

A person is silhouetted while riding a bicycle along a path. The background features a calm body of water reflecting the warm, orange and yellow light of a sunset. In the distance, a range of mountains is visible against the sky. The top of the image is framed by the dark, silhouetted branches of a tree.

Educational Psychology

| Reflection for Action

O'Donnell

Reeve

Smith

EDUCATIONAL PSYCHOLOGY

Reflection for Action

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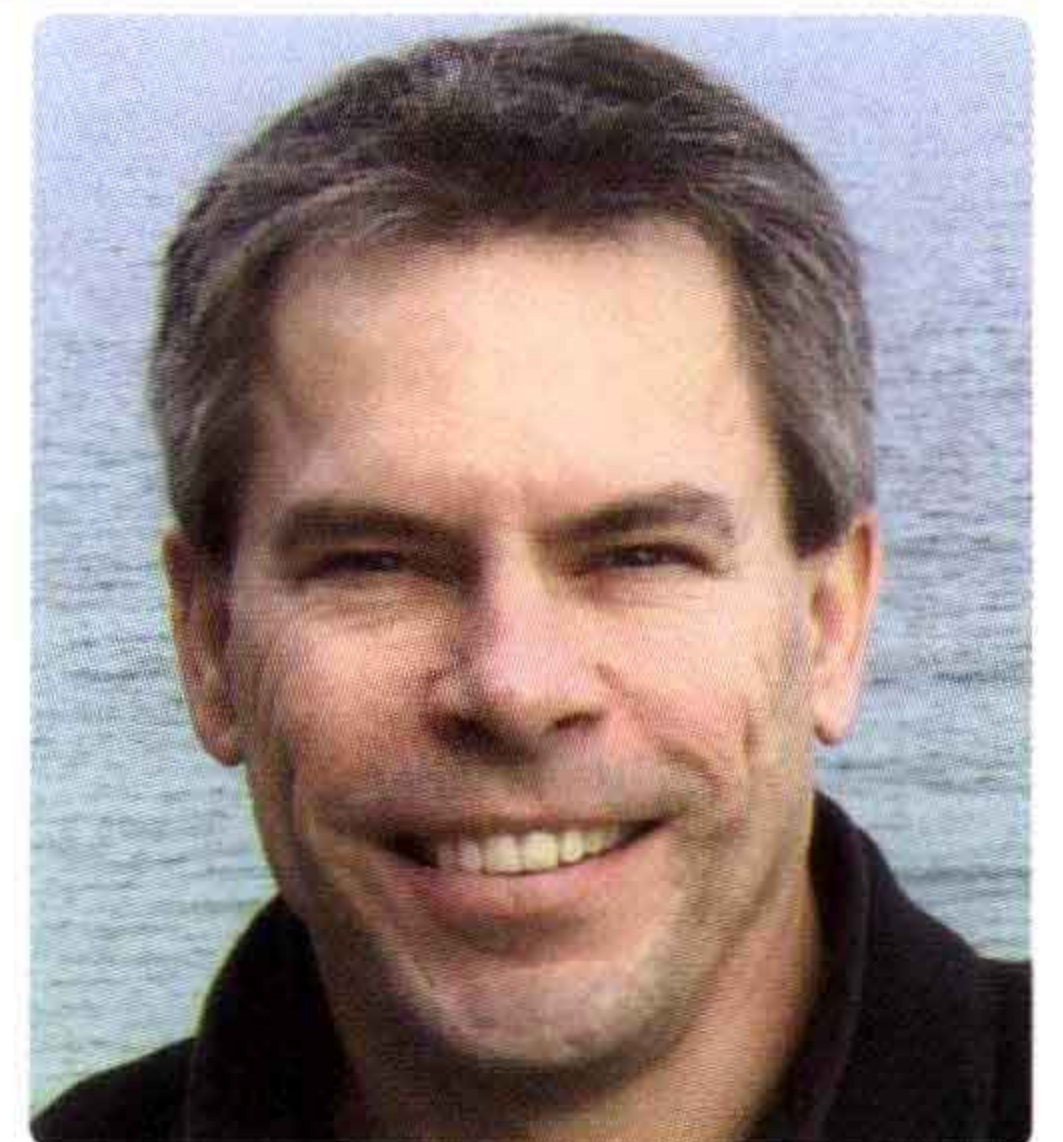
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Angela M. O'Donnell is a Professor in the Department of Educational Psychology at Rutgers University. She received her PhD in Experimental Psychology from Texas Christian University and has master's degrees in both Experimental Psychology and Special Education. She is a Fellow of the American Psychological Association and is the President of Division 15 of APA. She received the Early Career Award of Division 15 in 1996 and the New Jersey Psychological Association's Distinguished Teacher Award in 2001. Professor O'Donnell serves on numerous editorial boards of journals in educational psychology. She was Secretary of Division C of the American Educational Research Association and served as Program Chair for Division C. Her research interests are in the areas of collaborative learning and learning strategies. She has published extensively on the cognitive processes involved in specific types of cooperative learning and the use of visual organizers to support cognitive processing.



