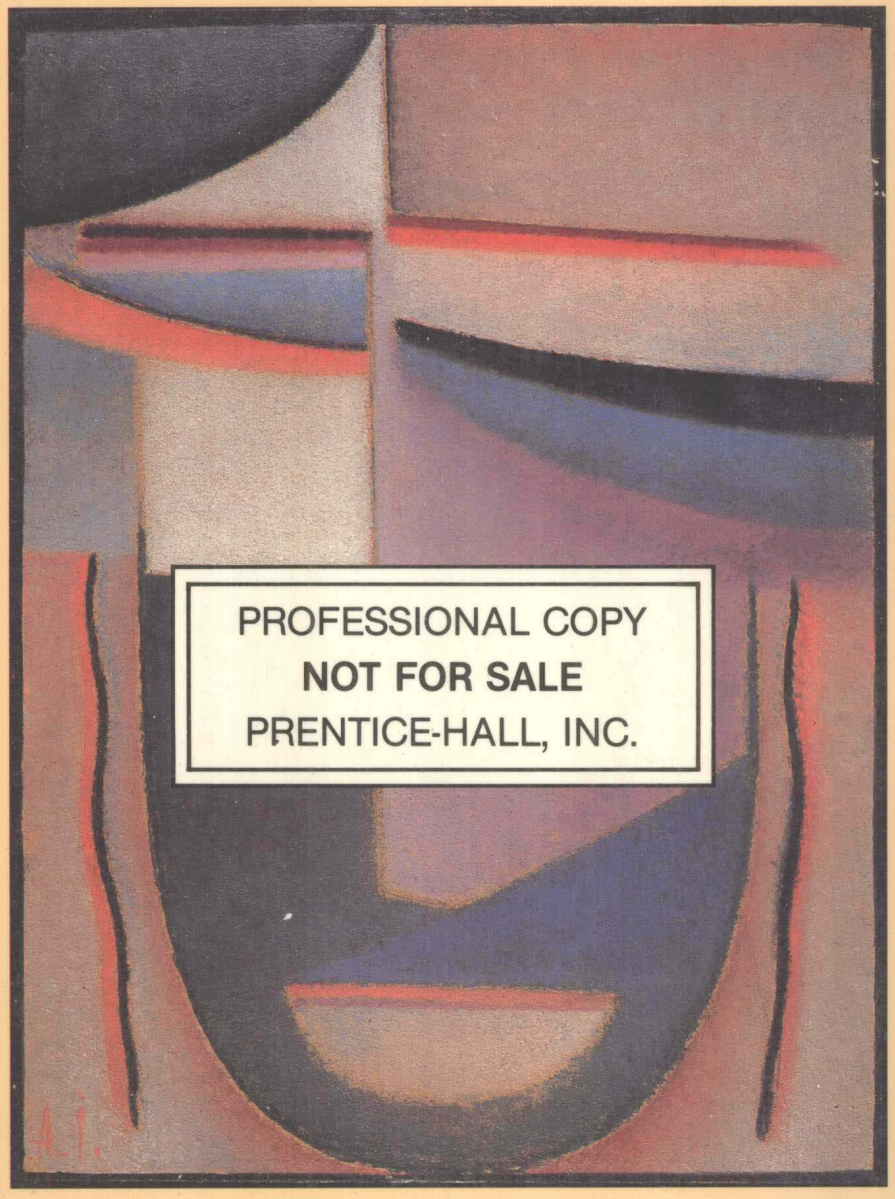
Educational Psychology

Theory into Practice

SECOND EDITION



Robert E. Slavin

EDUCATIONAL PSYCHOLOGY

Theory into Practice

SECOND EDITION

Robert E. Slavin

Johns Hopkins University

PRENTICE HALL

Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging-in-Publication Data

Slavin, Robert E.
Educational psychology.

Bibliography: p.
Includes index.
1. Educational psychology. I. Title. [DNLM:
1. Psychology, Educational. LB 1051 S631e]
LB1051.S615 1986b 370.15 87-19337
ISBN 0-13-236886-2

For Jacob and Benjamin, and their teachers.

