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Communications are examined in detail with a focus on: Socio-cognitive conflict, conversational moves and conversation types The way the different forms of the interactions relate to different sources of asymmetry in the classroom The way social representations and social identities of gender are negotiated in the interaction This book addresses two critical calls pertaining to language education. Firstly, for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly, for the need to attend to conceptualizations of and approaches to manifestations of (in)equality in the sociohistorical contexts in which they occur. Collectively, the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger (trans)communal negotiations of being and belonging, in which individuals affirm and/or problematize essentialized and idealized nativeness and community membership. The volume, comprised of chapters contributed by a diverse array of researcher-practitioners living, working and/or studying around the globe, is intended to inform, empower and inspire stakeholders in language education to explore, potentially reimagine, and ultimately critically and practically transform, the communities in which they live, work and/or study.

The Complexity of Identity and Interaction in Language Education - Nathanael Rudolph - 2020-07-20
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Education and Psychology in Interaction - Braham Norwich - 2002-11-01
This book provides an important account of how children develop through different kinds of social interactions. It will have considerable appeal for researchers in the fields of developmental psychology, socio-cultural psychology, social representations theory and education who wish to gain a deeper understanding of development and its relation to socio-cultural processes.

Interaction, Communication and Development - Charis Psaltis - 2014-04-16
For decades there has been considerable interest in the ways that interactions between children can provide a beneficial context for the study of cognitive and social development. In this book Psaltis and Zapiti use both theoretical and empirical research to build on the perspectives of Piaget, Vygotsky, Moscovici, and others including the legacy of Gerard Duveen, to offer a state of the art account of research on the themes of social interaction and cognitive development. Interaction Communication and Development discusses the significance of social identities for social interaction and cognitive development. The empirical set of studies presented and discussed focus on patterns of communication between children as they work together to solve problems. This book addresses two critical calls pertaining to language education. Firstly, for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly, for the need to attend to conceptualizations of and approaches to manifestations of (in)equality in the sociohistorical contexts in which they occur. Collectively, the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger (trans)communal negotiations of being and belonging, in which individuals affirm and/or problematize essentialized and idealized nativeness and community membership. The volume, comprised of chapters contributed by a diverse array of researcher-practitioners living, working and/or studying around the globe, is intended to inform, empower and inspire stakeholders in language education to explore, potentially reimagine, and ultimately critically and practically transform, the communities in which they live, work and/or study.

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Learning Technologies and User Interaction - Kay K. Seo - 2021-09-28

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Communication and Education - Gavriel Salomon - 1981-11

Noted researcher and scholar Gavriel Salomon sheds new light on the complex relationship between education and communication. His intriguing analysis is based on the unconventional theory that communication is reciprocally interactive. He offers illuminating examples of how expectations, values, and moods alter perceptions and affect learning patterns. ‘Communication and Education is an extraordinarily interesting and insightful book that makes a very significant contribution to a neglected area of endeavor’ – Educational Technology, Spring 1982

Knowledge and Interaction - Andrea A. diSessa - 2015-12-07

Decades of research in the cognitive and learning sciences have led to a growing recognition of the incredibly multi-faceted nature of human knowing and learning. Up to now, this multifaceted nature has been visible mostly in distinct and often competing communities of researchers. From a purely scientific perspective, "siloed" science—where different traditions refuse to speak with one another, or merely ignore one another—is unacceptable. This ambitious volume attempts to kick-start a serious, new line of work that shifts, or properly articulates, different traditions with their divergent historical, theoretical, and methodological commitments that, nonetheless, both focus on the highly detailed analysis of processes of knowing and learning as they unfold in interactional contexts in real time. Knowledge and Interaction puts two traditions in dialogue with one another: Knowledge Analysis (KA), which draws on intellectual roots in developmental psychology and cognitive modeling and focuses on the nature and form of individual knowledge systems, and Interaction Analysis (IA), which has been prominent in approaches that seek to understand and explain learning as a sequence of real-time moves by individuals as they interact with interlocutors, learning environments, and the world around them. The volume’s four-part organization opens up space for both substantive contributions on areas of conceptual and empirical work as well as opportunities for reflection, integration, and coordination.