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Preface

The day-to-day work of teachers is not unlike that of researchers. Teachers ask questions that arise from experience. They frame the questions in such a way that they can gather information from research, peers, mentors, parents, and other professionals who will help them answer the question. They need to judge the *trustworthiness* of the information they gather and decide on the best answer to their questions, given the available information.

The Goal of Educational Psychology: Reflection for Action

This book will help preservice teachers develop the skills necessary to become *reflective practitioners* who can frame questions about their classrooms and use a “scientist-practitioner” approach to answer those questions. It does so by highlighting a set of guiding questions about important topics for the classroom, providing an example of a situation that provokes a question for the teacher and describing the theories and empirical findings that might be drawn on to respond to the situation. It links theories and research to practical issues in the classroom through illustrations of “what kids say or do” and through counterintuitive examples of how research contributes to answering classroom questions. Finally, the book models how theory, research findings, and other sources can be drawn upon to provide plausible answers to these questions. Students are guided through a process of reflection (summarized as the acronym **RIDE**) on classroom questions. This critical thinking process involves **R**eflection, **I**nformation Gathering, **D**ecision Making, and **E**valuation that enables students to make reflection an everyday practice.



Author Team

The three authors of this text are experts in learning, motivation, and assessment, respectively. Each of us is writing in our special area of substantial experience, providing an advantage over the typical text, in which chapters are written by a single author whose expertise most likely does not fully extend to the range of content needed in an educational psychology text.

Diversity

We have chosen to address issues of diversity as part of the various chapters and not to include a single stand-alone chapter that is typical of other texts. We believe that diversity is a consideration that runs throughout the topics that are under consideration and not a separate set of concerns. It must be valued and addressed in every aspect of the classroom teacher’s activity. In addition, we believe this treatment reflects the day-to-day realities of classroom teachers, in which student diversity is increasingly common.

In *Educational Psychology: Reflection for Action*, we provide students with:

1. A clear description of the theoretical principles in psychology that have relevance for education, along with an analysis of their current research support.
2. Practical guidance about how to link theory and practice in the context of classrooms. We illustrate the opportunities for and limits of application of theoretical principles to classroom practice.
3. Learning tools to help preservice teachers develop skills they can build on throughout their teaching careers.

Content and Organization

The textbook consists of three major parts that address:

- Development and motivation
- Learning and teaching
- Assessment

These sections represent the essential content that students must know as they prepare to become teachers.

Part I: Development and Motivation

The first part of the text is concerned with how students develop and how and why they might be motivated to learn. We consider both developmental and motivational ideas here. This particular organization differs from most other texts in providing a theoretical rationale for the students' perspective in the teaching/learning process. Teachers working with children and adolescents need an understanding of both the developmental factors that underlie when students learn and the motivational issues that underlie why students learn. A chapter in this section addresses important concerns related to individual differences in learning that are particularly important because most teachers work in classrooms with students of dramatically differing ability.

Part II: Learning and Teaching

The second part is concerned with learning and teaching and the contexts in which these processes occur. Behavioral, cognitive, social constructivist, and sociocultural theories are addressed, and their implications for instruction and for learning are included. This section also includes a chapter that considers the conditions necessary in a classroom for effective learning and includes a specific chapter on using peer learning.

Part III: Assessment

The third part addresses the question, How do we know students have learned? As teachers experience an increased emphasis on statewide testing, the importance of this topic for them cannot be understated. The chapter on standardized assessment includes specific information on how to translate the results of such assessments into classroom practice.

Chapter 1: Introducing Educational Psychology and Reflective Practice

Educational psychology is the scientific study of psychology in education. Its goals are to understand learners and to promote their learning. The first part of Chapter 1 explains how a focus on these two goals helps teachers better understand all aspects of the teaching-learning process. To do so, we first identify the most pressing concerns that beginning teachers have and illustrate how beginning teachers quiet these concerns by developing teaching efficacy, teaching expertise, and reflective teaching. The second part of the chapter discusses issues of student diversity and students with special needs. The final part of the chapter addresses the role of theory and research in educational psychology.

Chapter 2: Cognitive Development

As infants grow into children and as children grow into adolescents, three interrelated developmental processes unfold: (a) brain development, (b) cognitive development, and (c) language development. Biology and maturation underlie all three developmental processes, but biology provides learners only with developmental potential. Chapter 2 identifies and discusses the school-related experiences that help learners realize their developmental potentials. Exposure to richly stimulating and complex classroom environments and exposure to teachers who guide students' learning provide the essential ingredients that enrich students' brain, cognitive, and language development.

