

Contents

Volume 2: Individual Differences and Cultural and Contextual Factors

Editorial Board	vii
Part I. Individual Differences	1
Chapter 1. Academic Emotions	3
<i>Reinhard Pekrun and Elizabeth J. Stephens</i>	
Chapter 2. From General Intelligence to Multiple Intelligences: Meanings, Models, and Measures.	33
<i>Richard D. Roberts and Anastasiya A. Lipnevich</i>	
Chapter 3. Learning Styles and Approaches to Learning	59
<i>Adrian Furnham</i>	
Chapter 4. Gifted and Talented Education: History, Issues, and Recommendations	83
<i>Donna Y. Ford</i>	
Chapter 5. Personality	111
<i>Moshe Zeidner and Gerald Matthews</i>	
Chapter 6. Gender, Motivation, and Educational Attainment	139
<i>Judith L. Meece and Karyl J. S. Askew</i>	
Part II. Instructional Influences on Motivation, Engagement, Conceptual Change, and Moral Development	163
Chapter 7. Motivation Theory in Educational Practice: Knowledge Claims, Challenges, and Future Directions.	165
<i>Avi Kaplan, Idit Katz, and Hanoch Flum</i>	
Chapter 8. Engagement and Positive Youth Development: Creating Optimal Learning Environments.	195
<i>David J. Shernoff</i>	
Chapter 9. Conceptual Change Induced by Instruction: A Complex Interplay of Multiple Factors.	221
<i>Stella Vosniadou and Lucia Mason</i>	
Chapter 10. Moral and Character Education	247
<i>Marvin W. Berkowitz</i>	

Part III. Cultural and Neighborhood Effects	265
Chapter 11. Ethnic and Racial Identity in Childhood and Adolescence	267
<i>Cynthia Hudley and Miles Irving</i>	
Chapter 12. Factors Affecting the Motivation and Achievement of Immigrant Students	293
<i>Tim Urdan</i>	
Chapter 13. Explaining the Black–White Achievement Gap: An Intergenerational Stratification and Developmental Perspective	315
<i>W. Jean Yeung</i>	
Chapter 14. Neighborhoods, Schools, and Achievement.	337
<i>Jondou J. Chen and Jeanne Brooks-Gunn</i>	
 Part IV. Relationships.	 361
Chapter 15. Child and Adolescent Peer Relations in Educational Context.....	363
<i>Philip C. Rodkin and Allison M. Ryan</i>	
Chapter 16. Understanding and Preventing Bullying and Sexual Harassment in School.	391
<i>Dorothy L. Espelage and Melissa K. Holt</i>	
Chapter 17. Parents’ Involvement in Children’s Learning.	417
<i>Eva M. Pomerantz, Elizabeth Moorman Kim, and Cecilia Sin-Sze Cheung</i>	
 Part V. Teachers and Classroom Contexts	 441
Chapter 18. Effective Classrooms	443
<i>Helen Patrick, Panayota Mantzicopoulos, and David Sears</i>	
Chapter 19. Spring Cleaning for the “Messy” Construct of Teachers’ Beliefs: What Are They? Which Have Been Examined? What Can They Tell Us? . . .	471
<i>Helenrose Fives and Michelle M. Buehl</i>	
Chapter 20. Effective Teachers and Teaching: Characteristics and Practices Related to Positive Student Outcomes	501
<i>Alysia D. Roehrig, Jeannine E. Turner, Meagan C. Arrastia, Eric Christesen, Sarah McElhaney, and Laura M. Jakiel</i>	
Chapter 21. Three Generations of Research on Class-Size Effects.	529
<i>Peter Blatchford</i>	