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Learning Technologies and User Interaction explores the complex interplay between educational technologies and those who rely on them to construct knowledge and develop skills. As learning and training continue to move onto digital platforms, tools such as artificial intelligence, predictive analytics, video games, virtual reality, and more hold considerable potential to foster advanced forms of synergy across contexts. Showcasing a variety of contributors who are attuned to today’s networked technologies, environments, and learning dynamics, this book is ideal for students and scholars of educational technology, instructional design, professional development, and research methods.

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Educational Psychology of the Self - Katherine C. Powell - 2006-01-01

The Child at School - Peter Blatchford - 2015-07-16

What is the nature of children’s social life in school? How do their relationships and interactions with peers, teachers and other school staff influence their development and experience of school? This book, written by leading researchers in educational and developmental psychology, provides answers to these questions by offering an integrated perspective on children’s social interactions and relationships with their peers and teachers in school. Peer interactions in school have tended to be underestimated by educationalists, and this book redresses the balance by giving them equal weight to teacher–child interactions. In this second edition, the authors extensively revise the text on the basis of many years of research and teaching experience. They highlight common misconceptions about children, their social lives, and school achievement which have often resulted in ineffectiveness in school policy. The book includes a number of important topics, including: The significance of peer-friendships at school The nature and importance of play and break-times Aggression and bullying at school Peer relations and learning at school The classroom environment and teacher-pupil interaction The influence of gender in how children learn at school. Advantages and disadvantages of different methodological approaches for studying children in school settings Policy implications of current research findings. The Child at School will be essential reading for all students of child development and educational psychology. It will also be an invaluable source for both trainee and practicing teachers and teaching assistants, as well as clinical psychologists and policy makers in this area.

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Parent-Child Interaction: Theory, Research, and Prospects is intended (a) to provide a synthesis of a segment of this growing body of literature on interrelationships between children and their parents; (b) to examine the theoretical implications of this research; (c) to review and assess common methodological approaches to the study this growing body of literature on interrelationships between children and their parents; (b) to examine the theoretical implications of this research; (c) to review and assess common methodological approaches to the study of this growing body of literature on interrelationships between children and their parents; and (d) to identify directions future research must take if our understanding of family influences and their place in a broader sociocultural context is to be policy makers in this area.

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**Interaction in Cooperative Groups** - Rachel Hertz-Lazarowitz - 1995-02-24
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**Interaction of Media, Cognition, and Learning** - Gavriel Salomon - 2012-12-06
The educational use of television, film, and related media has increased significantly in recent years, but our fundamental understanding of how media communicate information and which instructional purposes they best serve has grown very little. In this book, the author advances an empirically based theory relating media’s most basic mode of presentation – their symbol systems – to common thought processes and to learning. Drawing on research in semiotics, cognition and cognitive development, psycholinguistics, and mass communication, the author offers a number of propositions concerning the particular kinds of mental processes required by, and the specific mental skills enhanced by, different symbol systems. He then describes a series of controlled experiments and field and cross-cultural studies designed to test these propositions. Based primarily on the symbol system elements of television and film, these studies illustrate under what circumstances and with what types of learners certain kinds of learning and mental skill development occur. These findings are incorporated into a general scheme of reciprocal interactions among symbol systems, learners’ cognitions, and their mental activities; and the implications of these relationships for the design and use of instructional materials are explored.