Chapter 3: Social Development

Chapter 3 highlights the role that relationships play in students' social development, and it offers numerous illustrations as to how teachers can help students develop socially. Social development reflects the extent of a person's social competence, peer popularity, trust, initiative, competence, identity, moral development, prosocial orientation, and healthy self-concept. The extent to which students develop socially depends in part on the quality of the relationships in their lives, including the relationships they have with their teachers. The chapter identifies the aspects of a relationship that allow it to be a high-quality relationship. It also discusses specific social-developmental outcomes, aggression, and self-concept.

Chapter 4: Individual Differences among Learners

Chapter 4 is concerned with individual differences among students. The first part of the chapter focuses on intelligence or ability. It describes how the concept of intelligence evolved and introduces a number of theories of intelligence. The next part of the chapter discusses extremes of intelligence and how talent is developed. Some instructional strategies for managing variation in students' ability are then described. The second part of the chapter focuses on learners with special needs and the effects of socioeconomic status on children's success in school.

Chapter 5: Motivation to Learn

Chapter 5 defines motivation and explains how it works—where it comes from, how it changes, what it predicts, and why educators care so deeply about increasing it. This chapter explains self-efficacy, mastery motivational orientation, optimistic attributional style, hope, goal setting, achievement goals, and effective self-regulation. The chapter also explains self-doubt, helpless motivational orientation, pessimistic attributional style, lack of goals, and little capacity for self-regulation. The compound theme that runs throughout the chapter is, first, that student motivation reflects the quality of their thinking and, second, teachers can support students' motivation by helping them think in constructive ways.

Chapter 6: Engaging Students in Learning

Chapter 6 focuses on students' engagement during learning activities. We define engagement, explain why it is important, and identify sources of engagement and instructional strategies for promoting it. The chapter discusses intrinsic motivation, extrinsic rewards, and types of extrinsic motivation. We also discuss three psychological needs that create a desire to be engaged: (a) autonomy, (b) competence, and (c) relatedness. We also discuss curiosity, interest, and positive affect as ways to spark students' engagement. Finally, we explain the roots of disengagement by focusing on anxiety, self-worth protection, and self-handicapping, and we discuss ways to calm students' anxieties and fears.

Chapter 7: Behavioral Learning Theory

Chapter 7 focuses on students' behavior. We ask how students learn the behaviors, skills, and self-regulatory abilities they need to function well in school and in life. To understand how students learn such things, we first define learning and explain how it occurs. We then

introduce the basic principles of the behavioral approach to learning. These principles serve as a foundation for understanding and discussing the everyday problems that teachers face in trying to increase the frequency of desirable behaviors and decrease that of undesirable behaviors. We also describe the types of instruction that have been inspired by behavioral learning principles.

Chapter 8: Cognitive Theories of Learning

Chapter 8 focuses on the structures and processes of learning from a cognitive perspective, with special emphasis on information-processing theory. Throughout the chapter, we pay particular attention to how we can understand the needs of exceptional children from a cognitive perspective. We first describe the relationship between cognitive and constructivist theories of learning. Other sections describe the basic processes of encoding and retrieval and the limitations of various components of the information-processing system, such as working memory. Each section also includes the instructional implications of those components. The final section of the chapter addresses complex cognition.

Chapter 9: Effective Teachers and the Process of Teaching

The focus of Chapter 9 is on teachers and teaching, and on how thoughtful learning can be fostered by high-quality teaching. Teachers' knowledge of the subject matter they are teaching and their beliefs about themselves, their students, and the processes of learning and teaching have important influences on classroom practices and problems. This chapter illustrates these differences and tracks the instructional process from beginning to end, discussing planning as a key factor in good teaching, examining teacher-centered approaches to instruction, exploring particular teaching tactics to enhance students' learning, and examining the effective use of homework.

Chapter 10: Social Constructivism and Learning in Community

Chapter 10 focuses on social learning, social constructivism, and learning in community. The ability to learn from observing others is a key element of theories that emphasize the importance of the social context in which learning occurs. The chapter provides examples of instructional use of scaffolding, including the use of technology to scaffold students' learning. Examples of instruction that are influenced by social constructivist or sociocultural theories of learning are also described. The chapter describes how learning can go beyond the classroom and how teachers can take advantage of cultural institutions and other available resources.

