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is the second-generation of behavioral finance. The first generation, starting in the early 1980s, largely accepted standard finance's notion of people's wants as "rational" wants—restricted to the utilitarian benefits of high returns and low risk. That first generation commonly described people as

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“irrational”—succumbing to cognitive and emotional errors and misled on their way to their rational wants. The second generation describes people as normal. It begins by acknowledging the full range of people’s normal wants and their benefits—utilitarian, expressive, and emotional—distinguishes normal wants

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from errors, and offers guidance on using shortcuts and avoiding errors on the way to satisfying normal wants. People's normal wants include financial security, nurturing children and families, gaining high social status, and staying true to values. People's normal wants, even more than their cognitive and emotional shortcuts and

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This book brings together recent research on interpersonal relationships in education from a variety of perspectives including

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research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive

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learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when

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there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on

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Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further

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collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning

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environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school

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effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students,

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relationships among peers, and the relationships between teachers and their professional colleagues.

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