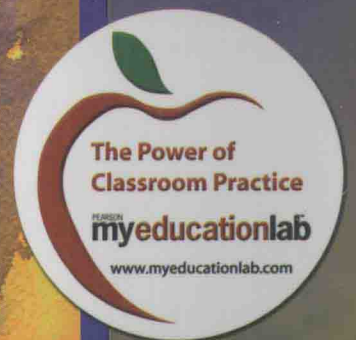


Eleventh Edition

EDUCATIONAL PSYCHOLOGY

ACTIVE LEARNING EDITION



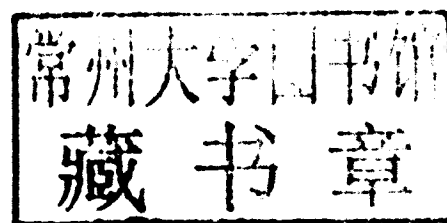
Anita Woolfolk

EDUCATIONAL PSYCHOLOGY

ELEVENTH EDITION
ACTIVE LEARNING EDITION

Anita Woolfolk

The Ohio State University



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In memory of two giants in educational psychology:

Jere Brophy—

Who taught my first graduate class and set the standard
for scholarship in our field.

and

Frank Pajares—

Who taught us all there is nothing more important than
giving our students the time they require.

We will never forget you.

PREFACE

Many of you reading this book will be enrolled in an educational psychology course as part of your professional preparation for teaching, counseling, speech therapy, or psychology. The material in this text should be of interest to everyone who is concerned about education and learning, from the nursery school volunteer to the instructor in a community program for adults with disabilities. No background in psychology or education is necessary to understand this material. It is as free of jargon and technical language as possible, and many people have worked to make this edition clear, relevant, and interesting.

The text maintains the new, unique format that was created for the previous Active Learning Edition. If you didn't see that text, this one is probably unlike any textbook you have encountered. It is divided into 40 easy-to-read modules. Research in educational psychology points to several reasons why this format will help you learn. First, we have known for years that learning is faster and more permanent if you study smaller chunks over a longer period of time instead of trying to jam more learning into your brain in a short period of time. Also, we know that learning is deeper and more meaningful if you act on what you read—connect and apply your understandings before you get too far away from the new information. Third, we know that motivation is higher when goals are specific, the task is moderately challenging, and it can be accomplished with reasonable time and effort. Fourth, more frequent testing and checking your understanding early lets you correct misconceptions and relearn so you do not remember the wrong information. Finally, we know that your lives are full and your assignments are many, so shorter, more manageable readings fit better into your schedule. Mastering these active learning modules will help you become more self-regulating and in charge of your own academic life. So welcome to a better, more research-based way to learn educational psychology—my favorite subject!

Since the first edition of *Educational Psychology* appeared, there have been many exciting developments in the field. The eleventh edition continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, teaching, and assessment. Theory and practice are not separated, but are considered together; the text shows how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. To help you explore the connections between research and practice, you will find in these pages a wealth of examples, lesson segments, case studies, guidelines, and practical tips from experienced teachers. As you read this book, I believe you will see the immense value and usefulness of educational psychology. The field offers unique and crucial knowledge to any who dare to teach and to all who love to learn.

NEW CONTENT IN THE ACTIVE LEARNING EDITION

Across the book, there is increased coverage of a number of important topics. Some of these include:

- Increased coverage of the **brain, neuroscience, and teaching** integrated into several clusters.
- Increased coverage of **Bronfenbrenner's** theory and the role of **context** in development and learning.
- Increased emphasis on **diversity in today's classrooms** (see Clusters 1–5). Portraits of students in educational settings make diversity real and human for readers.
- An emphasis on **integrating across theories** to understand teaching and learning. Examples include:

Cluster 2: Three questions across the theories.

Cluster 5: Creating culturally compatible classrooms.

Cluster 10: Looking across theories of learning.

Cluster 11: Key concepts in motivation.