Chapter 11: Managing Learning in Classrooms

Chapter 11 looks at the opportunities, problems, and concerns associated with creating and managing successful learning communities in classrooms. We begin with the skeleton, discussing concerns that teachers face in designing the physical environment of classrooms. Then we move into the areas that bring the bare bones to life: creating a learning community, establishing and enforcing norms and rules for behavior, and managing the multidimensional aspects of day-to-day classroom life. Teachers differ in how they answer the questions of classroom management, based on their needs and the needs of their students.

Chapter 12: Learning from Peers

Chapter 12 explains the mechanisms and processes through which peer learning can lead to the acquisition of skills and knowledge in widely differing classroom situations. Peer learning techniques are discussed in the context of both one-on-one tutoring and larger, hetero-

geneous groups. We also consider key issues in the use of peer learning in the classroom, including the quality of students' discourse, the kinds of tasks that teachers may choose, the role of the teacher in using peer learning, peer mediation, and assessing the outcomes of peer learning.

Chapter 13: Classroom Assessment

Chapter 13 examines the critical issues of classroom assessment: purposes, assessment options, evaluation of results, and the relationship between assessment and instruction. Classroom assessments can let students understand what the teacher thinks is of value in the class and how they are progressing. They let teachers learn how well students are doing in the class. They can also let teachers learn about the efficacy of their teaching. Carefully considered and well-constructed assessments promote the notion that classroom assessment is not just assessment *of* learning; it is assessment *for* learning.

Chapter 14: Standardized and Standards-Based Assessments

In Chapter 14, standardized and standards-based assessments are described. We examine what these tests are, what they are used for, and how they are developed. A variety of different types of standardized tests are described. We also explore the history of such tests and how to understand and interpret the scores, as well as issues related to interpreting scores for students with limited English proficiency or students with special needs. Finally, we consider controversies associated with standardized testing, such as bias in testing and high-stakes testing.

Learning Tools: A Look inside the Chapters

To help meet the needs of preservice teachers taking this course, we have included the following pedagogical features in each chapter.


Understanding the Context

Reflection for Action

The opening of each chapter contains an example of a teaching and learning setting, either in the form of actual work or a description of a classroom situation (see the next page for an example). It provides the basis for the students to engage in Reflection for Action that helps students develop the ability to reflect critically on their work, removed from the immediacy of the particular situation.

The sample of classroom life presented in the opening is referred to throughout the chapter, encouraging students to use what appears in that section of the chapter to think about the opening segment.

At the end of each chapter, a more structured and fully realized analysis is presented to students to think through the problem in a systematic and scholarly fashion (see below for description).

Each invitation for students to engage in reflection for action is denoted in the text with the icon shown here: 

Guiding Questions

Following the Reflection for Action piece, we present a set of guiding questions. These questions form the utility basis for what is to be presented in the chapter, because they tie important classroom issues that will resonate with students to the theories and empirical findings presented in the chapter.

Example: Chapter 10

On the bus ride home from the natural history museum, Ms. Bernoulli wondered about many things:

- How much noisier would her students have to be before the bus driver asked her again to calm them down?
- Would Martin become nauseated again, as he had on the way to the museum?
- Was there one child in the class who had a positive experience at the museum?
- Did the students learn anything from the trip?
- Why had she thought this trip was a good idea, and would she ever think so again?
- Would the mustard stain come out of her sweater?

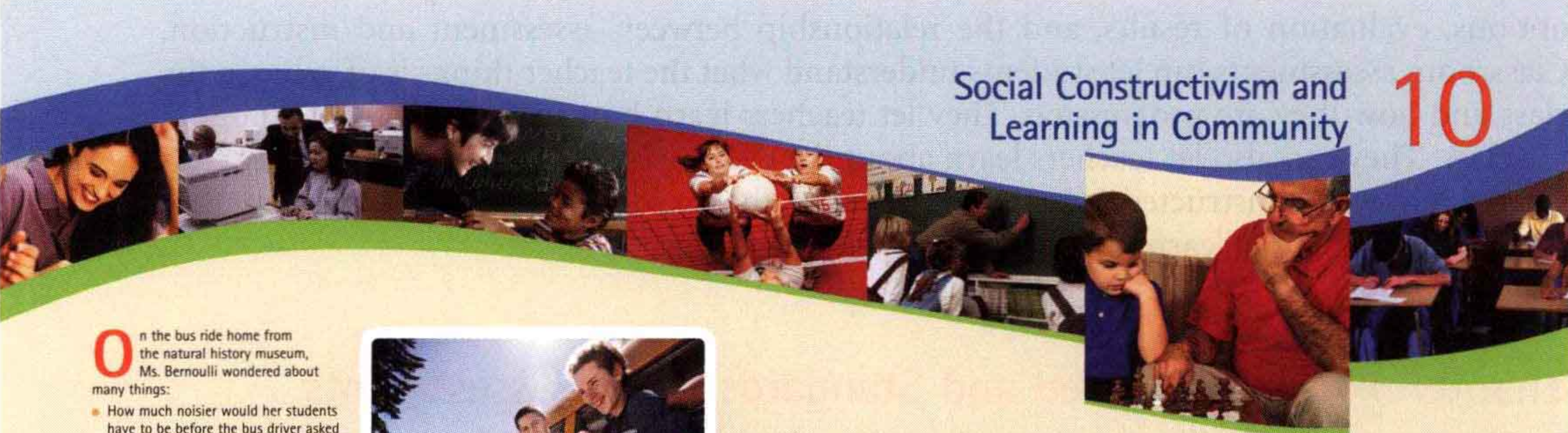
Ms. Bernoulli's first thoughts were about the specifics of the trip: Was the bus ride too long, was the museum a poor choice for these students (or for this grade level), and had she not done enough to prepare the students? At first she thought the students were to blame, and she was going to talk to them about it when they were safely back in the classroom. How could they be so well behaved in the classroom and so badly behaved in the museum? Then she turned to herself: Maybe this was actually her fault. Why did she fail to anticipate these problems? Why had she not been warned about how students usually behave in the museum? Why did the museum staff not provide more help? Ms. Bernoulli decided that this would be a good thing to think about over the weekend, after she took the sweater to the cleaners and made a mental note not to wear nice clothes on a field trip again.

