

Brief Contents

1 Educational Psychology: Understanding Learning and Teaching	2	9 Complex Cognitive Processes	328
2 Cognitive and Language Development	32	10 Theoretical Views of Motivation	372
3 Personal, Social-Emotional, and Moral Development	80	11 A Classroom Model for Promoting Student Motivation	410
4 Learner Diversity	132	12 Classroom Management: Promoting Academic and Social-Emotional Learning	444
5 Learners with Exceptionalities	170	13 Learning and Effective Teaching	490
6 Behaviorism and Social Cognitive Theory	208	14 Increasing Learning with Assessment	538
7 Human Memory and Cognition	252	15 Standardized Testing and Learning	588
8 Principles of Cognitive Learning Theory and Knowledge Construction	294		

Contents

1 Educational Psychology: Understanding Learning and Teaching	1		
Expert Teaching and Student Learning	3		
Educational Psychology, Professional Knowledge, and Expert Teaching	4		
Professional Knowledge	5		
Professional Organizations' Contributions to Professional Knowledge	11		
Professional Knowledge and Reflective Practice	17		
The Role of Research in Acquiring Professional Knowledge	18		
Quantitative Research	19		
Qualitative Research	20		
Mixed Methods Research	20		
Action Research	21		
Design-Based Research	21		
Teaching in Today's Classrooms	22		
Standards and Accountability	23		
Learner Diversity	24		
Technology	24		
Academic Recovery	26		
Using Educational Psychology in Teaching: Suggestions for Applying Professional Knowledge in Your Classroom	27		
Chapter 1 Summary	28		
Preparing for Your Licensure Exam	29		
Questions for Case Analysis	31		
Important Concepts	31		
2 Cognitive and Language Development	32		
What Is Development?	34		
Principles of Development	34		
Bronfenbrenner's Bioecological Systems Theory of Development	35		
The Neuroscience of Learning and Development	37		
The Physiology of the Brain and Cognitive Development	38		
Controversies and Myths in Neuroscience	41		
Neuroscience: Implications for Teaching	42		
Piaget's Theory of Cognitive Development	43		
The Drive for Equilibrium	44		
The Development of Schemes	45		
Responding to Experiences: Assimilation and Accommodation	45		
Stages of Development	48		
Neo-Piagetian Views of Cognitive Development	53		
Using Educational Psychology in Teaching: Suggestions for Applying Piaget's Theory with Your Students	53		
Vygotsky's Sociocultural Theory of Cognitive Development	56		
Culture and Development	57		
Language and Development	57		
Social Interaction and Development	58		
Zone of Proximal Development	59		
Scaffolding: Interactive Instructional Support	59		
Using Educational Psychology in Teaching: Suggestions for Applying Vygotsky's Theory with Your Students	60		
Vygotsky's Theory in Our Daily Lives	62		
Analyzing Piaget's and Vygotsky's Theories of Cognitive Development	62		
Language Development	64		
Language and Cognitive Development	64		
Early Language Development	65		
Language Development in the School Years	65		
Words Matter: Advanced Language Development	67		
Using Educational Psychology in Teaching: Suggestions for Promoting Students' Language Development	68		
Technology, Learning, and Development: Is Technology Interfering with Cognitive and Language Development?	72		
Development and Academic Recovery	73		
Chapter 2 Summary	77		
Preparing for Your Licensure Exam	78		
Questions for Case Analysis	79		
Important Concepts	79		
3 Personal, Social-Emotional, and Moral Development	80		
Personality Development	82		
Temperament	83		
Environmental Influences on Personality Development	83		
Personality and Achievement in School and the Workplace	85		
Using Educational Psychology in Teaching: Suggestions for Supporting Your Students' Personality Development	86		
Development of Identity	89		
Influences on Identity Development	90		
Erikson's Psychosocial View of Identity Development	91		

