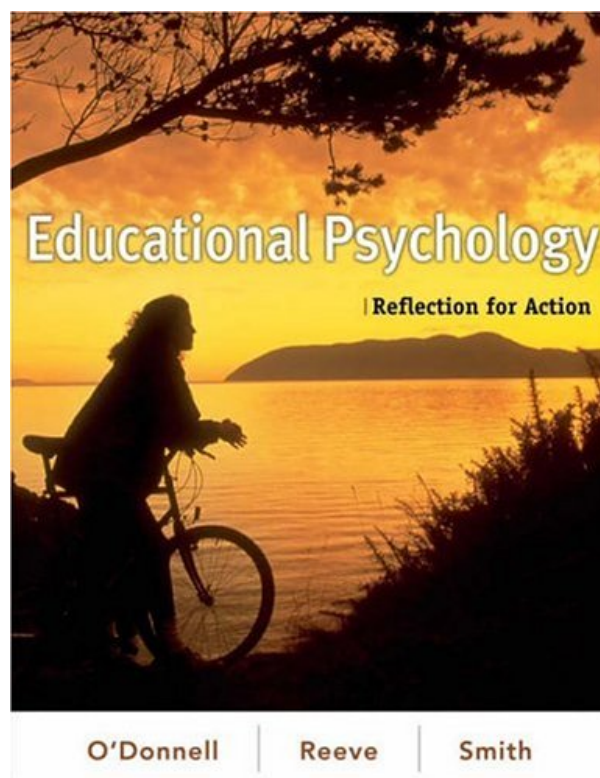
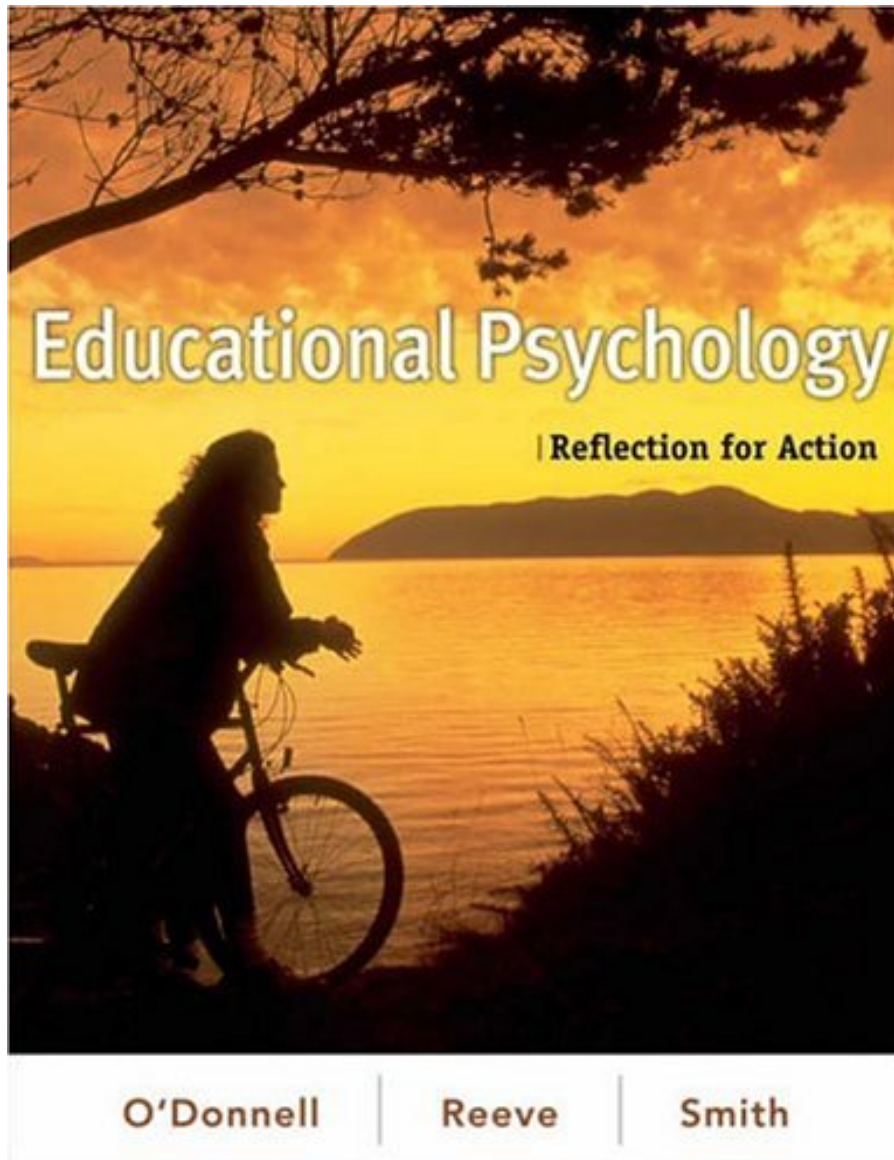


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Make Reflection an Everyday Practice

Because today's classrooms and instructional demands are changing, new teachers need to be able to frame questions about their classrooms, use theories and research to think critically about the answers to those questions, and then take action. Using real classroom cases, thought-provoking questions, and synthesizing activities, the authors guide students through a unique 4-step process—Reflection, Information Gathering, Decision-Making, and Evaluation (RIDE)—that seamlessly translates theory into practice, and helps make reflection an everyday practice. Written by experts in cognition, motivation, and assessment, Educational Psychology: Reflection for Action provides an effective framework that not only makes the study of educational psychology manageable, but also develops new teachers into reflective practitioners. About the Authors

Angela M. O'Donnell is a Professor in the Department of Educational Psychology at The State University of New Jersey, Rutgers. She is the current President of Division 15 of the American Psychological Association. She has published extensively on the cognitive processes involved in learning. Johnmarshall Reeve is a Professor in the Department of Psychological and Quantitative Foundations at the University of Iowa. His research interests center on the empirical study of all aspects of human motivation and emotion, on which he has written widely. Jeffrey Smith is Professor of Education at The State University of New Jersey, Rutgers. He is former Associate Dean of the Graduate School of Education. His research interests include psychological factors involved in assessment, and classroom assessment and grading. Also available from Wiley/Jossey-Bass Education

Classroom Management: Creating a Successful K-12 Learning Community, 3rd Edition

Paul Burden

ISBN: 0-471-71073-3

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This book will help preservice teachers develop the skills necessary to become reflective practitioners who can frame questions about their classrooms and use a "scientist-practitioner" approach to answer those questions. The authors first focus on how students develop and how and why they might be motivated to learn. They then examine learning and teaching as well as the contexts in which these processes occur. And they discuss how to assess if a student has gained an understanding of the classroom material.

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