

ative conversation amongst both domestic and foreign scholars that permits to review the power balances of the past, to connect the 'global' to the 'local' and to develop comparative perspectives. The authors argue that the reason why studies of Japan have had less recognition is because of the lack of conceptual and theoretical engagement in the field. The images and myths of Japan were created based on a simplistic distinction between Self and Other, a 'cultural' lens or 'advocacy comparative education' (38). Instead of these old images and paradigms, a conceptual tool for reimagining applied by the authors is a combination of two general conceptual guides from the field of comparative education; that is, the distinction between 'real' and 'imagined' globalisation effects by Schriewer and Steiner-Khamsi, and the notion of 'multiple international borders' and attention to 'permeabilities' and 'immunities' of translations along those borders by Cowen.

Inevitably, the book is highly theoretical. Some chapters (e.g., chapter 8) may be easier to follow than others (e.g., chapter 10). Some concepts (e.g., imagined) may be more familiar than others (e.g., immunities) to certain readers. These differences occur largely due to reader's familiarity with the field of comparative education. Having said that, the book will have a readership worldwide, not only in the field of comparative education and Japanese studies, but for any reader who wishes to understand how 'a truly inclusive dialogue' can be developed.

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**Educational psychology: concepts, research and challenges**, edited by Christine M. Rubie-Davies, London, Routledge, 2011, £80 (hardback), £24.99 (paperback), 274 pp., ISBN 978-0-415-56263-8 (hardback), 978-0-415-56264-5 (paperback)

In this edited book, Rubie-Davies has brought together an exciting selection of chapters in the field of educational psychology, which are based in research conducted in New Zealand. The aim of the book is to bring together a range of fields within educational psychology and so it purposefully maintains a wide scope rather than being confined to a particular speciality within the field. The book is aimed at teachers, graduate students and researchers/academics. Teachers can use the book to guide and reflect on their practice. Graduate students can use it as a reference and springboard for more intense study in one of the specialised areas described. Researchers/academics can use the book to inform their own research and teaching as it pulls together recent research in various educational fields.

The book is comprised of 16 main chapters, which can be placed under four overarching themes. Chapters 1–7 discuss issues to do with instructional and academic components of the teacher's role. Chapters 8–11 focus on social aspects of schooling. Chapter 12 looks at special education and the contributions of educational psychology. Finally, chapters 13–16 consider student factors in learning.

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debated. Researchers, in order to select appropriate research methods need to be very clear about their research questions and aims. Quality research in the field (whether exploratory, correlational, experimental) should ensure that reliability and validity criteria are met, and that the research is characterised by rigour and transparency. Chapter 2 ('What is this lesson about? Instructional processes and student understandings in writing lessons') by Timperley and Parr focuses on the quality of instructional goals in writing and how students understand these. They present a study where they analysed the 15 writing lessons by 15 teachers. Their findings suggest a link between student understanding and instructional processes, as when learning and mastery goals of the instruction were unclear, students tended to focus on surface features of the task. The authors stress the importance of integration and alignment of learning goals to make learning explicit. They conclude by stating that what students should learn and what mastery looks like should be explicitly conveyed to students. Chapter 3 ('Reading: The great debate') by Nicholson and Tunmer, as the title suggests, discusses research related to the two major debating theories of reading, top down and bottom up. The authors discuss the implications of such research for learning to read and conclude that both techniques can be useful and that the needs of individual learners should guide educators in selecting the most appropriate method. Chapter 4 ('Writing in the curriculum: A complex act to teach and to evaluate') by Parr looks at writing and considers research that has examined assessment methods for writing, especially those moving beyond traditional assessment formats. The author concludes that there is a significant gap in the literature in relation to research focusing on the assessment of writing for formative purposes. Chapter 5 ('The curriculum: Developing multiplicative thinking and reasoning in mathematics') by Young-Loveridge discusses mathematics learning and specifically multiplicative thinking and reasoning. The author reports research on the effect of a New Zealand numeracy initiative on children's multiplicative thinking, the Numeracy Development Project. The author concludes that it is important that teaching develop a deep understanding of mathematics subject knowledge, as well as appreciate the ways in which the knowledge can be introduced to students. This can enhance their confidence and help them become more effective teachers. Chapter 6 ('How research in educational psychology can contribute to instructional procedures: The case of cognitive load theory') by Low, Jin and Sweller purport that cognitive load theory is an example of how linking human cognitive architecture and instructional design can be very beneficial for teaching purposes. The authors review the main principles of the theory and move on to consider the implications of this theory for teaching and learning. Chapter 7 ('Assessment and evaluation') by Hattie and Brown discusses two assessment issues, firstly the use of modern measurement techniques in New Zealand and secondly conceptions of assessment held by teachers and pupils. The authors argue that the design of effective measurement methods involves awareness of modern measurement theory and discuss research arising from the development of a national reporting engine by the New Zealand Ministry of Education. They also review research on conceptions of assessment and conclude that it is important to understand how interpretations that follow from assessment intersect with the conceptions of users (i.e., teachers and learners). Chapter 8 ('Motivation, learning and instruction') by Townsend argues that the concept of motivation is in crisis due to a lack of an integrated view of motivation. He focuses on three components of motivation, goals, personal agency beliefs and emotions and discusses how these can be used by teachers to facilitate the development of adaptive motivational structures for learning. Chapter 9 ('Teacher expectations and beliefs: Influences on the socioemotional environment of the classroom') by Rubie-Davies and Peterson looks at teachers' expectations of student achievement and how these can affect the socioemotional environment in the classroom. They report various research findings and conclude that the field