Social Constructivism and Learning in Community 10

Reflection for Action
Ms. Bernoulli pushed herself to think about what the real issues and underlying problems on the field trip might be. What do you think they are? How can she uncover the underlying cause of the problems? What could she have done to improve the situation? What could the students have done?

Guiding Questions

- What is social learning theory?
- What is necessary for observational learning to occur?
- How is scaffolding used in instruction?
- What kinds of instruction are influenced by social constructivism and sociocultural theory?
- How can teachers use the resources of cultural institutions effectively?
- Can learners with special needs benefit from social-constructivist or sociocultural approaches to learning?
- How can teachers use scaffolding techniques to work with diverse learners?



Learning the Material

What Kids Say and Do

Samples of children's work or conversation serve as a watershed between theory and practice and a venue for their integration. Teachers depend on students' work to reason about students' achievement and progress, and the availability of such work can be an important contribution to preservice teacher development.

Example: Chapter 3

What Kids Say and Do

Three Students' Answers to "Who Am I?"

Mark:
6-year-old
first grader

My name is Mark.
I have brown eyes.
I have brown hair.
I am 6.
I am tall.
I am a boy.
I am a student.
I am a fast runner.

Julie:
9-year-old
fourth grader

My name is Julie.
I am a girl.
I am friendly.
I am a truthful person.
I am always nervous.
I am a very good pianist.
I am Methodist.
I am friendly.

Latisha:
16-year-old
high school student

I am a human being.
I am a girl.
I am ambitious.
I am liberal.
I am a Libra.
I am sometimes shy.
I have some problems but can handle them.
I am moody.

Uncommon Sense

Situations and/or conclusions that are frequently believed by preservice teachers but that are not supported by research are presented for discussion. As an example, students believe that positive reinforcement is always a good practice but are surprised to find that incidents of poor behavior increase in classrooms in which positive reinforcement is provided for good behavior and bad behavior is always ignored. This feature attempts to make students aware of their own misconceptions about predicting and explaining behavior.

Example: Chapter 13

Uncommon Sense

Mistakes Are Bad—Or Are They?

The British comedian and comic actor John Cleese of *Monty Python* fame has also starred in a film used in management courses about making mistakes. In the film, Cleese argues that mistakes are wonderful things because they let us know that we are off course in a certain endeavor and need to get back on course. Students' mistakes on assessments can be viewed in the same fashion. An incorrect solution to a mathematics problem is a message from a student. It says, "I'm not really sure how to work these problems, and here is the nature of the difficulty I'm having." This is a golden opportunity to intervene and provide the kind of feedback that will move the student from not knowing to knowing.

Sometimes all the teacher needs to do is let the student know an answer is wrong; the student may not have realized it. In other situations, a simple corrective suggestion is appropriate. This is particularly true in marking essays. Teachers are not the editors of student work; teachers provide feedback to make students better writers. The best comment on an essay may be something such as, "There are four grammatical errors on this page; find them and correct them." In still other situations, the teacher can point out that the student's solution leads to a logical inconsistency or is an unreasonable possibility (e.g., "But if Ed is 6 times as old as Mary, and according to your answer Mary is 34, how old would that make Ed?").

Wrong answers are a window into the student's cognitive processes. Take a look in.