Contemporary Views of Identity Development	93	Socioeconomic Status	158
The Development of Self-Concept	95	The Impact of Socioeconomic Status	158
Using Educational Psychology in Teaching: Suggestions for Supporting Your Students’ Identity Development	96	Socioeconomic Status and Home-School Support	159
Social-Emotional Development	99	Poverty	160
Self-Awareness and Self-Management	100	Intersectionality	162
Social Awareness	102	Using Educational Psychology in Teaching: Suggestions for Promoting Learning and Development for <i>All Our Students</i>	163
Relationship Skills	103	Chapter 4 Summary	166
Responsible Decision Making	104	Preparing for Your Licensure Exam	167
Influences on Social-Emotional Development	105	Questions for Case Analysis	168
Obstacles to Social-Emotional Development	106	Important Concepts	169
Academic Recovery: Student Mental Health	111	5 Learners with Exceptionalities	170
Using Educational Psychology in Teaching: Suggestions for Promoting Social-Emotional Development in Your Students	112	Intelligence	172
Development of Morality and Social Responsibility	116	Intelligence as a Unitary Trait	172
Moral Issues in Our Lives	116	Multi-Trait Views of Intelligence	172
Social Domain Theory of Moral Development	117	What Does It Mean to Be Intelligent? Comparing Theories	175
Piaget’s Theory of Moral Development	118	Intelligence: Ability Grouping	175
Kohlberg’s Theory of Moral Development	118	The Legal Basis for Working with Students with Exceptionalities	177
Gender Differences: The Morality of Caring	121	Individuals with Disabilities Education Improvement Act (IDEA)	178
Emotional Factors in Moral Development	122	Inclusion	178
Using Educational Psychology in Teaching: Suggestions for Promoting Moral Development in Your Students	123	Universal Design for Learning	179
Chapter 3 Summary	128	The IEP	180
Preparing for Your Licensure Exam	129	Identifying Students with Exceptionalities	181
Questions for Case Analysis	130	Exceptionalities and Learning Problems	183
Important Concepts	131	The Labeling Controversy	183
4 Learner Diversity	132	Categories of Exceptionalities	183
Culture, Ethnicity, and Race	134	Diversity: Are Culturally Underrepresented Groups Over- or Underrepresented in Special Education?	191
Stereotypes	137	Students Who Are Gifted and Talented	192
Ethnic-Racial Identity	139	Characteristics of Students Who Are Gifted and Talented	192
Ethnicity, Race, and Student Achievement	139	Social and Emotional Needs in the Gifted and Talented	193
Immigrants and Immigration	140	Identifying Students Who Are Gifted and Talented: Controversies and Proposed Solutions	193
Using Educational Psychology in Teaching: Suggestions for Capitalizing on Cultural, Ethnic, and Racial Diversity to Promote Learning	141	Programs for Students Who Are Gifted and Talented	194
Linguistic Diversity	147	Teachers’ Responsibilities in Inclusive Classrooms	195
English Learners	147	Modifying Instruction to Meet Students’ Needs	196
English Dialects	149	Collaborating with Other Professionals	197
Using Educational Psychology in Teaching: Suggestions for Promoting Learning and Development for EL Students	150	Promoting Social Integration and Development	198
Gender	152	Academic Recovery for Learners with Exceptionalities	199
What Is Gender?	152	Chapter 5 Summary	204
Gender Roles and Stereotypes	153	Preparing for Your Licensure Exam	205
Gender Identity	153	Questions for Case Analysis	207
Gender Bias in the Media and Schools	155	Important Concepts	207
Using Educational Psychology in Teaching: Suggestions for Responding to Gender Issues with Your Students	155		