Credits:
Production Editor: Susan E. Rowan
Book Design: Joan Greenfield
Cover Design and Art Supervision: Anne T. Bonanno
Page Layout: Steven Frim
Cover Art: Alexej Jawlensky, *Oktober,* 1928, 17¼" × 12¾".
Courtesy of Leonard Hutton Galleries, New York.
Photo Research: Caroline Anderson
Photo Editor: Lorinda Morris-Nantz
Manufacturing Buyer: Margaret Rizzi

© 1988, 1986 by Prentice Hall
A Division of Simon & Schuster
Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be
reproduced, in any form or by any means,
without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-236886-2 01

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

(Acknowledgments appear on page 641, which constitutes a continuation of the copyright page.)

Preface

Writing the first edition of *Educational Psychology: Theory into Practice* was the most difficult and time-consuming thing I have ever done. When I finally completed it, I looked forward to a long, relatively restful period in which to return to my research and other activities. However, the field of educational psychology is growing too fast to allow for a leisurely revision schedule. Already, many sections of the first edition have been made out-of-date by exciting new developments. Perhaps the most dramatic change has been the "cognitive revolution;" recent research on how we learn, process, and retain information has substantially changed thinking in this area. As a result, the greatest differences between the first edition and the present one are in Chapters 5 (Information Processing and Memory) and Chapter 6 (Meaningful Learning). Completely new sections have been added on such topics as teaching of thinking and study skills, reciprocal teaching, and new mnemonic strategies. Important advances in research on such topics as ability grouping, computers, mastery learning, lesson presentation, motivation, and classroom management have necessitated major changes throughout the Instruction section (Chapters 7–11). Chapters 2 and 3, the Development section, have been updated to include the recent advances of neo-Piagetian research and critiques of the earlier theorists, particularly Piaget and Kohlberg. Throughout the book, updated references have been added, bringing the total bibliography to more than eleven hundred entries, more than half of which are from 1978 to the present.

However, I have tried to make this edition a more current presentation of the state of knowledge in educational psychology, while not losing sight of the original purpose with which I set out: To give tomorrow's teachers the intellectual grounding and practical strategies needed to be effective as instructors. To this end, I have reviewed the entire book to remove any jargon or confusing material, and have added many more examples of critical concepts. As in the first edition, the words *for example* or their equivalents appear hundreds of times throughout the book. I find it difficult myself to grasp concepts of educational psychology until I am given a compelling classroom example, and it has been my experience that both students and colleagues feel the same way. I have tried to write this book in such a way that the reader will almost hear children's voices and smell the lunch cooking

in the school cafeteria. I believe that if there is any chance that students will transfer what they learn in educational psychology class to their own teaching, texts (and instructors) must make the connection between theory and practice explicit by the use of many realistic examples.

Given the developments of the past decade, no one can deny that teachers matter, that their behaviors have a profound impact on student achievement. To have a positive impact, teachers must have both a deep understanding of the powerful principles of psychology as they apply to education and a clear sense of how these principles can be applied. Effective teaching is neither a bag of tricks nor a set of abstract principles; rather, it is intelligent application of well-understood principles to solve practical problems. I hope this volume will help give teachers the intellectual and practical skills needed to do the most important job in the world.

How This Book Is Organized

This book is divided into five principal sections—Development, Learning, Instruction, Individual Differences, and Measurement and Evaluation. Each section has several chapters. Within each chapter is a discussion of important theories, with many examples of how these theories apply to classroom teaching.

This book emphasizes the intelligent use of theory and research to improve instruction. The Instruction section, though only one of the five sections, occupies about one-third of the total pages in the book, and the other chapters all contain references to the meaning of theories and research findings for practice. Whenever possible, the guides for practice in this book are specific programs or strategies that have been evaluated and found to be effective, not just suggestions for things to try. Surgeons are not just given an anatomy course, a scapel, and some hints for practice; rather, they are given specific procedures that are known to work. This book takes a similar approach to teaching.

Features

The goal of giving teachers the tools they need to do their job better is addressed by this book's major feature, the **Theory into Practice** sections that are presented throughout the text. All chapters but the first have at least one Theory into Practice section and many have two, three, or four such sections. These sections present strategies for instructional activities ranging from planning courses to presenting lessons to adapting instruction to meet the needs of students with academic handicaps.