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**Meaningful Teaching Interaction at the Internationalised University** - Doris Dippold - 2021-05-09
This edited collection draws together the latest thinking, research and practical case studies related to classroom interaction at internationalised universities. Through evidence-based approaches which involve the analysis of and reflection on classroom interaction practices, this book examines issues related to classroom interaction in disciplinary higher education contexts, whilst addressing the question of how teachers and students can develop their ability in orchestrating and taking part in classroom interaction. Covering topics such as classroom interactional competence, ‘silent’ students, interaction and integration in multicultural classes, social factors in extended. The book is organized into three parts. Part I examines theory and research on major aspects of parent-child influence processes. Part II examines the methods employed in research on family environments and considers the unique features that distinguish research on home environmental influences from traditional educational research. Part III provides different perspectives on the application of psychological knowledge to socialization processes. This book is intended for educational and developmental psychologists with interests in socialization processes as well as for practitioners who design parental programs that minimize discontinuities between competing socialization influences. This volume will also provide Part I provides cutters in educational, developmental, and community psychology; as a reference for professionals involved in school psychology, school administration, and pupil personnel work; and for psychologists and social workers involved in youth service agencies, child guidance, diagnostic clinics, parent education, and family therapy.

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**Exploring Student Loneliness in Higher Education** - Lee Oakley - 2019-12-28

This book is an in-depth qualitative linguistic study of loneliness disclosures in interviews with undergraduate students in the UK. While much loneliness research has been undertaken in the areas of psychology, social policy and education, such studies have prioritised the social factors behind mental distress without paying explicit attention to the medium in which such distress is communicated and embodied (i.e. language). This monograph supplements this growing body of work by arguing for a stronger focus on the insights which linguistic analysis can provide for investigating how and why loneliness is disclosed by Higher Education students. This book is the first study to address discourses of loneliness in Higher Education specifically from a linguistic perspective, and will be of interest to education and healthcare professionals, counselling and welfare providers, and students and scholars of discourse analysis and linguistics.

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**Social Interaction in Educational Settings** - Albert H. Yee - 1971

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**Gender Influences in Classroom Interaction** - Louise Cherry Wilkinson - 2013-10-22

Educational Psychology Series: Gender Influences in Classroom Interaction compiles papers presented at a conference funded by the National Institute of Education and held at the Wisconsin Center for Education Research, University of Wisconsin—Madison in October 1983. This book focuses on the interactional influences bearing on gender-related influences, such as contextual factors and teacher and student characteristics, from both theoretical and empirical perspectives are also deliberated. This book is addressed primarily to researchers, but is also useful to teachers, educational policy makers, and others who want to insure every child, regardless of gender or other status, the opportunity of a rewarding and challenging education.

**Symbols of Interaction Potentialities: Movement patterns** - Åke Bjerstedt - 1966

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**Educational Dialogues** - Karen Littleton - 2010-01-21

Educational Dialogues provides a clear, accessible and well-illustrated case for the importance of dialogue and its significance for learning and teaching. The contributors characterise the nature of productive dialogues, to specify the conditions and pedagogic contexts within which such dialogues can most effectively be resourced and promoted. Drawing upon a broad range of theoretical perspectives, this collection examines: theoretical frameworks for understanding teaching and learning dialogues teacher-student and student-student interaction in the curricular contexts of mathematics, literacy, science, ICT and philosophy the social contexts supporting productive dialogues implications for pedagogic design and classroom practice. Bringing together contributions from a wide range of internationally renowned researchers, this book will form essential reading for all those concerned with the use of dialogue in educational contexts.

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**Learning, Social Interaction and Diversity - Exploring Identities in School Practices** - Eva Hjörne - 2012-09-05

The main idea of the book is to contribute to a broader understanding of learning, identity and diversity by presenting actual research findings that were retrieved from classroom settings and related social practices. Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains. Sociocultural research shows that the organization of schooling promotes or restricts learning, and is a crucial factor to understand how children from a diversity of backgrounds profit from instruction. This is a first urgent issue to be considered by teachers and teacher education in our socio and culturally diverse society. A second issue is the on-going debate about learning as a process that involves the construction of identities in schools and classrooms, and in the transitions between school and home practices. Last but not least, since school practices can be addressed from the perspective of diversity and special educational needs an on-going discussion about optimizing pedagogical approaches is of main importance to allow maximum educational effectiveness. Our potential audience for this book are researchers, post-graduate students in education and psychology, teachers, teacher education, other academics and policy makers.

