



International Guide to Student Achievement (Educational Psychology Handbook)

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The *International Guide to Student Achievement* brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains.

Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

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Editorial Review

Review

"International Guide to Student Achievement is a weighty college-level examination that draws together various theories and the latest international research on what makes students into achievers, and is a top recommendation for educators who would look at not another strategy-oriented guide, but a compilation of research that considers all the major influences known to shape student academic roles in various countries around the world. This international approach considers a range of options and tested ideas that can be crafted to any school setting, and is explored in over 150 entries that mix new educational insights into an approach easy to add to existing school routines." - James A. Cox, Midwest Book Review

About the Author

John Hattie is Professor and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia and Honorary Professor at the University of Auckland. The author of the international bestsellers *Visible Learning* and *Visible Learning for Teachers*, he has served as President of the International Text Commission, and associate editor of the British Journal of Educational Psychology. He has published and presented over 550 papers and has supervised 160 theses students.

Eric Anderman is Professor of Educational Psychology and Chair of the Department of Educational Studies at The Ohio State University. In 1999 he was awarded the Richard E. Snow Early Career Achievement Award from the American Psychological Association (APA) and he served as President of Division 15 of APA in 2008. In addition to authoring and editing several books, he has served on the editorial boards of several major journals and as the Associate Editor of the Journal of Educational Psychology from 2002-2009.

Users Review

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