Educational Psychology (PGT Conv)



1.

Depaepe F, Verschaffel L, Kelchtermans G. Pedagogical content knowledge: A systematic review of the way in which the concept has pervaded mathematics educational research. Teaching and Teacher Education. 2013 Aug;34:12–25.

2.

Mecoli, Storey. The Influence of the Pedagogical Content Knowledge Theoretical Framework on Research on Preservice Teacher Education. Journal of Education [Internet]. 2013;193(3):21–27. Available from:

http://ezproxy.lib.gla.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true& db=pbh&AN=95731157&site=ehost-live

З.

Poulou M. Educational psychology within teacher education. Teachers and Teaching: Theory and Practice. 2005 Dec 1;11(6):555–574.

4.

Lee S. Shulman. Those Who Understand: Knowledge Growth in Teaching. Educational Researcher [Internet]. 1986;15(2):4–14. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/1175860

5.

Woolfolk Hoy A. Educational Psychology in Teacher Education. Educational Psychologist. 2000 Dec;35(4):257–270.

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408257 517

7.

Woolfson LM. Educational psychology: the impact of psychological research on education [Internet]. Harlow, Essex: Pearson Education Limited; 2011. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780273729 211

8.

Lee S. Shulman. Those Who Understand: Knowledge Growth in Teaching. Educational Researcher [Internet]. 1986;15(2):4–14. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/1175860

9.

Fives H, Gill MG, editors. International handbook of research on teachers' beliefs. New York, NY: Routledge; 2015.

10.

Poulou M. Educational psychology within teacher education. Teachers and Teaching: Theory and Practice. 2005 Dec 1;11(6):555–574.

11.

Richardson PW, Karabenick SA, Watt HMG, editors. Teacher motivation: theory and practice [Internet]. New York, NY: Routledge; 2014. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203119 273

12.

Woolfolk Hoy A. Educational Psychology in Teacher Education. Educational Psychologist.

2000 Dec;35(4):257-270.

13.

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408257 517

14.

Woolfson LM. Educational psychology: the impact of psychological research on education [Internet]. Harlow, Essex: Pearson Education Limited; 2011. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780273729 211

15.

Cameron RJ. Educational Psychology: The distinctive contribution. Educational Psychology in Practice. 2006 Dec;22(4):289–304.

16.

Ashton R, Roberts E. What is Valuable and Unique about the Educational Psychologist? Educational Psychology in Practice. 2006 Jun;22(2):111–123.

17.

Cameron RJ. Educational Psychology: The distinctive contribution. Educational Psychology in Practice. 2006 Dec;22(4):289–304.

18.

Chatzinikolaou R. How can strength-based interventions be useful for educational psychologists working with children and young people? Educational Psychology Research and Practice [Internet]. The School of Psychology University of East London; 2015 Sep;1(1):10–16. Available from:

https://www.uel.ac.uk/research/educational-psychology-research-and-practice/volume-1-no -1-2015

Scotland. Scottish Executive. Review of provision of educational psychology services in Scotland [Internet]. Electronic version. Edinburgh: Scottish Executive; 2002. Available from: https://www.aspep.org.uk/wp-content/uploads/2014/05/Currie-Report-2002.pdf

20.

Lindsay G. Educational psychology and the effectiveness of inclusive education/mainstreaming. British Journal of Educational Psychology. 2007 Mar;77(1):1–24.

21.

Love P. Educational psychologists: the early search for an identity. Educational Psychology in Practice. 2009 Mar;25(1):3-8.

22.

Anne Pirrie and George Head. Martians in the Playground: Researching Special Educational Needs. Oxford Review of Education [Internet]. 2007;33(1):19–31. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/4618694

23.

Stobie I. Processes of 'Change' and 'Continuity' in Educational Psychology--Part I. Educational Psychology in Practice. 2002 Sep;18(3):203–212.

24.

Stobie I. Processes of 'Change' and 'Continuity' in Educational Psychology--Part II. Educational Psychology in Practice. 2002 Sep;18(3):213–237.

25.

Lindsay G. Educational psychology and the effectiveness of inclusive education/mainstreaming. British Journal of Educational Psychology. 2007 Mar;77(1):1–24.

Anne Pirrie and George Head. Martians in the Playground: Researching Special Educational Needs. Oxford Review of Education [Internet]. 2007;33(1):19–31. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/4618694

27.

Husén T, Postlethwaite TN. The International encyclopedia of education. 2nd ed. [Oxford, England]: Pergamon; 1994.

28.

Bronfenbrenner U. Making human beings human: bioecological perspectives on human development. Thousand Oaks, Calif: SAGE; 2005.

29.

Chatzinikolaou R. How can strength-based interventions be useful for educational psychologists working with children and young people? Educational Psychology Research and Practice [Internet]. The School of Psychology, University of East London; 2015;1(1). Available from: https://repository.uel.ac.uk/item/8856x

30.