Taking It to the Classroom

Guidelines for practical issues in classrooms appear throughout each chapter. The vast majority of students who take educational psychology plan to be teachers. How-to guidelines will help preservice teachers link the theoretical principles they read about in the text to appropriate solutions to classroom problems they will soon face in the classroom. These guidelines will also function as a useful reference when readers engage in their student teaching experiences.

Example: Chapter 13

Taking It to the Classroom

Marking Student Papers: Being Objective, Specific, and Growth-Oriented

Less desirable comments	More desirable comments
A lot of errors in this area.	See whether you can find four grammatical errors in this section and correct them.
This paragraph is poorly worded and unclear.	I think this paragraph makes the reader work too hard. See whether you can tighten it.
This is hardly your best work.	This looks a little hurried. It doesn't show the care I saw in your last paper.
This is not what we discussed in class.	You're off target somewhat here.
You can't reach the right answer if you are sloppy in your calculations.	You've got the idea, but check your work.
Awkward construction.	Reread this sentence and see whether it says what you want it to.
Redo this.	Try this again.
Excellent job here.	Your use of metaphor here is strong.
Great, I love this.	Think of how much more effective this argument is than in the paper you did last week.

Integrated Primary and Secondary Applications

Integrated into each chapter is content specific to both primary education and secondary education, including the middle school level. It is difficult in a single textbook to provide adequate treatment of content across all age groups. We believe, however, that it is important to deliberately include discussion of the applicability of theories and research to both primary and secondary age groups.



Integrated Content on Diversity

Content related to issues of diversity is distributed among all chapters and not confined to a single chapter. In texts with separate chapters on diversity, the content is often separated from the issues of instruction/assessment and motivation. However, K-12 classrooms are significantly more diverse than even a decade ago. We believe that by integrating the content on diversity into those chapters, preservice teachers may have a better grasp of what diversity among their students will mean for their teaching.



Integrated Content on Students with Special Needs

Frequently, content about individual differences is separated into a single chapter in a text. As with issues of diversity, the content related to individual differences is often separated from the issues of instruction/assessment and motivation. By integrating the content on individual differences into those chapters, preservice teachers may have a more realistic expectation of what differences among their students will mean for their teaching on a day-to-day basis.



Integrated Content on Technology

Technology has become an increasingly important component of many classrooms at both the elementary and secondary levels. Whether it is the use of simulations to present biology or physics labs, computer-generated manipulables for elementary math instruction, or architectural layouts of classrooms for arranging furniture in a kindergarten class, teachers need to know about technology. Consistent with our overall approach to instruction, we have chosen to integrate this material across chapters, showing its importance in the particular area under consideration.

Margin Notes

Students are given many access points to understanding the theory and applications in the chapter.

What Does This Mean to Me?

An SAT verbal score of 650 is a z-score of roughly +1.5 (1.5 standard deviations above the mean). Check that against the figure of the normal curve in Figure 14.4, and you can see that this is higher than roughly 93% of the scores.

How Can I Use This?

Check out an electronic book (e-book) from your library and ask yourself what instructional uses it affords that a traditional printed book does not.



Look at Ms. Baldwin's debate assessment at the beginning of the chapter. What skills and knowledge would lead to the highest marks on this assessment? Are they closely related to how you would have taught this material?

Appendix

PRAXIS™ exam, INTASC Principles

Special margin notes refer students to the Appendix, where they can see how the contents of the chapter corresponds to the Principles of Learning and Teaching (PLT) of the PRAXIS II™ exam and the INTASC principles.

Appendix

Learning from Others

Students can learn from others through observation learning, and vicarious experience (PRAXIS™, I. A. 1, INTASC, Principle 2).


Putting It Together

Reflection for Action End-of-Chapter Activity

A **Reflection for Action** activity consolidates the concepts of each chapter as it models how theory, research findings, and other sources can be drawn upon to provide plausible answers to the question. Students practice *reflecting* on the situation before them, *gathering information* to help them interpret it, *making decisions* on how to handle the situation, and *evaluating* their decisions.

Example: Chapter 10


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REFLECTION FOR ACTION

The Event

Ms. Bernoulli had a rather trying day at the natural history museum. Her students were normally well behaved in class, but they were not during this visit. They were noisy at the museum and on the bus ride home. During the visit, they did not listen to her instructions or to those of the museum staff. She wondered what had gone wrong and how to make sure that the next visit would be more successful.

Reflection 

Imagine that you are taking your class on a visit to the natural history museum. How would you avoid the problems experienced by Ms. Bernoulli? How can you make the trip an exciting learning experience while at the same time maintaining order? How will you keep the children interested?