Key content changes in each Cluster include:

- Cluster 1: two **advance organizers** for the text—a **preview of the important theories** in the text and a caution about **avoiding either/or choices** in forming your personal theory of teaching.
- Cluster 3: new sections on **physical activity** and recess, and **gender development**.
- Cluster 4: new sections on **intellectual styles, neuroscience and learning challenges, and response to intervention (RTI)**.
- Cluster 6: expanded coverage of **positive behavior supports** and **cautions** about using **punishment**.
- Cluster 7: expanded coverage of the **brain** and learning, **cognitive load** and working memory, and **concept formation**.
- Cluster 8: new sections on **metacognition** and **critical thinking** in specific school subjects.
- Cluster 9 (**NEW CLUSTER**) *The Learning Sciences and Constructivism*: new material on neuroscience and teaching, collaboration and cooperative learning, service learning, and learning in a digital world.
- Cluster 10 (**NEW CLUSTER**) *Social Cognitive Views of Learning and Motivation*: significantly expanded coverage of self-regulated learning.
- Cluster 11: new sections on **curiosity and emotions in motivation**, and on **epistemological beliefs**.
- Cluster 12: new section on **developing caring relationships and classroom connections, bullying and cyber-bullying, and violence in schools**.
- Cluster 13: new section on **differentiated instruction**.
- Cluster 14: combined **assessment and testing** cluster: streamlined, current, and complete.

AIDS TO UNDERSTANDING

Learning Objectives

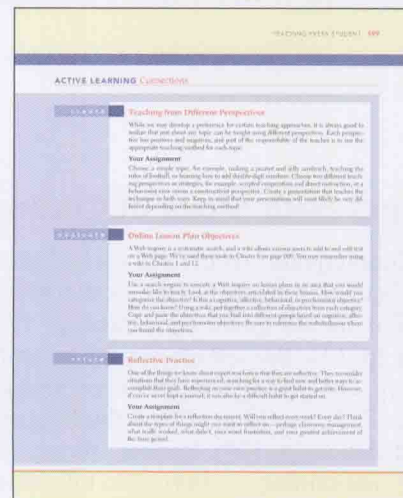
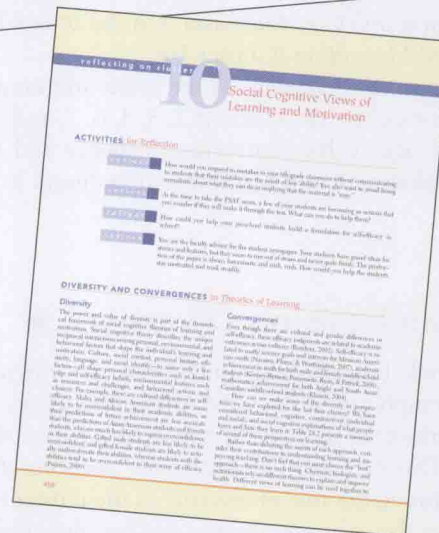
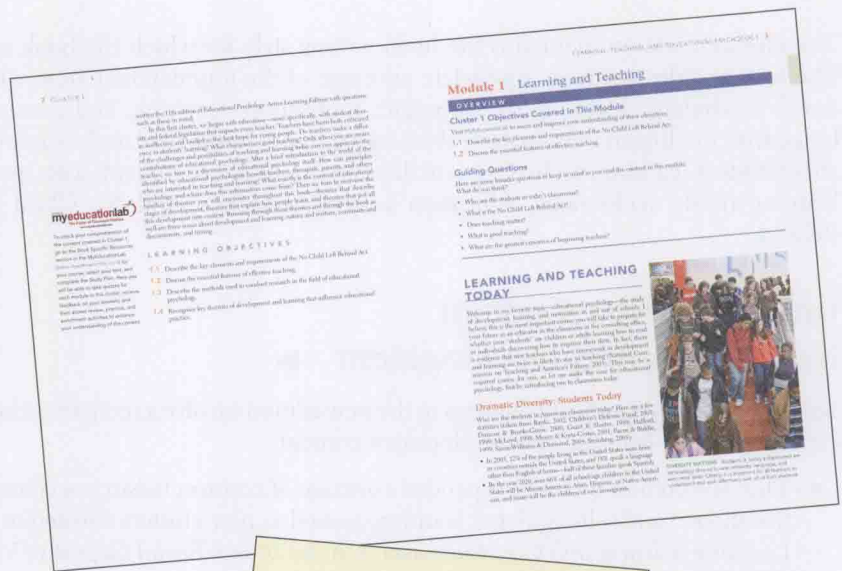
A full list of Learning Objectives appears at the beginning of each cluster of the Active Learning Edition, and again individually at the beginning of the relevant modules. You may assess your mastery of these objectives in the MyEducationLab Study Plan section for this text.

Activities for Reflection

Each cluster concludes with questions or ideas encouraging you to extend your understanding of the material you've just read to your own experiences, and to your own ideas about your future as an educator.