Scotland. Scottish Executive. Review of provision of educational psychology services in Scotland [Internet]. Electronic version. Edinburgh: Scottish Executive; 2002. Available from:

https://www.webarchive.org.uk/wayback/archive/20150219124716/http://www.gov.scot/Publications/2002/02/10701/File-1

31.

Lindsay G. Educational psychology and the effectiveness of inclusive education/mainstreaming. British Journal of Educational Psychology. 2007 Mar;77(1):1–24.

Anne Pirrie and George Head. Martians in the Playground: Researching Special Educational Needs. Oxford Review of Education [Internet]. 2007;33(1):19–31. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/4618694

33.

Mueller CM, Dweck CS. Praise for intelligence can undermine children's motivation and performance. Journal of Personality and Social Psychology [Internet]. 1998;75(1):33–52. Available from:

https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=pdh&AN=1998-04530-003&site=ehost-live

34.

Brown EL, Powell E, Clark A. Working on What Works: working with teachers to improve classroom behaviour and relationships. Educational Psychology in Practice. 2012 Mar;28(1):19–30.

35.

Colwell J, O'Connor T. Understanding nurturing practices - a comparison of the use of strategies likely to enhance self-esteem in nurture groups and normal classrooms. British Journal of Special Education. 2003 Sep 9;30(3):119–124.

36.

Griffiths, RhianStenner, RosannaHicks, Una. Hearing the unheard: Children's constructions of their Nurture Group experiences. Educational & Child Psychology [Internet]. 2014;31(1):124–136. Available from: http://ezproxy.lib.gla.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true& db=pbh&AN=94136218&site=ehost-live

37.

Hart R. Classroom behaviour management: educational psychologists' views on effective practice. Emotional and Behavioural Difficulties. 2010 Nov 26;15(4):353–371.

38.

Hayes B, Hindle S, Withington P. Strategies for Developing Positive Behaviour

Management. Teacher Behaviour Outcomes and Attitudes to the Change Process. Educational Psychology in Practice. 2007 Jun;23(2):161–175.

39.

Mueller CM, Dweck CS. Praise for intelligence can undermine children's motivation and performance. Journal of Personality and Social Psychology [Internet]. 1998;75(1):33–52. Available from:

https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=pdh&AN=1998-04530-003&site=ehost-live

40.

Reynolds S, MacKay T, Kearney M. Nurture groups: a large-scale, controlled study of effects on development and academic attainment. British Journal of Special Education. 2009 Dec;36(4):204–212.

41.

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408257 517

42.

Hart R. Classroom behaviour management: educational psychologists' views on effective practice. Emotional and Behavioural Difficulties. 2010 Nov 26;15(4):353–371.

43.

Brown EL, Powell E, Clark A. Working on What Works: working with teachers to improve classroom behaviour and relationships. Educational Psychology in Practice. 2012 Mar;28(1):19–30.

44.

Colwell J, O'Connor T. Understanding nurturing practices - a comparison of the use of strategies likely to enhance self-esteem in nurture groups and normal classrooms. British Journal of Special Education. 2003 Sep 9;30(3):119–124.

Griffiths, RhianStenner, RosannaHicks, Una. Hearing the unheard: Children's constructions of their Nurture Group experiences. Educational & Child Psychology [Internet]. 2014;31(1):124–136. Available from:

http://ezproxy.lib.gla.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true& db=pbh&AN=94136218&site=ehost-live

46.

Hart R. Classroom behaviour management: educational psychologists' views on effective practice. Emotional and Behavioural Difficulties. 2010 Nov 26;15(4):353–371.

47.

Hayes B, Hindle S, Withington P. Strategies for Developing Positive Behaviour Management. Teacher Behaviour Outcomes and Attitudes to the Change Process. Educational Psychology in Practice. 2007 Jun;23(2):161–175.

48.

Mueller CM, Dweck CS. Praise for intelligence can undermine children's motivation and performance. Journal of Personality and Social Psychology [Internet]. 1998;75(1):33–52. Available from:

https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=pdh&AN=1998-04530-003&site=ehost-live

49.

Reynolds S, MacKay T, Kearney M. Nurture groups: a large-scale, controlled study of effects on development and academic attainment. British Journal of Special Education. 2009 Dec;36(4):204–212.

50.

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408257 517

Mindfulness and Cognitive Behavioral Therapy: Are They Compatible Concepts? Journal of Cognitive Psychotherapy [Internet]. 2009; Available from: https://contentstore.cla.co.uk/secure/link?id=7b11113c-a694-ec11-a507-a04a5e5d2f8d

52.

O'Callaghan P, Cunningham E. Can a targeted, group-based CBT intervention reduce depression and anxiety and improve self-concept in primary-age children? Educational Psychology in Practice. 2015 Jul 3;31(3):314–326.