The book's **Teachers on Teaching** sections, presented in all chapters, also contribute to the goal of making this a practical, useful book. In these sections, over 75 teachers offer their ideas on topics such as how to rein-

此为试读,需要完整PDF请访问: www.ertongbook.com

force the desirable behavior of students, how to help students transfer school learning to situations outside the classroom, and how to present instructional objectives to students.

Other features in *Educational Psychology: Theory into Practice* are designed to help the reader grasp the book's content. It is only fitting that a book that describes effective methods of teaching should itself put these principles to work. This book tries to do just that.

For example, research on how people learn suggests that students should be introduced to a topic before studying it in depth. Two features at the beginning of each chapter serve this purpose. They are

- A **chapter outline** that acquaints the reader with the organization and content of each chapter
- Chapter **learning objectives** that state what the reader should be able to do after reading the chapter

Features at the end of each chapter are designed to encourage readers to think about and remember the chapter's content. These features are

- A **summary** that recaps main points
- **Study questions** that focus on important facts and concepts
- **Suggested readings** that direct the student to important supplementary materials

In addition, within each chapter important **glossary terms** are printed in boldface type the first time they are used in a significant way. Definitions of each terms are given in the margin of the page. An end-of-book glossary provides an additional reference tool for students and teachers, as do the book's name index, subject index, and list of references.

Supplements

The following supplements have been developed in conjunction with this text:

- The **study guide,** which includes chapter outlines, objectives, key terms, study questions, and essay and discussion questions. The guide was written by Steven M. Ross of Memphis State University.
- An **interactive study guide,** which allows students who have access to a computer to quiz themselves on material from each chapter.
- An **instructor's manual,** which includes chapter overviews and objectives, lecture outlines, activities, essay and discussion questions, and other resources for teaching this course. This manual was written by Suzanne P. Waller of the University of Wisconsin–Milwaukee.
- A **test item file,** with 1,000 multiple-choice, true-false, and essay questions. These questions were written by Paul Kaplan of Suffolk Community College.

Acknowledgments

The field of educational psychology is so large, and is growing so rapidly, that no one person can possibly know everything about it. For this reason, I have relied on other colleagues for draft material that provided background and references relating to specific topics outside my own areas of expertise. These colleagues and the chapters (or sections of chapters) of the book to which they contributed are: Jeffrey W. Fagen of St. John's University, Chapter 2, Theories of Development; Stacie G. Goffin of the University of Missouri—Kansas City, Chapter 3, Development During Early Childhood; Gerald W. Green and Craig Jones of the West Virginia College of Graduate Studies, Chapter 3, Development During Middle Childhood; Larry Shelton of the University of Vermont, Chapter 3, Development During Adolescence; William M. Zangwill, New York City, Chapter 4, Behavioral Theories of Learning; Thomas Andre of Iowa State University, Chapter 5, Information Processing and Memory, and Chapter 6, Meaningful Learning; Ralph E. Reynolds of the University of Utah, Chapter 6, Meaningful Learning; Ronald L. Taylor of Florida Atlantic University and Frances L. Clark of the University of Louisville, Chapter 12, Exceptional Students; Sandra B. Damico of the University of Florida, Chapter 13, Social Class, Ethnicity and Gender; Thom B. Clark of the University of North Carolina, Chapter 14, Student Evaluation: Tests and Grades; and Philip L. Smith of the University of Wisconsin—Milwaukee, Chapter 15, Using and Interpreting Standardized Tests. Douglas H. Clements, Kent State University, contributed information on the use of computers in education.

I also wish to thank my many colleagues who served as reviewers for various sections of the book. Their comments provided valuable information that helped me present a more accurate and useful account of the principles and research in the field of educational psychology. These reviewers include

Linda M. Anderson, Michigan State University
Bonnie B. Armbruster, University of Illinois
Henry T. Clark, *Pennsylvania State University*
John Llewellyn David, St. Thomas Aquinas College
Stephen N. Elliott, Louisiana State University
Bruce R. Hare, State University of New York at Stony Brook
Shelley Hymel, University of Waterloo
Gary Ladd, Purdue University
Cecil D. Mercer, University of Florida—Gainesville
Joel Milgram–University of Cincinnati
Scott Paris, University of Michigan
Jeanette Roberds, Miami University
Judith M. Roegge, University of Texas at Austin
Steven M. Ross, Memphis State University
Charol Shakeshaft, Hofstra University