Active Learning Connections

Each cluster concludes with a set of activities based on the use of emerging technologies such as blogs, wikis, concept mapping tools, and social bookmarking sites to engage students in the topics of educational psychology using technologies that are becoming a large part of our lives. The activities provide students structured opportunities to create objects with the technology, as well as evaluate the information that they may come into contact with in the changing world of information. These activities were created by Evan Straub and Ryan Poirier, The Ohio State University, and include input from DeLeon Gray, also of The Ohio State University.



A CRYSTAL CLEAR PICTURE OF THE FIELD AND WHERE IT IS HEADED

The eleventh edition maintains the lucid writing style for which the book is renowned. The text provides accurate, up-to-date coverage of the foundational areas within educational psychology: learning, development, motivation, teaching, and assessment, combined with intelligent examination of emerging trends in the field and society that affect student learning, such as student diversity, inclusion of students with special learning needs, technology, education and neuroscience, and No Child Left Behind.

Important New Content in Learning and Development

Some of the most significant changes in the new edition involve a reorganization and expansion of the learning and development content.

- The new edition includes expanded coverage of constructivism, social cognitive theory, and self-regulated learning, as well as new clusters devoted to *The Learning Sciences and Constructivism* (Cluster 9) and *Social Cognitive Views of Learning and Motivation* (Cluster 10).
- Significantly increased coverage of the brain and neuroscience is integrated into six clusters—Clusters 2, 3, 4, 6, 7, and 9.
- Increased coverage of Bronfenbrenner's theory and the role of context in development and learning can be found in Clusters 1 and 3.

Increased Emphasis on Diversity

Throughout the book, but especially in Clusters 1–5, the reader will find an increased emphasis on diversity. Among the changes in this edition are new portraits of students that make diversity real and human for readers. “Diversity and Convergences” sections at the end of every cluster examine the role of diversity in the cluster topics, as well as pull together the common themes and big ideas uniting the cluster.

Presents Both Sides of Controversial Issues

“Point/Counterpoint” sections in each cluster present two perspectives on a controversial question related to the field; topics include debates on the kinds of research that should guide education (p. 17), the use of calculators and spell checkers (p. 61), the self-esteem movement (p. 112), learning styles (p. 149), tracking (p. 203), using rewards to encourage student learning (p. 275), memorization (p. 312), teaching critical thinking and problem solving (p. 356), brain-based education (p. 374), teacher efficacy (p. 433), the value of trying to make learning entertaining (p. 484), zero tolerance (p. 536), homework (p. 573), and traditional tests vs. authentic assessments (p. 618).

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RICHLY AND REALISTICALLY APPLIED

With an unswerving emphasis on educational psychology's practical relevance for teachers and students in classrooms, the text is replete with examples, lesson segments, case studies, and practical ideas from experienced teachers.

Guidelines

Guidelines appear throughout each cluster, providing concrete applications of theories or principles discussed.

GUIDELINES: Building on Students' Interests and Curiosity

Relate content objectives to student experiences.

EXAMPLES

1. Write a teacher or student about children's interests and experiences.
2. Identify classroom events for different ages or levels. Write letters to use the concepts for graphs.

Support instruction with lessons, personal experiences, and activities that show the human side of the content.

EXAMPLES

1. Share your own hobbies, interests, and activities.
2. Tell students there will be a computer teacher. Have them go to the computer and tell about "computer" and your writing.

Use original sources material with interesting content of details.

EXAMPLES

1. Letters and stories in letters.
2. Discuss your own hobbies.

Connect concepts and curiosity.

EXAMPLES

1. Share stories about what will happen in an experiment.
2. Have them draw whether they were right or wrong.

Have them share their own and ask students to guess the results.

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The Learning Sciences, Constructivism, and Constructivist Teaching

WHAT WOULD YOU DO?

TEACHERS' CASEBOOK You have finally landed a job teaching English and writing in a high school. The first day of class, you discover that a number of students appear to be just beginning to learn English. You make a mental note to meet with them to determine how much and what kind of reading they can handle. To get a sense of the class's interest, you ask them to write a "review" of the last book they read. At the end of the "Book Talk" program, there is a lot of grumbling, but the students seem to be writing, so you take a few minutes to try to talk with one of the students who seems to have trouble with English.