53.

Mindfulness and Cognitive Behavioral Therapy: Are They Compatible Concepts? Journal of Cognitive Psychotherapy [Internet]. 2009; Available from: https://contentstore.cla.co.uk/secure/link?id=7b11113c-a694-ec11-a507-a04a5e5d2f8d

54.

Rait S, Monsen JJ, Squires G. Cognitive Behaviour Therapies and their implications for applied educational psychology practice. Educational Psychology in Practice. 2010 Jun;26(2):105–122.

55.

Squires G. Using Cognitive Behavioural Psychology with Groups of Pupils to Improve Self-Control of Behaviour. Educational Psychology in Practice. 2001 Dec;17(4):317–335.

56.

Squires G, Caddick K. Using group cognitive behavioural therapy intervention in school settings with pupils who have externalizing behavioural difficulties: an unexpected result. Emotional and Behavioural Difficulties. 2012 Mar;17(1):25–45.

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408257 517

58.

Woolfson LM. Educational psychology: the impact of psychological research on education [Internet]. Harlow, Essex: Pearson Education Limited; 2011. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780273729 211

59.

Bensley DA. A Brief Guide for Teaching and Assessing Critical Thinking in Psychology. Observer [Internet]. Observer, a publication of the Association for Psychological Science; 2010;23(10). Available from:

https://www.psychologicalscience.org/index.php/publications/observer/2010/december-10/ a-brief-guide-for-teaching-and-assessing-critical-thinking-in-psychology.html

60.

Bensley DA. A Brief Guide for Teaching and Assessing Critical Thinking in Psychology. Observer [Internet]. Observer, a publication of the Association for Psychological Science; 2010;23(10). Available from:

https://www.psychologicalscience.org/index.php/publications/observer/2010/december-10/ a-brief-guide-for-teaching-and-assessing-critical-thinking-in-psychology.html

61.

Fives H, Gill MG, editors. International handbook of research on teachers' beliefs. New York, NY: Routledge; 2015.

62.

Richardson PW, Karabenick SA, Watt HMG, editors. Teacher motivation: theory and practice [Internet]. New York, NY: Routledge; 2014. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203119 273

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408257 517

64.

Woolfson LM. Educational psychology: the impact of psychological research on education [Internet]. Harlow, Essex: Pearson Education Limited; 2011. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780273729 211

65.

Critchley, HannahGibbs, Simon. The effects of positive psychology on the efficacy beliefs of school staff. Educational & Child Psychology [Internet]. 2012;29(4):64–76. Available from:

https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=pbh&AN=82756047&site=ehost-live

66.

Critchley, Hannah, Gibbs S. The effects of positive psychology on the efficacy beliefs of school staff. Educational & Child Psychology [Internet]. 2012;29(4):64–76. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true & amp;db=pbh&AN=82756047&site=ehost-live

67.

Barbara L. Fredrickson. The value of positive emotions: the emerging science of positive psychology is coming to understand why it's good to feel good. American Scientist [Internet]. 2003;91(4). Available from:

https://ezproxy.lib.gla.ac.uk/login?url=https://go.galegroup.com/ps/i.do?p=AONE&u=g lasuni&id=GALE|A104519853&v=2.1&it=r&sid=summon&userGr oup=glasuni

68.

Fredrickson B. Positivity: groundbreaking research to release your inner optimist and thrive [Internet]. Oxford: Oneworld Publications; 2010. Available from: https://ezproxy.lib.gla.ac.uk/login?url=https://ebookcentral.proquest.com/lib/gla/detail.acti on?docID=1824380

69.

Seligman MEP. Flourish: a new understanding of happiness and well-being - and how to achieve them. London: Nicholas Brealey; 2011.

70.

Seligman MEP, Steen TA, Park N, Peterson C. Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist [Internet]. 2005;60(5):410–421. Available from:

https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=pdh&AN=2005-08033-003&site=ehost-live

71.

Seligman MEP, Ernst RM, Gillham J, Reivich K, Linkins M. Positive education: positive psychology and classroom interventions. Oxford Review of Education. 2009 Jun;35(3):293–311.

72.

Wilding L, Griffey S. The strength-based approach to educational psychology practice: a critique from social constructionist and systemic perspectives. Educational Psychology in Practice. 2015 Jan 2;31(1):43–55.

73.

Pryor J, Crossouard B. A socio-cultural theorisation of formative assessment. Oxford Review of Education. 2008 Feb;34(1):1–20.

74.

Hoy AW, Hughes M, Walkup V, Dawson Books. Psychology in education [Internet]. Second edition. Harlow, Essex: Pearson Education; 2013. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=97814082575

17

75.

Woolfson LM. Educational psychology: the impact of psychological research on education. Harlow, Essex: Pearson; 2011.