

Handbook of Research on Schools, Schooling and Human Development



Children spend more time in school than in any social institution outside the home. And schools probably exert more influence on childrens development and life chances than any environment beyond the home and neighbourhood. The purpose of this book is to document some important ways schools influence childrens development and to describe various models and methods for studying schooling effects. Key features include: Comprehensive Coverage this is the first book to provide a comprehensive review of what is known about schools as a context for human development. Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom-level influences such as teacher-student relations to broader influences such as school organization and educational policies. Cross-Disciplinary this volume brings together the divergent perspectives, methods and findings of scholars from a variety of disciplines, among them educational psychology, developmental psychology, school psychology, social psychology, psychiatry, sociology, and educational policy. Chapter Structure to ensure continuity, chapter authors describe 1) how schooling influences are conceptualized 2) identify their theoretical and methodological approaches 3) discuss the strengths and weaknesses of existing research and 4) highlight implications for future research, practice, and policy. Methodologies chapters included in the text feature various methodologies including longitudinal studies, hierarchical linear models, experimental and quasi-experimental designs, and mixed methods.

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