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Geographical Psychology - Peter J. Rentfrow - 2014

“This volume attempts to make the case that our understanding of psychological phenomena can be greatly informed by a geographical perspective—one that explores the spatial organization of psychological phenomena and considers how individual characteristics, social entities, and physical features of the environment contribute to their organization. The chapters in this book highlight the ways in which larger geographical contexts and the confluence of individual and social factors interact with psychological processes. The perspectives described herein complement and extend theory and research in several areas of psychology, including social, personality, cultural, environmental, evolutionary, and comparative. By bringing together streams of research at the intersection of geographical psychology, I have tried to show how broadly studied psychological constructs relate to and are influenced by broad social, ecological, economic, and political forces. At the same time, this research demonstrates the relevance of psychology for understanding macro-level processes. Ultimately, this book is designed to inform researchers about the value of examining psychological phenomena and their spatial components”--Introduction. (PsycINFO Database Record (c) 2013 APA, all rights reserved).

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Problem-based Learning - Dorothy H. Evensen - 2000-01-01

This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula—the group meeting and self-directed learning—and demonstrates that understanding these complex phenomena is critical to the operation of this innovative curriculum. It is the editors’ contention that it is these components of problem-based learning that connect the initiating “problem” with the process of effective “learning.” Revealing how this occurs is the task taken on by researchers contributing to this volume. The studies include use of self-reports, interviews, observations, verbal protocols, and micro-analysis to find ways into the psychological processes and sociological contexts that constitute the world of problem-based learning.

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Readings in Educational Psychology - Edgar Stones - 2012-05-04

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.

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Interactions Between Education, Practice of Physical Activity and Psychological Well-Being - Alexandre Garcia-Mas - 2020-06-15

This book is a unique exploration of the idea of the “second person” in human interaction, the idea that face-to-face interactions involve a distinctive form of reciprocal mental state attributions that mediates their dynamical unfolding. Challenging the view of mental attribution as a sort of “theory of mind”, Pérez and Comila argue that the second person perspective of mental understanding is the conceptually, ontogenetically, and phylogenetically basic way of understanding mentality. Second person interaction provides the opportunity for the acquisition of concepts of mental states of increasing complexity. The book reviews the growing interest in a variety of second person phenomena, both in development and in adulthood, presenting research that shows how participants in human interaction attribute mental states of a referentially transparent kind to each other. This review documents the spontaneous preference for face-to-face interaction, from eye contact to joint attention, from forms of vitality to communicative intentions, from interaction detection to joint action, and from synchrony to interpersonal coordination. Also looking at the implications and applications of the second person perspective within fields as diverse as art and morality, this book is fascinating reading for students and academics in social and cognitive psychology, cognitive science, neuroscience, and philosophy.

Social Cognition and the Second Person in Human Interaction - Diana 1. Pérez - 2021-09-29

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How People Learn - National Research Council - 2000-08-11
First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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Teaching and Mobile Learning - Flavia Santianni - 2022-01-31
Teaching and Mobile Learning: Interactive Educational Design is a groundbreaking book which shows how to design innovative educational mobile learning environments to instructional designers, curriculum developers, and learning professionals. The book aims to solicit teachers, educators, and practitioners to adapt their teaching with the help of educational digital models related to mobile technologies. Mobile learning is a revolution in concepts like space, sound production, and learning to get more and more customized in always-connected and ever-changing educational mobile learning environments. Researchers and academicians can be trained in cognition processes in learning management of mixed reality and virtual bodies. Mixed reality mobile technologies are becoming tools for education and training in mixed reality mobile learning. Readers of this book will understand how user and device innovative interactions are borderline with attention deficit disorder, digital amnesia, and information overload. The book develops educational knowledge on how to manage mobile technology and specific learning disorders to monitor the use of smartphones and technology tools and to empower their role in learning enhancement processes.

