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高等院校双语教材
心 理 学 系 列

Educational Psychology

(Eleventh Edition)

伍德沃克教育心理学

（第11版）

[美] 安妮塔·伍德沃克（Anita Woolfolk） 著
伍新春 改编

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1 Learning, Teaching, and Educational Psychology

WHAT WOULD YOU DO?

TEACHERS' CASEBOOK It is your second year as a teacher in the Davis East school district. In the last four years, the number of students from immigrant families has increased dramatically in your school. In your class, you have students who speak Somali, Hmong, Farsi, and Spanish. Some of them know a little English, but many have very few words other than "OK." If there were more students from each of the language groups, the school would have additional resources and special programs in each language, but there are not quite enough students speaking most of the languages to meet the district requirements. That means you have no extra help as you work with the two Somali, one Farsi, one Hmong, and three Spanish-speaking students in your class. In addition, you have several students with special needs; learning disabilities, particularly problems in reading, seem to be the most common. The No Child Left Behind Act requires you to prepare them all for the achievement tests in the spring. Your only possible extra resource is a student intern from the local college.

CRITICAL THINKING

- What would you do to help all your students to progress and prepare for the achievement tests?
- How would you make use of the intern so that both she and your students learn?
- How could you involve the families of your non-English speaking students and students with learning disabilities to support their children's learning?

Like many students, you may begin this course with a mixture of anticipation and wariness. Perhaps you are required to take educational psychology as part of a program in teacher education, speech therapy, nursing, or counseling. You may have chosen this class as an elective. Whatever your reason for enrolling, you probably have questions about teaching, schools, students—or even about yourself—that you hope this course may answer. I have written the 11th edition of *Educational Psychology* with questions such as these in mind.

In this first chapter, we begin with education—more specifically, with student diversity and federal legislation that impacts every teacher. Teachers have been both criticized as ineffective and lauded as the best hope for young people. Do teachers make a difference in students' learning? What characterizes good teaching? Only when you are aware of the challenges and

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