I also want to thank the many teachers who responded to questionnaires and thereby offered the lessons of their experience to future teachers through the Teachers on Teaching sections in this book. These teachers are Valerie Bank-Jensen, Ithaca, N.Y.; Todd Beese, Rockford, Wash.; Linda Bendorf, Iowa City, Iowa; Paula Ann Berneking, Louisville, Ky.; Jean Bloomquist, Dallas, Tex.; Myrna Bohman, Wausau, Wisc.; Carol Brennan, Trumbull, Conn.; Nadine Brock, Galloway, Ohio; Mary Bruskotter, Fort Jennings, Ohio; Dyanne Buckelew, Puryear, Tenn.; Camille Caldemeyer, Princeton, Ind.; Frank Chambers, Albuquerque, N.M.; Carol Higgins Chasteen, Glasford, Ill.; Jack Clendaniel, Wilmington, Del.; Sharon Cook, Columbia, Tenn.; Lucille Cramer, Hamtramck, Mich.; Kaye Cutchen, Eufaula, Ala.; Phaedra Damianakos, New York, N.Y.; Jimmie Dean, Louisville, Ala.; Kevin Dennis, Mingo Junction, Ohio; Dan DiGuglielmo, North Arlington, N.J.; Mary Dow, Columbus, Ohio; Sandra Dougherty, Shenandoah Junction, W.V.; Leroy Durand, Tolono, Ill.; Helen Fields, Tornillo, Tex.; Curt Fulton, Wallkill, N.Y.; Myrta Gerren, Hartville, Ohio; Anna Grauer, Leesport, Pa.; Gilbert Green, Wilmington, Del.; Cheryl Groninger, Annandale, N.J.; Linda Haddock, Duncanville, Tex.; Carol Hamann, Wisconsin Rapids. Wisc.; Sandra Harrach, Scottsbluff, Neb.; Beverly Harrison, Omaha, Neb.; Paul Hashem, Lackawanna, N.Y.; Pat Holman, Marlton, N.J.; William Hug, Pioneer, Ohio; Carol Hyneman, Princeton, Ind.; Patricia James, Elizabeth City, N.C.; Linda Johnson, Ringsted, Iowa; Shirley King, Dallas, Tex.; John Kobza, Merrillville, Ind.; Margaret LaDue, Lodgepole, S.D.; Betty Lavallee, Dallas, Tex.; Barbara Levin, Cross Plains, Wisc.; Marta Lustgraaf, Council Bluffs, Iowa; Debra Criss McFadden, Louisville, Ky.; Marie McIntosh, Newark, Del.; Mike Michelson, New York, N.Y.; Sherm Milcowitz, Hartford, Conn.; Thomas Moyer, Allentown, Penn.; Georganna O'Grady, San Fernando, Cal.; Beth Ohlsson, Frederick, Md.; Terry Olive, Elyria, Ohio; Judy Osburn, Rapid City, S.D.; Patricia Padgett, Pleasanton, Cal.; Donald Peterson, Ishpeming, Mich.; Charles Petkansas, Long Island City, N.Y.; Glenn Ploegstra, Westlake, Ohio; Sharon Reed, Bozeman, Mont.; Patricia Rentschler, Terre Haute, Ind.; Walter Roberts, Jr., Gentry, Ark.; Cecilia Ruhnke, Skidmore, Tex.; Lana Sammons, Salem, W.V.; Jean Sancken, Bourbonnais, Ill.; Deanna Seed, Placerville, Cal.; Elinor Sorenson, Wilmette, Ill.; Lloyd Stableford, Westport, Conn.; Carol Steele, Gentry, Ark.; Ed Stowell, Newark, Del.; Joseph Sugamele, East Syracuse, N.Y.; Roseanne Swinburne-Sanderfoot, Manawa, Wisc.; Ann Taylor, Dallas, Tex.; Lorraine Thompson, Statesville, N.C.; Richard Thorne, Jr., Stoughton, Mass.; Arlene Vander Geest, Pellston, Mich.; Mary Van Dyke, Atchison, Kan.; Joseph Venuto, West Chester, Pa.; Albertine Warren, Corinth, Miss.; Judy Weeks, Dyersburg, Tenn.; Pamela Weiss, Shawnee Mission, Kan.; Ralph Westenberger, Louisville, Ala.; Peggy Woosley, Stuttgart, Ark.; Pam Woolsey, Knoxville, Ill.