Interaction, Language Use, and Second Language Teaching - Thorsten Huth - 2020-09-01
This book presents a view of human language as social interaction, illustrating its implications for language learning and second language teaching: // The volume advocates for researchers, practitioners, and administrators to rethink and reconceptualize an understanding of language beyond that of the written word to one encompassing social and interactional activity built on co-construction, collaboration, and negotiation. The book emphasizes the ways in which this view of language can shed light on the language learning process as one which draws on discrete linguistic units and constructions in conjunction with a range of temporal, sequential, and embodied resources across a variety of social contexts. In turn, these insights prompt further reflection and discussion on their implications for advancing second language teaching practice. // This book will be key reading for scholars interested in second language teaching research, as well as active second language teachers and language program administrators.

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Learning with Computers - Paul Light - 2002-09-11
Contrary to the belief that computers isolate users, Karen Littleton and Paul Light demonstrate that learning with computers is often a collaborative and social activity. Learning with Computers brings together a significant body of research that shows how working with others at the computer can be beneficial to learners of all ages, from the early school years to the highest levels of education. It also investigates factors such as gender that explain why some interactions are not as productive as others.

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Interaction Concepts of Personality
not easily established or formulated, and where investigators at the time of publication were themselves a long way from the commonly shared language and conceptual system. Originally published in 1969, Dr. Carson’s book provided, for the first time, an empirically grounded, systematic framework to analyse, describe, and to some extent explain the transactions that occur between people from a standpoint of a personologist. The author starts from a Sullivanian base, which views “personality” as a largely interpersonal phenomenon. He then reformulates Sullivanian conceptions into a more complete framework, one more firmly tied to observable events or empirically testable hypotheses. This work represents a unique effort to integrate, from available empirical findings and conceptual formulations within psychology and the social sciences, a comprehensive account of socially significant personal conduct. It brings together, within an integrating framework, diverse trends from modern behaviour theory, personality, social psychology, and behaviour disorder.


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Interaction Techniques and Social Adjustment of a Class in General Psychology in the Colorado State College of Education - Lester N. Downing - 1951

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The book comprising the various aspects relating to the psychology of learning and development of a child furnishes proper understanding to its readers for helping the growing children in their thoroughgoing development. The subject-matter, dexterously divided into 35 chapters and organised in a simplified and logical manner, first explicates educational psychology, development of the growing children, process of learning, intelligence, aptitude and attitude, and then expounds on psychology of individual differences, learning styles, learning disabilities, creativity, personality, mental health, adjustment, guidance and counselling, and ultimately, social groups and group dynamics. The book is primarily designed for the postgraduate students of education.

KEY FEATURES
- Presents comprehensive and practicable coverage of the topics
- Discusses theories related to a number of aspects and phenomena
- Includes some important concepts such as Havighurst’s developmental tasks, emotional intelligence, social intelligence, spiritual intelligence, constructivism and constructivist learning, achievement motivation, learning disabilities, theories of creativity, and so on
- Offers engaging language and user-friendly mode of discussion
- Adequately illustrated with examples, figures and tables
- Comprises chapter-end summary for quick glance of the concepts

LRLEARNING RESOURCES Teaching resource is available at https://www.phindia.com/Psychology-of-Learning-and-Development-by-Mangal-Mangal for adopting faculties, which comprises quiz questions, chapter-wise PPTs and bibliography, and lecture video.


