell written with a clear focus on the undergraduate audience, it covers a wide range of relevant topics that undergraduates are interested in, it makes human development theories accessible to undergraduates, and it integrates multiple cultural lenses ... I absolutely love it compared to the other options on the market in this field ." -- Michelle Tichy, University of Northern Iowa "The writing style is excellent! ...The Introductory 'What would you do' scenarios are great for stimulating critical thinking at the beginning of the class discussions. . . .

'Connecting with Children' sections provide helpful guidelines for teachers, families and other professionals. . . . [The text makes an] intentional effort to cover diversity and culture." -- Winnie Mucherah, Ball State University "One of the reasons I changed to this text was the very clear and interesting writing style. I found myself absorbed in the information even though I have been using these types of texts for decades. The level is appropriate for the students. In addition, if a topic is introduced, it is presented in some depth. . . . There is a great deal of material on practical considerations related to parenting and teaching as well as to cross-cultural issues and diversity. Topics are covered thoroughly and related to one another. I also like the layout of the material in terms of how it appears on the page, ease of reading the print, etc." -- Sandra Twardosz, University of Tennessee, Knoxville

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Updated with an emphasis on NAEYC and other standards, *GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING*, Eighth Edition, focuses on ways professionals can help children develop both positive feelings about themselves and social competence. Readers will find practical, developmentally appropriate strategies for how to work with children and families from many different backgrounds and circumstances, and in a variety of group settings. And, they'll obtain a unified framework for decision-making and professional practice that incorporates sound principles of children's development, relationship enhancement, and behavior management. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Educational psychology is the scientific study of how people learn and how teachers can foster learning. An understanding of these principles and how they can be applied to classroom situations is as crucial as it ever has been for the contemporary Australian school teacher, from early childhood through to secondary school.

An invaluable resource for all teachers seeking to update and improve their professional skills. Written in a lively, accessible style the authors draw heavily from the experience of teachers they have worked with in different parts of the world. The book's

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thought-provoking contents will be an invaluable resource not only for Certificate candidates but for all teachers and trainers who are seeking to update and improve their professional practice.

This indispensable practitioner resource presents classroom-based strategies for supporting all students' success and psychological wellness in grades K-9. The authors clearly explain what makes a classroom a healthy place to learn. They describe effective procedures for recognizing when a classroom is lacking essential supports, intervening to put missing supports into place, and evaluating the effects on learning and development. Rich case studies show how the strategies have been used by actual educators. Reproducible worksheets and planning tools are included; the large-size format and lay-flat binding facilitate photocopying.

Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to This Edition \*Incorporates a substantial new research base. \*Expanded K-9 grade range. \*Discussions of timely topics: English language learners, cultural diversity, response to intervention, and positive behavior supports. \*Most case studies are new. \*Seven additional reproducibles (intervention strategy sheets).

Theories in Educational Psychology s purpose is to

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introduce readers to the pioneering educational psychology theories that continue to shape our understanding of the classroom learning environment, present support for the theories from perspectives in the current research literature, and share how these theoretical traditions have translated into effective teaching methods. Each chapter will be infused with practical teaching examples, classroom vignettes, and instructional strategies so readers are continually confronted with how theory translates to practice. In addition to becoming familiar with the conceptual understanding of core theoretical knowledge, readers will also be presented with current thinking about each theory and an introduction to important related topics at the close of each chapter. The chapters will also conclude with activities designed to help readers reflect on their learning of each chapter's content." Looking in Classrooms uses educational, psychological, and social science theories and classroom-based research to teach future classroom teachers about the complexities and demands of classroom instruction. While maintaining the core approach of the first ten editions, the book has been thoroughly revised and updated with new research-based content on teacher evaluation, self-assessment, and decision-making; special emphases on teaching students from diverse ethnic, cultural, class, and gender-identity contexts; and rich

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suggestions for integrating technology into classroom instruction. Widely considered to be the most comprehensive and authoritative source available on effective, successful teaching, *Looking in Classrooms* synthesizes the knowledge base on student motivation, classroom management, teacher expectations, teacher effectiveness, adaptive instruction for individual learners, and informative observational techniques for enhancing teaching. It addresses key topics in classroom instruction in an accessible fashion, promoting easy interpretation and transfer to practice, and articulates the roles of teacher-centered pedagogy, student-centered instruction, and project-based learning in today's classroom. Guided by durable historical knowledge as well as dynamic, emerging conceptions of teaching, this text is ideal for undergraduate teacher training programs and for masters-level courses for teachers, administrators, and superintendents. This book shows principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills.