6 Behaviorism and Social Cognitive Theory	208	Using Educational Psychology in Teaching: Suggestions for Applying Information Processing and the Model of Human Memory with Students	284
Behaviorist Views of Learning	209	Conduct Reviews to Activate Schemas and Check Perceptions	284
Classical Conditioning	210	Attract and Maintain Students' Attention	285
Using Educational Psychology in Teaching: Suggestions for Applying Classical Conditioning with Your Students	213	Develop Students' Background Knowledge with High-Quality Examples and Other Representations of Content	287
Operant Conditioning	214	Interact with Students to Promote Cognitive Activity and Reduce Cognitive Load	287
Applied Behavior Analysis	221	Capitalize on Meaningful Encoding Strategies	288
Using Educational Psychology in Teaching: Suggestions for Applying Operant Conditioning with Your Students	223	Model and Encourage Metacognition	289
Diversity: Using Behaviorism in Working with Learners from Diverse Backgrounds	230	Chapter 7 Summary	291
Implications from Behaviorism for Home and the Workplace	230	Preparing for Your Licensure Exam	292
Evaluating Behaviorism	231	Questions for Case Analysis	292
Social Cognitive Theory	232	Important Concepts	293
Comparing Behaviorism and Social Cognitive Theory	233	8 Principles of Cognitive Learning Theory and Knowledge Construction	294
Modeling	234	Principles of Cognitive Learning Theory	296
Vicarious Learning	238	Learning and Development Depend on Our Experiences	297
Nonoccurrence of Expected Consequences	238	We Want Our Experiences to Make Sense	297
Self-Regulation	239	To Make Sense of Our Experiences We Construct Knowledge	298
Using Educational Psychology in Teaching: Suggestions for Applying Social Cognitive Theory to Increase Your Students' Learning	241	We Construct Knowledge Based on What We Already Know	298
Educational Psychology in Daily Living: Implications from Social Cognitive Theory	245	Acquiring Long-Term Knowledge and Skill Is Largely Dependent on Practice	299
Evaluating Social Cognitive Theory	245	Social Interaction Facilitates Learning	299
Chapter 6 Summary	249	Knowledge Construction	300
Preparing for Your Licensure Exam	250	Cognitive Constructivism and Social Constructivism	300
Questions for Case Analysis	250	Diversity of Beliefs: Their Influence on Knowledge Construction	304
Important Concepts	251	Misconceptions: When Learners Construct Invalid Knowledge	304
7 Human Memory and Cognition	252	Why Do We Construct Misconceptions?	305
Cognitive Learning Theory	254	Misconceptions' Resistance to Change	306
A Model of Human Memory	255	Using Educational Psychology in Teaching: Suggestions for Helping Students Construct Valid Knowledge	309
Memory Systems	256	Provide Students with Experiences That Promote Deep Understanding	309
Sensory Memory	256	Make Interaction an Integral Part of Instruction	312
Working Memory	257	Connect Content to the Real World	316
Long-Term Memory	262	Promote Learning with Formative Assessment	316
Developmental Differences in our Memory Systems	265	Cooperative Learning	318
Cognitive Processes	267	Evaluating Constructivism	321
Attention	268	Chapter 8 Summary	324
Perception	269	Preparing for Your Licensure Exam	325
Encoding and Encoding Strategies	270	Questions for Case Analysis	326
Forgetting	277	Important Concepts	327
Developmental Differences in Cognitive Processes	278		
Metacognition: Knowledge and Regulation of Cognition	280		
Research on Metacognition	281		
Developmental Differences in Metacognition	281		
Evaluating Information Processing and the Model of Human Memory	283		