In addition to the reviewers and teachers, I want to thank John Waters who helped with locating references, books, and articles.

I would also like to thank the many people at Prentice-Hall who helped bring this project to fruition, including Susan Willig, executive editor, and her assistant Shirley Chlopak; Florence Dara Silverman, art director; Lorinda Morris-Nantz, photo editor; Carole Freddo, copy editor; Sara Lewis and Helene Baum who prepared chapter materials; Margaret Rizzi, manufacturing buyer; Paul Rosengard, marketing manager; Audrey Marshall, supplemental books editor, and, most particuarly, Jane Ritter, the project's development editor. In addition to reading and editing everything I wrote, coordinating the efforts of the many contributors and reviewers, reminding me ever so gently but persistently of deadlines, and about a thousand other tasks, Jane Ritter wrote first drafts of the chapter objectives and questions. Writing a book is probably as close as a man can come to the experience of bearing a child. Jane Ritter served as a midwife to a long and complicated labor!

Finally, it is customary to acknowledge the long-suffering patience of one's spouse and children. In my case, this acknowledgment is especially appropriate. My wife, Nancy Madden, not only read and commented on every word, but also as my co-worker kept our classroom research going while I was in the throes of writing. Our two preschool children, Jacob and Benjamin (who were not particularly patient or long-suffering) did, however, contribute to this work by providing cute examples for the preschool section of Chapter 3. They also provided me with a sense of purpose for writing; I had to keep thinking about the kind of school experience I want for them, as a way of making concrete my concern for the school experiences for all children.

This book was written while I was suported in part by a grant from the National Institute of Education, No. NIE-G-83-0002. I would like to thank the NIE and the Center for Social Organization of Schools, Johns Hopkins University, for making this work possible. However, any opinions I have expressed are mine alone, and do not represent NIE positions or policy.

R.E.S.

Contents

Preface xv

Chapter 1
Educational Psychology: A Tool for Teachers 1
What Makes a Good Teacher? 2
Why This Book Was Written 3
Educational Psychology: A Problem-Solving Approach 3
Teachers on Teaching: Learning to Teach 4
Why Is Research in Educational Psychology Important? 5
What Good Is Research in Educational Psychology to the Teacher? 6 / *Research Methods in Educational Psychology* 8
Why Teaching Is the Hardest Job in the World, and Why Teachers Secretly Love It—A Dedication 15
Summary 16 / Study Questions 17 / Suggested Readings 17

PART ONE: DEVELOPMENT

Chapter 2
Theories of Development 19
Aspects of Development 20
Continuous and Discontinuous Theories 21
Piaget's Theory of Cognitive Development 22
Principal Concepts in Piaget's Theory 22 / *The Stages* 24 / *Criticisms and Revisions of Piaget's Theory* 35
Theory into Practice: Piaget's Theory of Cognitive Development 36
Erikson's Theory of Personal and Social Development 37
The Stages 39
Teachers on Teaching: Personal and Social Development 41
Theory into Practice: Personal and Social Development 44
Moral Reasoning 47
Piaget's Theory of Moral Development 47 / *Kohlberg's Stages of Moral Reasoning* 49
Teachers on Teaching: Moral Reasoning 49
Limitations of Kohlberg's Theory 52

Relationships Among Major Theories 52
Summary 54 / Study Questions 55 / Suggested Readings 56

Chapter 3
Development During Childhood and Adolescence 59
Development During Early Childhood 60
Physical Development 60 / *Cognitive Abilities* 62 / *Language* 62 / *Early Childhood Education* 65 / *Socioemotional Development* 68 / *Play* 70
Theory into Practice: Teaching Preschoolers and Kindergartners 72
Development During Middle Childhood 74
Physical Development 75 / *Cognitive Abilities* 76
Teachers on Teaching: Elementary School Teaching 79
Socioemotional Development 80
Theory into Practice: Teaching Elementary-Age Children 84
Development During Adolescence 86
Physical Development 86 / *Cognitive Abilities* 88
Teachers on Teaching: Junior High and High School Teaching 90
Socioemotional Development 92 / *Problems of Adolescence* 98
Theory into Practice: Teaching Junior High and High School Students 100
Summary 102 / Study Questions 104 / Suggested Readings 105