For right you look over the "book reviews." Either the students are giving you a hard time, or you are too busy and anything goes. Several students mention a text from another class, but their reviews are incoherent sentences—usually comparing the words "good" or "bad" to the book. In fact, the reviews are the papers of three students—they are a pleasure to read, worthy of publication in the school literary magazine if there were one, and they reflect a fairly sophisticated understanding of some great literature.

CRITICAL THINKING

- How would you adjust your lesson plans for this class?
- What will you do tomorrow?
- What teaching approaches do you think will work?
- How will you work with the three students who are students who are just learning English?

Cluster Preview

For the past three clusters, we have analyzed different theoretical and philosophical perspectives on learning and education, providing practical applications of these perspectives to classroom practice.

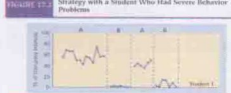
Reaching Every Student: Severe Behavior Problems

Students with severe behavior problems present some of the most difficult challenges for teachers. The student does not behave properly can be used in helping these students.

For example, in the case of the student who does not behave properly, the teacher can use a variety of strategies to help the student. One strategy is to use a behavior chart. The teacher can create a chart with the student's name and the student's behavior. The teacher can then mark the chart with the student's behavior. The teacher can then use the chart to help the student understand the consequences of their behavior. Another strategy is to use a behavior contract. The teacher can create a contract with the student. The contract can outline the student's behavior and the consequences of their behavior. The teacher can then use the contract to help the student understand the consequences of their behavior.

In the second study, Kasey McCreary and George Dufford (2001) worked with teachers in three general education classrooms to help them understand the behavior of their students. The teachers used both a behavior contract and a behavior chart. The teachers found that both strategies were effective in helping the students understand the consequences of their behavior.

Using an ARAD Design to Evaluate an Intervention Strategy with a Student Who Had Severe Behavior Problems



Source: Data from Kasey McCreary and George Dufford (2001). "Using an ARAD Design to Evaluate an Intervention Strategy with a Student Who Had Severe Behavior Problems." *Journal of Special Education*, 35(4), 201-210. Copyright 2001 by Sage Publications, Inc.

Teachers' Casebook

Teachers' Casebook sections present students with realistic classroom scenarios at the beginning of each cluster and ask "What Would You Do?"—giving students the opportunity to apply all the important topics of the cluster to these scenarios via application questions. Students may then compare their responses to those of veteran teachers appearing at the end of each cluster.

Reaching Every Student

Reaching Every Student sections in most clusters present ideas for assessing, teaching, and motivating ALL of the students in today's inclusive classrooms.

SUPPLEMENTS

The eleventh edition of *Educational Psychology: Active Learning Edition* boasts the most comprehensive and integrated collection of supplements to date to assist students and professors alike in maximizing learning and instruction. Together, these materials immerse students in the content of the text, allowing them and their instructors to benefit from a deeper and more meaningful learning experience. All of the instructor supplements are available at the Instructor's Resource Center. To access the Instructor's Resource Manual, the PowerPoint lecture presentation, and the Assessment Package and MyTest software (see below), go to the Instructor's Resource Center at www.pearsonhighered.com and click on the "Educators" link. Here you will be able to log in or complete a one-time registration for a user name and password.

MyEducationLab

Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching.¹



As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides you with the context of real classrooms and artifacts that research on teacher education tells us are so important. The authentic in-class video footage, interactive skill-building exercises, and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into both your assignments and your courses. Wherever you see the MyEducationLab logo in the margins or elsewhere in the text, follow the simple instructions to access the videos, strategies, cases, and artifacts associated with these assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of the core concepts discussed in the clusters of your book. For each topic you will find most or all of the following resources:

Connection to National Standards. Now it is easier than ever to see how your coursework is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the appropriate national standards for your course. All of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

Assignments and Activities. Designed to save instructors preparation time, these assignable exercises show concepts in action (through videos, cases, or student and teacher artifacts) and then offer thought-provoking questions that probe your understanding of these concepts or strategies. (Feedback for these assignments is available to the instructor.)

1. Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World*. San Francisco: John Wiley & Sons.

Building Teaching Skills and Dispositions. These learning units help you practice and strengthen skills that are essential to quality teaching. First you are presented with the core skill or concept and then given an opportunity to practice your understanding of this concept multiple times by watching video footage (or interacting with other media) and critically analyzing the strategy or skill presented.

IRIS Center Resources. The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>)—funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP)—develops training enhancement materials for pre-service and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. On your MyEducationLab course we have integrated this content where appropriate to enhance the content coverage in your book.