should move away from considering the effects of teacher expectations on individual students and consider class-level expectations and teacher moderators, and how they affect on students' academic and social outcomes. Chapter 10 ('Managing classroom behaviour: Assertiveness and warmth') by Prochnow and Macfarlane talks about classroom behaviour management and its effects on student learning and behaviour. The authors discuss positive behaviour support in the New Zealand context and propose that instruction should be culturally responsive or educultural. Chapter 11 ('Applied behaviour analysis: Contributions to New Zealand educational psychology') by Rose and Church review analysis on applied behavioural research in New Zealand and discuss the contributions of this approach in educational contexts. Chapter 12 ('Reconceptualising special education') by Brown and Moore reviews the role of educational psychology in the development of special education and discuss the movement towards a more inclusive model of education. The authors argue that equitable education should be available to all. They maintain that educational psychology has a lot to offer not only to the small percentage of special needs pupils, but to a new and more inclusive general education. Chapter 13 ('Children's friendships: Real and imaginary') by Nicholson and Townsend is the first of a series of chapters in the book that consider student factors in learning. The authors review literature on the nature and importance of children's friendships in developing self-esteem, sense of self and social skills. They also discuss the development of imaginary friends across cultures and the positive effects they can have on children's development. Chapter 14 ('Atypical behaviour development: Preschool hyperactivity and parent-child relationships') by Keown focuses on the family environment of preschool children with hyperactive behaviour problems. The author argues that whereas the role of the mother's parenting style has been extensively investigated, the role of fathers has received less attention. She argues that in order to achieve a better understanding of the role of the family context in determining the outcomes for children at risk of early onset hyperactivity, future studies should include both parents. Chapter 15 ('Family literacy practices and the promise of optimisation: A Vietnamese study') by Tran, McNaughton and Parr reviews research that suggests that family storybook reading has positive effects on the development of western children's vocabulary and comprehension. They then move on to present the findings from a study that confirmed the positive effects of joint reading activity in relation to vocabulary and comprehension in a Vietnamese context. Chapter 16 ('Societal and cultural perspectives through a Te Kotahitanga lens') by Berryman and Bishop discusses a research and development initiative designed to improve the educational outcomes of indigenous Maori students in New Zealand secondary schools. The authors conclude that in order to improve the educational outcomes of Maori students, teachers should engage in a 'pedagogy of relations', through which teachers and pupils develop and maintain respectful relationships.

This book will be a useful resource for teachers and academics. It is evidence-based and provides an extensive list of sources for anyone interested in investigating a particular topic in more detail. Although perhaps novel findings reported are limited, the contributors review and locate existing educational psychology trends and concepts in the New Zealand context, which is a welcome contribution in the field.

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