What Theoretical/Conceptual Information Might Assist in Interpreting and Remediating the Problems Described in This Situation? Consider the following:

Goals


The goals of the visit were not clear to the students. Ms. Bernoulli had to think about what the trip to the museum was meant to achieve in terms of student learning. Why were they going there? Was it just a day off from school? All her colleagues plan class trips. What do they use them for? How are they supposed to fit in with the curriculum?

Planning


Ms. Bernoulli realized that she had not prepared her class for the visit. The children had little idea of what their day would be like. Moreover, they were in an environment that was completely different from the classroom: Museums are places to explore, roam around, and make choices. Ms. Bernoulli values these ideas as a teacher, but she now realizes that they need to be managed when one is dealing with 23 fifth graders.

Scaffolding

When visiting an unfamiliar learning environment, it helps to have a guide to assist you learn. Ms. Bernoulli realized that she needs to include scaffolds index cards with questions, partners, assistance from museum guides, etc.


Information Gathering 

How can Ms. Bernoulli gather information that will help her understand the field trip, set goals for students' learning, and plan better for the future? First, the field trip has a purpose and she should think about the learning goals and how to achieve them. Second, she can consult colleagues about trips to cultural institutions to assist her planning. What do they do that is effective, and what are some of their "disaster stories"? Also, she can look at some other cultural institutions and see what they do. Finally, she can read some of the research on children's learning in museums to find out what kinds of planning and postvisit activities seem to be most effective. Third, because the museum will be an unfamiliar learning environment for her students, she can assist her students by introducing scaffolding opportunities.

Decision Making 

Fortunately for Ms. Bernoulli, she does not need to take any action right away. She may want to take some disciplinary actions, but she probably will not be going on another field trip in the near future. However, she needs to think about some of the following issues:

- What kind of institution would fit best with what the class is studying? How well does it match the age and nature of her students? What practical aspects of the trip need to be considered (how long will the bus ride be, can the students have lunch at the institution, etc.)?
- How does the institution work with school classes? Many institutions will tailor visits to the needs of the class. Some institutions are highly oriented toward visits by school groups; others are less experienced and less well suited to such visits.
- What should Ms. Bernoulli do to prepare for the visit? She should probably visit the institution on her own first; she should get in touch with the person giving the tour; she should visit the museum's Web site and get the museum's school-group materials so that she can prepare pre- and postvisit activities.
- She needs to set specific goals and objectives for the visit. These will lead to the development of specific activities for the students to engage in while visiting the museum.

Evaluation 

A museum visit is different from other types of school activities. Often, a primary goal of such a visit is to get students excited about the specific museum and about museums in general. Fun, excitement, and engagement are perfectly valid goals. In addition, almost any museum has material that can be linked to instructional goals. For example, in a zoo (or even a natural history museum), the teacher can test students' classification skills by asking what other animals are most closely related to an animal that is new to most students (an ibex, platypus, or wallaby). Islamic art is highly patterned and geometric in nature and can be tied to mathematics instruction. Narrative art can be used to help develop a sense of story in students.


Evaluating the changes one makes in approaching visits to museums, or field trips in general, will depend to some extent on the goals, objectives, and sources of support for such a trip. There are other indicators as well. Is there a "buzz" about the trip in the classroom the day or two afterward? What are students saying about it? It is useful to discuss the visit? This can be done informally during class discussion or through reflections in writing in which the student considers the visit. It will give you an opportunity to reinforce appropriate behavior, gain insight into the best and worst aspects of the day, and make adjustments for future trips. It will also be useful to look for ways to refer to the trip in upcoming lessons. Finally, it can be helpful to have a *discovery* or *exploration* sheet (some museums have these, called *museum hunts*) that can be discussed on the day after the visit. This will give you an idea of the level of students' engagement in the visit and provide a springboard for class discussion.

Further Practice: Your Turn

Here is a second event for you to reflect on. In doing so, generate the sequence used above in terms of reflection, information gathering, decision making, and evaluation.

The Event

Mr. Paine is a high school English teacher. One of his classes is a basic skills class. His students are not very interested in learning to write. Unfortunately, one of the most popular students in the class, Jake, hates writing and is very dismissive of Mr. Paine's efforts. When the students are given time to edit one another's papers, Jake makes disparaging remarks about his peer's writing, the class, and the teacher. Other students have started to imitate Jake's behavior.

 What should Mr. Paine do? Why do the other students imitate Jake? What can Mr. Paine do to utilize Jake as a constructive, rather than destructive role model?

End-of-Chapter Review and Expansion

Each chapter ends with a **Summary**, list of **Key Terms**, and several **Exercises** for thought, discussion, and research.

Supplements: The Teaching and Learning Package

Educational Psychology: Reflection for Action and WileyPLUS

To support diverse teaching and learning, *Educational Psychology: Reflection for Action* is available with *WileyPLUS*, a powerful online tool animated by the principles of the textbook that provides instructors and students with a suite of teaching and learning resources in one easy-to-use Web site.

