

Educational Psychology (PGT Conv)

[View Online](#)

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* **34**, 12–25 (2013).

2.

Mecoli, Storey. The Influence of the Pedagogical Content Knowledge Theoretical Framework on Research on Preservice Teacher Education. *Journal of Education* **193**, 21–27 (2013).

3.

Poulou, M. Educational psychology within teacher education. *Teachers and Teaching: Theory and Practice* **11**, 555–574 (2005).

4.

Lee S. Shulman. Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher* **15**, 4–14 (1986).

5.

Woolfolk Hoy, A. Educational Psychology in Teacher Education. *Educational Psychologist* **35**, 257–270 (2000).

6.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. Psychology in education. (Pearson Education, 2013).

7.

Woolfson, L. M. Educational psychology: the impact of psychological research on education . (Pearson Education Limited, 2011).

8.

Lee S. Shulman. Those Who Understand: Knowledge Growth in Teaching. Educational Researcher **15**, 4–14 (1986).

9.

International handbook of research on teachers' beliefs. vol. Educational psychology handbook series (Routledge, 2015).

10.

Poulou, M. Educational psychology within teacher education. Teachers and Teaching: Theory and Practice **11**, 555–574 (2005).

11.

Teacher motivation: theory and practice. (Routledge, 2014).

12.

Woolfolk Hoy, A. Educational Psychology in Teacher Education. Educational Psychologist **35** , 257–270 (2000).

13.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. Psychology in education. (Pearson Education, 2013).

14.

Woolfson, L. M. Educational psychology: the impact of psychological research on education . (Pearson Education Limited, 2011).

15.

Cameron, R. J. Educational Psychology: The distinctive contribution. Educational Psychology in Practice **22**, 289–304 (2006).

16.

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

17.

Cameron, R. J. Educational Psychology: The distinctive contribution. Educational Psychology in Practice **22**, 289–304 (2006).

18.

Chatzinikolaou, R. How can strength-based interventions be useful for educational psychologists working with children and young people? Educational Psychology Research and Practice **1**, 10–16 (2015).

19.

Scotland. Scottish Executive. Review of provision of educational psychology services in Scotland. (Scottish Executive, 2002).

20.

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

21.

Love, P. Educational psychologists: the early search for an identity. *Educational Psychology in Practice* **25**, 3–8 (2009).

22.

Anne Pirrie and George Head. Martians in the Playground: Researching Special Educational Needs. *Oxford Review of Education* **33**, 19–31 (2007).

23.

Stobie, I. Processes of 'Change' and 'Continuity' in Educational Psychology--Part I. *Educational Psychology in Practice* **18**, 203–212 (2002).

24.

Stobie, I. Processes of 'Change' and 'Continuity' in Educational Psychology--Part II. *Educational Psychology in Practice* **18**, 213–237 (2002).

25.

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

26.

Anne Pirrie and George Head. Martians in the Playground: Researching Special Educational Needs. *Oxford Review of Education* **33**, 19–31 (2007).

27.

Husén, T. & Postlethwaite, T. N. *The International encyclopedia of education*. (Pergamon, 1994).

28.

Bronfenbrenner, U. *Making human beings human: bioecological perspectives on human development*. (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* **1**, (2015).

30.

Scotland. Scottish Executive. Review of provision of educational psychology services in Scotland. (Scottish Executive, 2002).

31.

Lindsay, G. Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology* **77**, 1-24 (2007).

32.

Anne Pirrie and George Head. Martians in the Playground: Researching Special Educational Needs. *Oxford Review of Education* **33**, 19-31 (2007).

33.

Mueller, C. M. & Dweck, C. S. Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology* **75**, 33-52 (1998).

34.

Brown, E. L., Powell, E. & Clark, A. Working on What Works: working with teachers to improve classroom behaviour and relationships. *Educational Psychology in Practice* **28**, 19-30 (2012).

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* **30**, 119-124 (2003).

36.

Griffiths, RhianStenner, RosannaHicks, Una. Hearing the unheard: Children's constructions of their Nurture Group experiences. *Educational & Child Psychology* **31**, 124–136 (2014).

37.

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

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* **23**, 161–175 (2007).

39.

Mueller, C. M. & Dweck, C. S. Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology* **75**, 33–52 (1998).

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* **36**, 204–212 (2009).

41.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. *Psychology in education*. (Pearson Education, 2013).

42.

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

43.

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

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* **30**, 119–124 (2003).

45.

Griffiths, RhianStenner, RosannaHicks, Una. Hearing the unheard: Children's constructions of their Nurture Group experiences. *Educational & Child Psychology* **31**, 124–136 (2014).

46.

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

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* **23**, 161–175 (2007).

48.

Mueller, C. M. & Dweck, C. S. Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology* **75**, 33–52 (1998).

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* **36**,

204-212 (2009).

50.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. Psychology in education. (Pearson Education, 2013).

51.

Mindfulness and Cognitive Behavioral Therapy: Are They Compatible Concepts? Journal of Cognitive Psychotherapy (2009).

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 **31**, 314-326 (2015).

53.

Mindfulness and Cognitive Behavioral Therapy: Are They Compatible Concepts? Journal of Cognitive Psychotherapy (2009).

54.

Rait, S., Monsen, J. J. & Squires, G. Cognitive Behaviour Therapies and their implications for applied educational psychology practice. Educational Psychology in Practice **26**, 105-122 (2010).

55.

Squires, G. Using Cognitive Behavioural Psychology with Groups of Pupils to Improve Self-Control of Behaviour. Educational Psychology in Practice **17**, 317-335 (2001).

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 **17**, 25–45 (2012).

57.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. Psychology in education. (Pearson Education, 2013).

58.

Woolfson, L. M. Educational psychology: the impact of psychological research on education . (Pearson Education Limited, 2011).

59.

Bensley, D. A. A Brief Guide for Teaching and Assessing Critical Thinking in Psychology. Observer **23**, (2010).

60.

Bensley, D. A. A Brief Guide for Teaching and Assessing Critical Thinking in Psychology. Observer **23**, (2010).

61.

International handbook of research on teachers' beliefs. vol. Educational psychology handbook series (Routledge, 2015).

62.

Teacher motivation: theory and practice. (Routledge, 2014).

63.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. Psychology in education. (Pearson Education, 2013).

64.

Woolfson, L. M. Educational psychology: the impact of psychological research on education . (Pearson Education Limited, 2011).

65.

Critchley, HannahGibbs, Simon. The effects of positive psychology on the efficacy beliefs of school staff. Educational & Child Psychology **29**, 64–76 (2012).

66.

Critchley, Hannah & Gibbs, S. The effects of positive psychology on the efficacy beliefs of school staff. Educational & Child Psychology **29**, 64–76 (2012).

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 **91**, (2003).

68.

Fredrickson, B. Positivity: groundbreaking research to release your inner optimist and thrive. (Oneworld Publications, 2010).

69.

Seligman, M. E. P. Flourish: a new understanding of happiness and well-being - and how to achieve them. (Nicholas Brealey, 2011).

70.

Seligman, M. E. P., Steen, T. A., Park, N. & Peterson, C. Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist **60**, 410–421 (2005).

71.

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K. & Linkins, M. Positive education: positive psychology and classroom interventions. *Oxford Review of Education* **35**, 293–311 (2009).

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* **31**, 43–55 (2015).

73.

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

74.

Hoy, A. W., Hughes, M., Walkup, V., & Dawson Books. *Psychology in education*. (Pearson Education, 2013).

75.

Woolfson, L. M. *Educational psychology: the impact of psychological research on education*. (Pearson, 2011).