Teacher Talk. This feature links to videos of teachers of the year across the country discussing their personal stories of why they teach. This National Teacher of the Year Program is sponsored by the Council of Chief State School Officers (CCSSO) and focuses public attention on teaching excellence.

General Resources on Your MyEducationLab Course. The *Resources* section on your MyEducationLab course is designed to help you pass your licensure exam; put together an effective portfolio and lesson plan; prepare for and navigate the first year of your teaching career; and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams:* Access guidelines for passing the Praxis exam. The Practice Test Exam includes practice questions, case histories, and video case studies.
- *Portfolio Builder and Lesson Plan Builder:* Create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio:* Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- *Licensure and Standards:* Link to state licensure standards and national standards.
- *Beginning Your Career:* Educate yourself—access tips, advice, and valuable information on:
 - Resume Writing and Interviewing: Expert advice on how to write impressive resumes and prepare for job interviews.
 - Your First Year of Teaching: Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
 - Law and Public Policies: Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.
- *Special Education Interactive Timeline:* Build your own detailed timelines based on different facets of the history and evolution of special education.

Study Plan. A MyEducationLab Study Plan is a multiple-choice assessment tied to cluster and module objectives, supported by study material. A well-designed Study Plan offers multiple opportunities to fully master required course content as identified by the objectives in each module.

- *Objectives* identify the learning outcomes for the module and give you targets to shoot for as you read and study.
- *Multiple Choice Assessments* assess mastery of the content (tied to each module objective); students can take the multiple choice quiz as many times as needed. Not only do these quizzes provide overall scores for each objective, but they also explain why responses to particular items are correct or incorrect.

- *Study Material: Review, Practice and Enrichment* gives you a deeper understanding of what you do and do not know related to module content. This can be accessed through the Multiple Choice Assessment (after you take a quiz you receive information regarding the module content on which you still need practice and review) or through a self-directed method of study. This material includes text excerpts, activities that include hints and feedback, and media assets (videos, simulations, cases, etc.).
- *Flashcards* help you study the definitions of the key terms within each module.
- *Anita Talks Podcasts* provide opportunities to listen to Dr. Woolfolk discussing her ideas about how educational psychology connects to teaching and learning today.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

Online Instructor's Resource Manual

The Online Instructor's Resource Manual synchronizes all of the resources available for each cluster and sifts through the materials to match the delivery method (e.g. semester, quarter) and areas of emphasis for the course. These materials can be used for traditional courses as well as online or online-supported courses. The Instructor's Manual is fully integrated with the MyEducationLab that accompanies this text and includes many ideas and activities to help instructors teach the course. Each cluster of the manual provides a teaching outline, learning objectives, learning activities and handouts, guide to MyEducationLab activities, links to Anita Talks podcasts, discussion questions, and video and internet resources.

Pearson MyTest

Pearson MyTest is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access. Features of Pearson MyTest include:

Premium assessment content

- Draw from a rich library of assessments that complement your Pearson textbook and your course's learning objectives.
- Edit questions or tests to fit your specific teaching needs.

Instructor-friendly resources

- Easily create and store your own questions, including images, diagrams, and charts using simple drag-and-drop and Word-like controls.
- Use additional information provided by Pearson, such as the question's difficulty level or learning objective, to help you quickly build your test.

Time-saving enhancements

- Add headers or footers and easily scramble questions and answer choices—all from one simple toolbar.
- Quickly create multiple versions of your test or answer key, and when ready, simply save to Microsoft Word or PDF format and print!
- Export your exams to Blackboard 6.0, CE (WebCT), or Vista (WebCT)!

Online PowerPoint Slides/Transparency Masters

These visual aids display, summarize, and help explain core information presented in each module. They can be downloaded from our Instructor's Resource Center. All PowerPoint slides have been updated for consistency and to reflect content in the new edition.

ACKNOWLEDGMENTS

During the years I have worked on this book, from initial draft to this most recent revision, many people have supported the project. Without their help, this text simply could not have been written.