9 Complex Cognitive Processes	328	Self-Worth Theory	382
Concept Learning	330	Using Educational Psychology in Teaching: Suggestions for Applying Humanistic Views of Motivation to Increase Your Students' Motivation to Learn	383
Concept Learning and Principles of Cognitive Learning Theory	330		
Theories of Concept Learning	331		
Concept Learning: A Complex Cognitive Process	332		
Using Educational Psychology in Teaching: Suggestions for Helping Our Students Learn Concepts	333		
Problem Solving	335	Cognitive Views of Motivation: The Influence of Thinking on Motivation to Learn	387
Well-Defined and Ill-Defined Problems	335	Self-Efficacy	387
The Problem-Solving Process	336	Expectancy × Value Theory	388
Problem-Based Learning	339	Mindset	390
Computational Thinking	340	Attribution Theory	392
Creativity	342	Goal Theory	394
Using Educational Psychology in Teaching: Suggestions for Helping Our Students Become Better Problem Solvers	344	Using Educational Psychology in Teaching: Suggestions for Applying Cognitive Theories of Motivation to Increase Your Students' Motivation to Learn	396
The Strategic Learner	349	The Influence of Interest and Emotion on Motivation to Learn	401
Metacognition: The Foundation of Strategic Learning	349	Personal and Situational Interest	401
Study Strategies	349	Emotion and Motivation	402
Using Educational Psychology in Teaching: Suggestions for Helping Our Students Become Better Strategy Users	354	Using Educational Psychology in Teaching: Suggestions for Capitalizing on Interest and Emotion to Increase Students' Motivation to Learn	404
Critical Thinking	355	Chapter 10 Summary	407
Using Educational Psychology in Teaching: Suggestions for Helping Our Students Become Critical Thinkers	358	Preparing for Your Licensure Exam	408
Transfer of Learning	363	Questions for Case Analysis	408
General and Specific Transfer	364	Important Concepts	409
Factors Affecting the Transfer of Learning	364		
Using Educational Psychology in Teaching: Suggestions for Promoting Transfer with Your Students	366		
Chapter 9 Summary	369	11 A Classroom Model for Promoting Student Motivation	410
Preparing for Your Licensure Exam	370	Creating a Mastery-Focused Classroom	412
Questions for Case Analysis	371	A Classroom Model for Promoting Student Motivation	413
Important Concepts	371	Teacher–Student Relationships	413
		The Teacher: Personal Qualities That Increase Motivation to Learn	414
		Personal Teaching Efficacy: Beliefs About Teaching and Learning	415
		Modeling and Enthusiasm: Communicating Genuine Interest	416
		Caring: Meeting Needs for Belonging and Relatedness	416
		Teacher Expectations: Holding Students to High Standards	417
		Using Educational Psychology in Teaching: Suggestions for Demonstrating Personal Qualities That Increase Students' Motivation to Learn	419
		Learning Climate: Creating a Motivating Classroom Environment	422
		Order and Safety: Classrooms as Secure Places to Learn	422
		Success: Developing Student Self-Efficacy	423
		Challenge: Increasing Perceptions of Competence	423
		Task Comprehension: Increasing Beliefs About Autonomy and Value	424
10 Theoretical Views of Motivation	372		
What Is Motivation?	374		
Extrinsic and Intrinsic Motivation	374		
Motivation to Learn	375		
Theoretical Views of Motivation	376		
Behavioral Views of Motivation: The Influence of Positive Reinforcers on Motivation to Learn	376		
Artificial and Natural Reinforcers	377		
Criticisms of Behavioral Views of Motivation	377		
Humanistic Views of Motivation: The Influence of Needs on Motivation to Learn	378		
Maslow's Hierarchy of Needs	379		
Self-Determination Theory	380		