PART TWO: LEARNING

Chapter 4
Behavioral Theories of Learning 107
What Is Learning? 108
Theories of Learning 109
Evolution of Behavioral Learning Theories 109
Ivan Pavlov: Classical Conditioning 109 / *E. L. Thorndike: The Law of Effect* 111 / *B. F. Skinner: Operant Conditioning* 112
Principles of Behavioral Learning Theories 113
Consequences 113 / *Reinforcers* 113
Teachers on Teaching: Strategies for Reinforcement 115
Theory into Practice: Classroom Uses of Reinforcement 116
Punishers 117 / *Immediacy of Consequences* 118 / *Shaping* 121 / *Extinction* 122
Teachers on Teaching: Encouraging Desirable Behavior 123
Schedules of Reinforcement 126
Teachers on Teaching: Reinforcement Schedules 127
Maintenance 130 / *Antecedent Stimuli* 131 / *Discrimination* 132 / *Generalization* 132
Social Learning Theory 133
Modeling 133
Teachers on Teaching: Modeling 134
Self-Regulation 136

此为试读,需要完整PDF请访问: www.ertongbook.com

Applications of Behavioral Learning Theories 138
Strengths and Limitations of Behavioral Learning Theories 139
Summary 139 / Study Questions 140 / Suggested Readings 141

Chapter 5
Information Processing and Memory 143
Humans as Information Processors 144
Information Processing 144
Sensory Register 145 / *Short-Term Memory* 150
Teachers on Teaching: Focusing on Important Information 151
Long-Term Memory 153 / *Levels of Processing* 157 / *Allocating Mental Resources* 158 / *Forgetting* 160
Teachers on Teaching: Helping Students Process Information 162
Theory into Practice: Reducing Retroactive Inhibition 164
Memory Strategies 165
Verbal Learning 166 / *Paired-Associate Learning* 166
Theory into Practice: Paired-Associate Learning Strategies 168
Serial and Free-Recall Learning 170
Theory into Practice: Serial and Free-Recall Learning Strategies 171
Practice 173
Teachers on Teaching: Overlearning and Memorization 174
Summary 175 / Study Questions 176 / Suggested Readings 177

Chapter 6
Meaningful Learning 179
Making Information Meaningful 180
Rote and Meaningful Learning 180 / *Inert versus Useful Knowledge* 181 / *Schema Theory and Meaningful Learning* 182 / *Helping Students Understand* 184 / *Advance Organizers* 185
Theory into Practice: Advance Organizers 186
Organization of Information 187 / *Questions* 188 / *Elaboration* 189 / *Generative Learning* 190
Study Strategies 190
Underlining 191 / *Note Taking* 191 / *Summarizing* 192 / *Student-Generated Questions* 192 / *Outlining, Networking, and Mapping* 192 /*Cooperative Scripts* 192 / Effective Study Strategies: Conclusions 193
Theory into Practice: Study Strategies 194
Metacognitive Learning Strategies 196
Theory into Practice: Reciprocal Teaching 198
Teaching Thinking Skills 201
Concept Learning 202
Teaching of Concepts 204

Teachers on Teaching: Teaching Concepts 206
Transfer of Learning and Problem Solving 207
Transfer of Concepts 207
Teachers on Teaching: Helping Students Transfer Learning 208
Varied Context 209 / *Strategies for Solving Problems* 209
Teachers on Teaching: Problem Solving 213
Cognitive Models of Instruction 215
Jerome Bruner: Discovery Learning 215
Theory into Practice: Discovery Learning 217
David Ausubel: Reception Learning 218
Theory into Practice: Expository Teaching 219
Robert Gagné: Events of Learning and Instruction 220
Summary 225 / Study Questions 226 / Suggested Readings 227

PART THREE: INSTRUCTION

Chapter 7
Organizing for Instruction 229
What to Teach and How to Teach It 230
Instructional Objectives 230
Types of Objectives 233 / *Objectives and Assessment* 234 / *Bloom's Taxonomy of Educational Objectives* 236 / *Research on Instructional Objectives* 239 / *Outcomes of Learning* 241 / *Taxonomy of Affective Objectives* 242 / *Psychomotor Objectives* 243
Theory into Practice: Planning Courses, Units, and Lessons 243
Teachers on Teaching: Instructional Objectives 246
Task Analysis 246
Arranging the Classroom for Effective Instruction 249
Teachers on Teaching: Physical Arrangement of the Classroom 250
Models of Effective Instruction 251
Effective Instruction: Not Just Good Teaching 252 / *Carroll's Model of School Learning* 253 / *The QAIT Model of Effective Instruction* 254
Summary 257 / Study Questions 258 / Suggested Readings 259