Many educators contributed to this and previous editions. Carol Weinstein wrote the section in Cluster 12 on spaces for learning. Nancy Perry (University of British Columbia) and Philip Winne (Simon Fraser University) wrote sections of Cluster 10 on self-regulation. Gypsy M. Denzine (Northern Arizona University) is responsible for the *Assessment Package* and the answer feedback material that accompanies each item. The portraits of students in Cluster 5 were provided by Nancy Knapp (University of Georgia). The Instructor's Resource Manual and PowerPoint™ Presentations were created by Sarah Silverman, Heather Dawson, and Michael Yough (The Ohio State University), future stars in our field. They have included contributions from three of our best educational psychology teachers: Paige Shalter Bruning, Ryan Poirier, and Evan Straub.

As I made decisions about how to revise this edition, I benefited from the ideas of colleagues around the country who took the time to complete surveys, answer my questions, and review clusters.

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Many classroom teachers across the country and around the world contributed their experience, creativity, and expertise to the *Teachers' Casebook*. I have thoroughly enjoyed my

association with these master teachers, and I am grateful for the perspective they brought to the book.

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of the production and obtained permissions for the material reproduced in this edition. Now the book is in the able hands of Quinn Perkson, Director of Sales and Marketing. I can't wait to see what he is planning for me now! What a talented and creative group—I am honored to work with them all.

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Finally, I want to thank my family and friends for their kindness and support during the long days and nights that I worked on this book. To my family, Marion, Bob, Eric, Suzie, Liz, Wayne K., Marie, Kelly, Tom, Lisa, Lauren, and Mike—you are the greatest.

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—Anita Woolfolk Hoy

About the Cover

DISCOVERY LEARNING MEETS NEED FOR GUIDANCE

In the fall of 2009, I finally acted on a promise made to myself and my daughter that we would take an art class together. She had received a brochure describing art classes at her community center—the watercolor class on Wednesday evenings caught our attention.

I hadn't taken an art class since high school, so I didn't know what to expect. Armed with new tubes of watercolors, brushes, and paper (all of which cost more than I remembered from high school), my daughter and I began our class.

The first night, we were given six small practice assignments—a tree trunk, rocks, a brick wall, a face, water in a stream, and a vase. Each was intended to demonstrate a single technique, such as mixing colors to get flesh tones or using masking fluid to protect white areas of the paper. We watched the instructor demonstrate each skill, but he spoke very little.

Over the next eight weeks, I remembered what it is like to be a complete novice trying to learn something new. The process was frustrating at first. I had no idea how to prepare paper, mix colors, or choose brush sizes. We would watch the teacher paint a scene, and then we would try to paint the same scene, always with minimal explanation from him.

I needed more guidance than I was getting in class, so I turned to the Web. I Googled "painting watercolor trees." Amazing—in an instant I had access to step-by-step instructions, videos, and tutorials. With the help of my new resources, I found myself painting every evening. I finally had to use painting as a reward: "When you finish grading 10 papers from your seminar, then you can paint."

The Wednesday class always had the same structure. We had an assignment. The instructor demonstrated for the first 30 to 45 minutes, showing us how to begin. As we painted, he circulated around the room, but he rarely offered comments. I learned to ask questions: "What color is that?" "Are you working on wet paper?" "How do I make color clearer?" "How do I make this look more like water (trees, rocks, leaves, feathers . . .)?" At home, I painted and I Googled.

At the time we took the class, I was frustrated. I knew so little and the teacher knew so much. And I needed more direct instruction! Yet as I look back, I see many elements of good studio teaching:

- Our first assignments were small, targeted pieces that focused on one skill, using just a few colors.
- We always saw a model (though I wish the instructor had "thought out loud" more as he painted).
- We had many levels of expertise in the room—so there were peer models as well. I learned to ask them questions, too.
- The climate was affirmative. Both the teacher and fellow students found something authentically good about everyone's paintings.

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Looking back, I also learned some things about myself as a learner.

- I like guidance—up to a point. But once I had the basics, I enjoyed inventing.
- I love the Web! It is a fountain of learning possibilities.
- Getting to a finished product is very motivating for me—I had to make myself stop painting at night and then sometimes dreamed about brush strokes.

Finally, the class gave me two gifts. Not only did I have a great time with my daughter, but also, I gained a deeper appreciation of what artists do. Sometimes I would look at an abstract painting in a museum and think, “I could do that.” Well—maybe not!

This experience reminds me that we are all lifelong learners. What teachers need to know about the learners they serve and what learners need to know about themselves and their own processes are the central subjects of this book. I’m happy to be able to connect my professional life’s work in educational psychology with an enjoyable new hobby, and to have an example of something I recently learned to do serve as the cover for this Eleventh Edition of my textbook.

Anita Woolfolk