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Social Groups in Action and Interaction - Charles Stangor - 2015-10-16

Social Groups in Action and Interaction reviews and analyzes the human group as it operates to create both social good and, potentially, social harm. It summarizes current knowledge and contemporary research, with real-world examples in succinct yet engaging chapters, to help students understand and predict group behavior. Unlike other texts, the book considers a wide range of topics—such as conformity, leadership, task performance, social identity, prejudice, and discrimination—from both an intragroup and an intergroup perspective. By looking at behavior both within and between groups, it bridges the gap between these interconnected approaches. The second edition is thoroughly updated to include new discussion of the biology and neuroscience of group formation, recent developments in social identity theory, and recent advances in the study of social networks. It also includes questions for review and discussion in the classroom. It provides the most comprehensive and essential resource for courses on group dynamics and behavior.

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Teaching Through Peer Interaction - Rebecca Jane Adams - 2019

Teaching through Peer Interaction prepares teachers to use peer communication in the classroom. It presents current research of peer interaction and language learning for teachers, including background on the role of peer interaction in classroom language learning, guidelines for adopting and adapting peer interaction opportunities in real classrooms, and perspectives on teachers’ frequently expressed concerns and questions about peer interaction. Practical and comprehensive, this text brings together information on peer communication across the different skill areas, for different learners, in different contexts and includes discussion on assessment. The text is replete with sample activities, tasks, and instructional sequences to aid teachers’ understanding of how to use peer interaction effectively in a range of classroom settings, making it the ideal textbook for upper-level undergraduate and graduate students in language education programs, as well as in-service teachers. cation programs, as well as in-service teachers.

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Human Interaction with the Divine, the Sacred, and the Deceased - Thomas G. Plante - 2021-07-01

Human Interaction with the Divine, the Sacred, and the Deceased brings together cutting-edge empirical and theoretical contributions from scholars in fields including psychology, theology, ethics, neuroscience, medicine, and philosophy, to examine how and why humans engage in, or even seek spiritual experiences and connection with the immaterial world. In this richly interdisciplinary volume, Plante and Schwartz recognize human interaction with the divine and departed as a cross-cultural and historical universal that continues to concern diverse disciplines. Accounting for variances in belief and human perception and use, the book is divided into four major sections: personal experience; theological consideration; medical, technological, and scientific considerations; and psychological considerations with chapters addressing phenomena including prayer, reincarnation, sensed presence, and divine revelations. Featuring scholars specializing in theology, psychology, medicine, neuroscience, and ethics, this book provides a thoughtful, compelling, evidence-based, and contemporary approach to gain a grounded perspective on current understandings of human interaction with the divine, the sacred, and the deceased. Of interest to believers, questioners, and unbelievers alike, this volume will be key reading for researchers, scholars, and academics engaged in the fields of religion and psychology, social psychology, behavioral neuroscience, and health psychology. Readers with a broader interest in spiritualism, religious and non-religious movements will also find the text of interest.

Educational and Psychological Interactions - 1978

This monograph analyses and describes successful educational actions with a specific focus on vulnerable groups (i.e. youth, migrants, cultural groups e.g. Roma, women, and people with disabilities). Concrete data that shows success in school performance in subject matters such as math or language will be provided, as well as children, teachers and families accounts of the impact of this success. Alongside, there is an analysis of the relationship between these children’s educational performance with their inclusion or exclusion from different areas of society (i.e. housing, health, employment, and social and political participation). Many studies have already diagnosed and described the causes of educational and social exclusion of these vulnerable groups. This monograph, however, provides solutions, that is, actions for success identified through the INCLUD-ED project, thus providing both, contrasted data and solid theoretical background and development. Some examples of these actions are interactive groups (or heterogeneous grouping in the classroom with reorganisation of human resources), extension of the learning time, homework clubs, tutored libraries, family and community educative participation, family education, or dialogic literary gatherings. All these actions have been defined as successful educational actions, which mean that they lead to both efficiency and equity. Finally, recommendations for policy and practice are included and discussed.

Successful Educational Actions for Inclusion and Social Cohesion in Europe - Ramon Flecha (Ed.) - 2014-11-14

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