Chapter 8
The Lesson 261
Parts of the Lesson 262
Sample Lessons 263
Lessons: Step-by-Step 268
State Instructional Objectives and Orient Students to Lesson 268 / *Review Prerequisites* 269 / *Present New Material* 271 / *Conduct Learning Probes* 274 / *Provide Independent Practice* 278

Teachers on Teaching: Lessons and Homework 280
Assess Performance and Provide Feedback 281
Provide Distributed Practice and Review 282
Direct Instruction 282
Theory into Practice: Direct Instruction Methods 283
Research on Direct Instruction Methods 288
Discussions 290
Whole-Class Discussions 291
Teachers on Teaching: Class Discussions 294
Small-Group Discussions 297
Humanistic Education 298
Open Schools 301 / *Humanistic Education versus Direct Instruction* 303
Summary 305 / Study Questions 306 / Suggested Readings 307

Chapter 9
Accommodating Student Differences 309
The Problem of Student Differences 310
Types of Differences 311 / *Learning Styles* 312 / *Providing Appropriate Levels of Instruction* 313
Grouping Students by Ability 314
Ability Grouping Between Classes 314 / *Ability Grouping Within Classes* 317 / *General Principles of Ability Grouping* 320
Teachers on Teaching: Ability Grouping 318
Theory into Practice: Ability-Grouped Active Teaching 321
Effective Use of Reading Groups 326
Assigning Students to Groups 326 / *Content and Pace of Lessons* 326 / *Guidelines for Instruction* 327 / *Cooperative Integrated Reading and Composition* 328
Mastery Learning 329
Basic Principles 329
Theory into Practice: Mastery Learning 334
Individualized Instruction 338
Programmed Instruction 338 / *Team Assisted Individualization* 340 / *Tutoring* 341
Teachers on Teaching: Tutoring 342
Informal Remediation and Enrichment 343
Computer-Assisted Instruction 344
History of CAI 345 / *Types of CAI Programs* 346 / *Research on CAI* 349
Appropriate Levels of Instruction: Review of General Principles 350
Summary 351 / Study Questions 352 / Suggested Readings 353

Chapter 10
Motivation 355
Meaning and Importance of Motivation 356
Theories of Motivation 357
Motivation and Reinforcers 357 / *Rewards and Reinforcers* 357 / *Motivation and Needs* 359 / *Cognitive Dissonance* 361
Teachers on Teaching: Increasing Student Motivation 362
Attribution Theory 365 / *Motivation and Personality* 368 / *Achievement Motivation* 369 / *Learned Helplessness* 371 / *Achievement Motivation and Attribution Training* 372 / *Expectancy Theories of Motivation* 373 / *Teacher and Student Expectations* 375
Teachers on Teaching: Effects of Achievement and Expectations 376
Incentives for Learning 378
Intrinsic and Extrinsic Motivation 378 / *Enhancing Intrinsic Motivation* 380 / *Incentives for Learning: Basic Principles* 382
Teachers on Teaching: Incentives for Learning 384
Classroom Rewards 386 / *Praise* 387 / *Feedback* 389 / *Grades as Incentives* 389 / *Goal Setting* 390
Rewarding Effort and Improvement 390
Theory into Practice: Individual Learning Expectations 391
Behavior Modification and Home-Based Reinforcement Strategies 393 / *Cooperation and Competition* 394 / *Cooperative Learning Methods* 395
Summary 398 / Study Questions 400 / Suggested Readings 401

Chapter 11
Classroom Management and Discipline 403
Time and Learning 405
Where Does the Time Go? 405 / *Allocated Time for Instruction* 407 / *Engaged Time* 409 / *Engaged Time versus Engaging Instruction: A Caution* 415 / *Classroom Rules and Behavior* 416
Theory into Practice: Management Concerns over the School Years 417
Teachers on Teaching: Management at Different Grade Levels 419
Discipline 420
Structure and Freedom 420 / *Managing Routine Misbehavior* 420 / *Managing More Serious Behavior Problems* 424
Teachers on Teaching: Misconduct and Discipline 425
Behavior Modification 426
What Maintains Student Misbehavior? 426
Behavior Modification and Classroom Management 429
Individual Behavior Modification Strategies 430 / *Home-Based Reinforcement* 434