Using Educational Psychology in Teaching: Suggestions for Applying an Understanding of Climate Variables in Your Classroom	425	Chapter 12 Summary	487
Instructional Variables: Developing Interest in Learning Activities	429	Preparing for Your Licensure Exam	488
Introductory Focus: Attracting Students' Attention	430	Questions for Case Analysis	489
Personalization: Links to Students' Lives	430	Important Concepts	489
Involvement: Increasing Situational Interest	432	13 Learning and Effective Teaching	490
Feedback: Information About Learning Progress	432	Planning for Instruction: Backward Design	492
Using Educational Psychology in Teaching: Suggestions for Applying the Instructional Variables with Your Students	433	How Is Backward Design Different from Traditional Planning?	493
Student Motivation and Academic Recovery	438	Identify Desired Results: Specifying Learning Objectives	494
Chapter 11 Summary	441	Determine Acceptable Evidence: Assessment	496
Preparing for Your Licensure Exam	441	Plan Learning Activities	496
Questions for Case Analysis	443	Instructional Alignment	497
Important Concepts	443	Planning with Standards	497
12 Classroom Management: Promoting Academic and Social-Emotional Learning	444	Implementing Instruction	499
Goals of Classroom Management	446	Conducting Learning Activities	502
Promoting Social-Emotional Development	446	Personal Qualities of Effective Teachers	503
Maximizing Time for Teaching and Learning	448	Essential Teaching Skills	505
Planning for Classroom Management	448	Assessment and Learning: Using Assessment as a Learning Tool	514
The Theoretical Framework for Classroom Management	449	Models of Instruction	515
Classroom Culture	449	Direct Instruction	516
Planning for Instruction	451	Guided Discovery	520
Planning for Classroom Management in Elementary Schools	453	Lecture–Discussion	523
Planning for Classroom Management in Middle and Secondary Schools	454	Flipped Instruction	527
Planning for the First Days of School	457	Differentiating Instruction: Responding to Cultural and Achievement Differences	528
Using Educational Psychology in Teaching: Suggestions for Creating and Teaching Your Classroom Rules	461	Virtual Learning	531
Communicating with Parents and Other Caregivers	464	Effective Teaching and Academic Recovery	531
Strategies for Involving Parents and Other Caregivers	465	Chapter 13 Summary	534
Parent–Teacher Conferences	468	Preparing for Your Licensure Exam	535
Intervening When Misbehavior Occurs	470	Questions for Case Analysis	537
Emotional Factors in Interventions	470	Important Concepts	537
Cognitive Interventions	471	14 Increasing Learning with Assessment	538
Behavioral Interventions	474	Assessment for Student Learning	540
An Intervention Continuum	477	Why Do We Assess?	540
Using Educational Psychology in Teaching: Suggestions for Responding Effectively to Misbehavior	480	Formative and Summative Assessment	541
Classroom Management and Academic Recovery	481	Data-Driven Instruction	545
Serious Management Problems: Defiance and Aggression	483	Evaluating and Designing Quality Assessments	546
Responding to Defiant and Aggressive Students	483	Selected-Response Items	548
Responding to Fighting	484	Multiple-Choice Items	548
Responding to Bullying	484	Matching Items	551
		True–False Items	552
		Evaluating Selected-Response Items	553
		Written-Response Items	555
		Completion Items	555
		Essay Items: Measuring Complex Outcomes	556
		Evaluating Written-Response Formats	559
		Performance Assessments	560
		Designing Performance Assessments	561

Tools for Assessing Learner Performance: Systematic Observation, Checklists, and Rating Scales	563	Evaluating Standardized Tests: Validity Revisited	597
Portfolio Assessment: Developing Self-Regulation	565	Understanding and Interpreting Standardized Test Scores	598
Evaluating Performance Assessments	567	Scaled Scores	600
Effective Summative Assessments	568	The Normal Distribution	601
Preparing Students	568	Percentile Rank and Stanine	601
The Summative Assessment Process	572	Grade Equivalents	602
Increasing the Efficiency of Assessment Practices	576	Standard Error of Measurement	603
Designing a Grading System	577	Diversity and Standardized Testing	604
Technology, Learning, and Development: Using Technology to Improve Your Assessment System	581	Student Diversity and Assessment Bias	604
Effective Assessment Practices with Students from Diverse Backgrounds	582	Standardized Testing and English Learners	606
Chapter 14 Summary	584	Accommodating Students with Disabilities	606
Preparing for Your Licensure Exam	585	Using Educational Psychology in Teaching: Suggestions for Fulfilling Your Role in Standardized Testing	607
Questions for Case Analysis	587	Chapter 15 Summary	611
Important Concepts	587	Preparing for Your Licensure Exam	612
15 Standardized Testing and Learning	588	Questions for Case Analysis	612
Standardized Tests	589	Important Concepts	613
Functions of Standardized Tests	591	Appendix	614
Norm- Versus Criterion-Referenced Standardized Tests	593	Glossary	618
Types of Standardized Tests	593	References	628
		Name Index	658
		Subject Index	666