For the Instructor

Prepare and present. *WileyPLUS* offers a wealth of Wiley-provided electronic resources to help professors prepare dynamic class presentations, including an electronic version of the text, detailed PowerPoint slides, text-related video segments, an Instructors Resource Manual, and a Test Bank.

Custom assignments. Professors may create, assign, and grade homework or quizzes by using a Wiley-provided question/assignment bank. Professors may also integrate their own tests or quizzes into this component of *WileyPLUS*.

Automatic monitoring of student progress. An instructor's grade book allows careful tracking and analysis of individual and overall class results.

Flexible course administration. *WileyPLUS* can easily be integrated with another course management system, gradebook, or other course resources.

For the Student

Feedback and support. *WileyPLUS* provides immediate feedback on student assignments (many of which are illustrated by brief video clips) and a wealth of support materials that will help students develop their conceptual understanding of the class material and increase their ability to solve problems.

Study and practice. This feature links directly to text content, allowing students to review the text immediately while studying and completing homework assignments. Pre- and postchapter quizzes integrated in the e-book help students target topics or concepts that require additional work.

Assignment locator. This area allows students to store all tasks and assignments for this course in one convenient location, making it easy for them to stay on task.

Student gradebook. Grades are automatically recorded, and students can access these results at any time.

Reflection, Information Gathering, Decision Making, and Evaluation. Students have the opportunity to work collaboratively on a variety of text-related assignments in order to internalize the process of moving from reflection to action.

- **Video Case Studies.** Produced by CaseNEX, these video clips help students to connect the concepts introduced in class to the complex “real world” school environment. By encouraging students to reflect on what works and collaborate on the design of solutions to instructional challenges, they prepare for decision making and action.
- **Classroom Challenges.** In each chapter, practicing teachers and administrators discuss common classroom dilemmas. Using the tools provided by the text, students are asked to devise and support appropriate solutions.
- **Gather Information Online.** A wealth of author-selected, chapter-specific web sites offer the student the opportunity to dig deeper into important teaching issues.
- **Evaluation and Assessment Practice.** Students interact with samples of children’s actual work, taken from elementary and secondary schools around the country, making an initial evaluation of a child’s work and then comparing it to the teacher’s assessment. In this way, students see best practices modeled and also gain a more sophisticated understanding of the assessment process.

For more information, please view our online demo at www.wiley.com/college/wiley-plus. You will find additional information about the features and benefits of *Wiley PLUS*, how to request a “test drive” of *WileyPLUS* for *Educational Psychology: Reflection for Action*, and how to adopt it for class use.

Additional Instructor Resources

Instructor's Manual

Designed to help instructors maximize student learning, the Instructor’s Manual presents the authors’ teaching philosophy, offers teaching suggestions for each chapter of the text, provides several sample syllabi, suggests ways to organize course materials, and offers ideas for teaching each chapter.

Test Bank

The Test Bank is a comprehensive testing package that allows instructors to tailor examinations according to chapter objectives, learning skills, and content. It includes traditional types of questions (i.e., true-false, multiple-choice, matching, computational, and short-answer), as well as open-ended problems. All questions are cross-referenced to chapter objectives and to level of difficulty.

Computerized Test Bank

The Computerized Test Bank allows instructors to create and print multiple versions of the same test by scrambling the order of all different types of questions found in the Test Bank. Instructors can modify and customize test questions by changing existing problems or adding their own.

PowerPoint Slides

The electronic lecture aids professors in visually presenting the key concepts found in each chapter of the text. Intended as a lecture guide, the PowerPoint slides present material in concise, “bulleted” format that enables easy note taking.

The Wiley Faculty Network

The Wiley Faculty Network is a faculty-to-faculty network promoting the effective use of technology to enrich the teaching experience. The Wiley Faculty Network facilitates the exchange of best practices, connects teachers with technology, and helps to enhance instructional efficiency and effectiveness. The network provides technology training and tutorials, including *Wiley PLUS* training, online seminars, peer-to-peer exchanges of experiences and ideas, personalized consulting, and sharing of resources. For more information about the Wiley Faculty Network, please contact your Wiley representative, go to www.WhereFacultyConnect.com, or call 1-866-4FACULTY.

Additional Student Resources

Educational Psychology: Reflection for Action Tutorial Web Site www.wiley.com/college/odonnell

The *Educational Psychology: Reflection for Action* **Web site** provides a wealth of support materials that will help students develop an understanding of course concepts and increase their ability to solve problems. On this Web site students will find Web Quizzing and other resources. This site is *free* to students.

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