Theory into Practice: Daily Report Cards 436
Whole-Class Behavior Modification 438
Group Contingencies 439
Teachers on Teaching: Solving Discipline Problems 440
Theory into Practice: Group Contingency Programs 443
Ethics of Behavior Modification 444
Delinquency 445
Preventing Delinquency 446
Summary 448 / Study Questions 450 / Suggested Readings 451

PART FOUR: INDIVIDUAL DIFFERENCES

Chapter 12
Exceptional Students 453
Who Is an "Exceptional Student"? 454
How Many Students Are "Exceptional"? 454
Types of Exceptional Students 456
What's in a Label 456 / *Mental Exceptionalities* 456 / *Giftedness* 463
Teachers on Teaching: Teaching Gifted Children 465
Serious Emotional Disturbance 466 / *Behavior Disorders* 469 / *Communication Disorders* 473 / *Children with Physical Problems* 475
Teachers on Teaching: Helping Exceptional Children 478
Special Education 480
Public Law 94–142 480 / *A Continuum of Special Education Services* 482
Theory into Practice: Preparing IEPs 486
Mainstreaming 492
Research on Mainstreaming 493
Theory into Practice: Adapting Instruction 496
Computers and the Handicapped Student 499 / *Buddy Systems and Peer Tutoring* 500 / *Coordination with Special Education Personnel* 500 / *Social Integration of Handicapped Students* 501
Summary 502 / Study Questions 504 / Suggested Readings 505

Chapter 13
Social Class, Ethnicity, and Gender 507
Cultural Differences 508
Social Class 509
Schools as Middle-Class Institutions 511 / *Compensatory Education* 513
Ethnicity and Race 515
Racial and Ethnic Composition of the United States 516
Desegregation 520
Theory into Practice: Teaching in Desegregated Schools 521
Language Minorities 523
Bilingual Education 524

Theory into Practice: Teaching in the Culturally Diverse Classroom 526
Gender Differences 527
Actual versus Learned Gender Differences 527 / *Gender Differences in Early Socialization* 529
Teachers on Teaching: Social-Class, Ethnic, and Gender Differences 530
Gender Differences and the School 530 / *Gender Differences in Achievement* 532 / *Social-Class and Sex-Role Differences* 533
Theory into Practice: Avoiding Gender Bias in Teaching 533
Summary 535 / Study Questions 536 / Suggested Readings 537

PART FIVE: MEASUREMENT AND EVALUATION

Chapter 14
Student Evaluation: Tests and Grades 539
Student Evaluation 540
Why Do We Evaluate? 541
Evaluations as Incentives 542 / *Informational Value of Evaluations* 543
Teachers on Teaching: Tests and Their Uses 545
Evaluation Strategies 546
Formative versus Summative Evaluation 547 / *Norm-Referenced versus Criterion-Referenced Evaluation* 549 / *Matching Strategies with Goals* 548
Achievement Tests 551
Basic Principles of Achievement Testing 551 / *Tables of Specifications* 553
Theory into Practice: Writing Test Items 555
Teachers on Teaching: Designing Tests 564
Grading and Evaluating 568
Grading Criteria 568 / *Assigning Letter Grades* 569
Teachers on Teaching: Grading 572
Report Card Grades 573
Summary 574 / Study Questions 574 / Suggested Readings 575

Chapter 15
Using and Interpreting Standardized Tests 577
What Are Standardized Tests? 578
Uses of Standardized Tests 579
Selection and Placement 579 / *Diagnosis* 579 / *Evaluation* 580
Types of Standardized Tests 580
Aptitude Tests 582 / *Achievement Tests* 583
Interpreting Standardized Tests 586
Types of Scores 586 / *Validity, Reliability, and Bias* 592
Teachers on Teaching: Standardized Tests 597
Theory into Practice: Interpreting Standardized Test Results 599

此为试读,需要完整PDF请访问: www.ertongbook.com