*A Teacher's Guide to Classroom Assessment* is a comprehensive guide that shows step-by-step how to effectively integrate assessment into the classroom. Written for both new and seasoned teachers, this important book offers a practical aid for developing assessment skills and strategies, building assessment

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literacy, and ultimately improving student learning. Based on extensive research, this book is filled with illustrative, down-to-earth examples of how classroom assessment works in classrooms where assessment drives the instruction. The authors present the Classroom Assessment Cycle—Clarifying learning targets, Collecting assessment evidence, Analyzing assessment data, and Modifying instruction based upon assessment data—that demonstrates how one assessment action must flow into the next to be effective. Each chapter details the kinds of assessment evidence that are the most useful for determining student achievement and provides instruction in the analysis of assessment data.

"This book is designed to help students organize their thinking about psychology at a conceptual level. The focus on behaviour and empiricism has produced a text that is better organized, has fewer chapters, and is somewhat shorter than many of the leading books. The beginning of each section includes learning objectives; throughout the body of each section are key terms in bold followed by their definitions in italics; key takeaways, and exercises and critical thinking activities end each section"--BCcampus website.

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

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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.

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 013338621X. The new Sixteenth Edition of this classic text presents a broad introduction to the foundations of education through discussion of theory and practice in such areas as advocacy; legislation; and the current social, political, and economic climate. In it, teachers gain a realistic perspective and approach to their work. Current, thoughtful, and completely up-to-date, *Foundations of American Education* presents a comprehensive look at the fast-paced world of information and the underlying constructs influencing today's schools. The book includes comprehensive coverage of recent trends and issues in schools, the

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emergence of Common Core State Standards, RTI, and the continuing emphasis on assessment. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet.\* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. \* The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. \*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

A major new introduction to ethics, designed specifically to meet the needs of undergraduate students.

The 12th Edition of Educational Psychology maintains the lucid writing style for which the author is renowned. It is as free of jargon and technical language as possible in order to be clear, relevant, and interesting to all readers. Theory and practice are not separated in the text, but are considered together. The book shows very clearly how information and ideas drawn from research in

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educational psychology can be applied to solve the everyday problems of teaching. Readers explore the connections between research and practice through a wealth of examples, lesson segments, case studies, guidelines, and practical tips from experienced teachers. The content reveals the immense value and usefulness of educational psychology, a field that offers unique and crucial knowledge to any who dare to teach and to all who love to learn. Note: this is the standalone book if you want the book/Access Card please order: 0132893584 / 9780132893589 Educational Psychology and MyEducationLab Access Card Package Package consists of: 0132613166 / 9780132613163 Educational Psychology 0132888831 / 9780132888837 NEW MyEducationLab -- Valuepack Access Card This title is a Pearson Global Edition. The Editorial team at Pearson has worked closely with educators around the world to include content which is especially relevant to students outside the United States. For Introduction to Educational Psychology courses. Forty-four easy-to-read modules facilitate students' learning and retention In clear and jargon-free prose, Educational Psychology: Active Learning Edition, 14th Edition, explains and illustrates educational psychology's practical relevance for teachers and learners. Theory and practice are considered together, showing how research on child development, learning, cognition, motivation, instruction, and assessment can be applied to solve the everyday problems of teaching. The 14th Edition offers a state-of-the-art presentation of the field of educational psychology, with new and expanded coverage of

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important topics like the brain, neuroscience, and teaching; the impact of technology and virtual learning environments on the lives of students and teachers; and diversity in today's classrooms. MyLab Education is not included. Students, if MyLab Education is a recommended/mandatory component of the course, please ask your instructor for the correct ISBN. MyLab Education should only be purchased when required by an instructor. Instructors, contact your Pearson representative for more information. Reach every student by pairing this text with MyLab Education MyLab(tm) is the teaching and learning platform that empowers you to reach every student. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. MyLab Education helps students bridge the gap between theory and practice - better preparing them for success in their future endeavors.

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