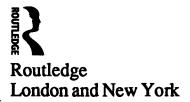
## The Social Psychology of the Primary School

Collaboratively edited by Colin Rogers and Peter Kutnick



## **Contents**

Figures and tables	ix
Contributors	x
Acknowledgements	хi
1 Process and structure in the primary school Peter Kutnick and Colin Rogers	1
2 Grouping and group work  Maurice Galton	11
3 Social interaction in the classroom Jane French	31
4 Classroom discourse and classroom knowledge Derek Edwards	49
5 Self-concept and school achievement Dale H. Schunk	70
6 Motivation in the primary years Colin Rogers	92
7 Social development of the child and the promotion of autonomy in the classroom  Peter Kutnick	110
8 Towards an adequate conception of early moral development	110
Derek Wright	131
9 The role of play in the nursery and primary school curriculum	
Peter K. Smith	144
O The nature of friendship in the primary school William Maxwell	169

## **Contents**

11 Sex roles in the primary classroom Paul Croll and Diana Moses	190
12 Interaction with children with special educational needs David Galloway	211
13 Co-operative learning Robert E. Slavin	226
14 Individuals, groups and interventions Colin Rogers and Peter Kutnick	247
Author index	254
Subject index	258

## Figures and tables

Figures		
Figure 5.1	Self-efficacy model of cognitive skill learning	77
Figure 7.1	Re-interpretation of Piaget's stages of moral	
_	development as a stair-like matrix	120
Figure 9.1	A four-fold scheme for conceptualizing teacher	
_	attitudes to play	150
Figure 9.2	Typical design of experimental studies of the effects	
•	of play experience on problem solving	155
Figure 9.3	Typical design of a study investigating the effects of	
	fantasy play training	157
Figure 9.4	Plan of a study comparing the effects of play	
	tutoring and skills tutoring	158
Tables		
Table 6.1	Brief definitions of categories used in the analysis of	
	children's responses	104
Table 7.1	Development of social relationships with logical-	
	mathematical, moral and social perspective	
	(development) parallels	113