

# Psychology in Teaching, Learning, and Growth

Third Edition



**Don E. Hamachek**

---

THIRD EDITION

# Psychology in Teaching, Learning, and Growth

---

Don E. Hamachek

MICHIGAN STATE UNIVERSITY

ALLYN AND BACON, INC.

Boston London Sydney Toronto

Chapter opening photographic credits: pp. 3, 120, 194, and 359, Philadelphia School District; p. 33, William Lupardo © 1983; pp. 69, 91, 159, 232, 267, 331, 399, and 427, National Education Association, Joe DiDio; p. 308, H. Armstrong Roberts.



Copyright © 1985, 1979 by Allyn and Bacon, Inc., 7 Wells Avenue, Newton, Massachusetts 02159. All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

A previous edition was published under the title, *Behavior Dynamics in Teaching, Learning, and Growth*, copyright © 1975 by Allyn and Bacon, Inc.

### Library of Congress Cataloging in Publication Data

Hamachek, Don E.

Psychology in teaching, learning, and growth.

Includes bibliographies and index.

1. Educational psychology. 2. Learning, Psychology of.  
3. Child psychology. 4. Child development. I. Title.

LB1051.H2278 1985 370.15 84-11132

ISBN 0-205-08248-3 (pbk.)

Series Editor: Jeffrey W. Johnston

Production Coordinator: Helyn Pultz

Production Services: Bywater Production Services

Cover Coordinator: Christy Rosso

Cover Designer: Virginia Mason

Printed in the United States of America.

10 9 8 7 6 5 4 3 2 1 90 89 88 87 86 85

# Preface

---

This book addresses some of the psychological aspects of human behavior reflected in teaching, learning, and growth. It focuses on ideas, research findings, issues, theories, and different points of view about such things as growth processes and self-concept changes that occur over time; about what constitutes “good” or effective teaching; about what learning is, how it occurs, and how achievement outcomes can be enhanced; about how the social psychology of a classroom influences interpersonal dynamics; and about how, as teachers, we can work toward positive classroom discipline.

Throughout this volume, the ongoing focus is on the *human* understandings, *human* meanings, and *human* experiences that are involved in growth, teaching, and learning. For me, classroom instruction and teacher-student relationships—at any level—are highly personal and individualized activities that demand not only that we know our subject areas, but also that we have a solid grasp of the basic principles related to effective teaching practices and that we are willing to work on understanding our own interpersonal dynamics.

This volume was written with the idea that educational and social science research is an ongoing process of constantly revealing fresh ways and new knowledge. Knowing this to be true, I wanted the organizational framework to be one that reflected the notion that the ideas, or concepts, or theories, treated here are seen primarily as starting points rather than as final conclusions—there is more, much more, to know and think about than one book can offer. Hence, each of the five major parts on “Toward Developing . . .” or “Toward Understanding . . .” or “Toward Becoming . . .,” I hope, puts the emphasis where it properly should be, namely, on “we are moving toward,” rather than on “we have arrived.”

As far as the actual writing of the text is concerned, I set five specific goals for myself that I hope are reflected in the finished product. I wanted the book (1) to reflect a strong theoretical-philosophical overlay that was both adaptive and flexible within a developmentally eclectic framework; (2) to have a solid informational base buttressed by psychological and educational research; (3) to have a fluid explanatory tone which clarified ideas and concepts by both illustration (verbal and visual) and example; (4) to have a prescriptive core that offered possible solutions to a variety of classroom problems and teacher dilemmas; and (5) to include opportunities for reflective self-examination and self-discovery exercises. I am not sure that each goal has been achieved equally well, but I did strive for a reasonable balance.

I struggled with how to accomplish goal number five because I really wanted the exercises to be evident and explicit expressions of this volume’s human orientation and emphasis on human behavior and human experiences that can best be understood, I feel, in personal terms. Thus, throughout the text there are what you might call personal involvement exercises that invite you to think about an idea or experience in relation to yourself or to do a specific exercise or task that

is related to the material being discussed or to experiment with a particular problem in a way to make it more personal to you.

Research has shown learning is enhanced when we are given what are called *advance organizers*, which are usually in the form of short expository paragraphs, sentences, or labels that provide a general overview or introduction to new material. I have tried to put this advance organizer into practice in four ways:

1. I have divided the book into five separate but interrelated parts, each of which deals with different ideas, issues, and concerns associated with the field of educational psychology. Each of the five major parts of this volume is preceded by an overview statement designed to help you anticipate what is coming and to help you relate each part to the other divisions of the book.
2. Each chapter is preceded by a chapter outline, which consists of the major headings and subheadings contained within the chapter. At a glance, you know the content flow and idea coverage included in any given chapter.
3. Each chapter is also preceded by a summation of what I consider to be the important ideas or major theme contained within any given chapter. I realize there may be differences about what is and what is not important, so if you will consider my listing of important chapter ideas as reading guidelines and study organizers rather than as final conclusions, it may make it more possible to accept them in the spirit in which they are offered.
4. I have deliberately used many descriptive headings and subheadings in each chapter to give you a reasonably good “headline notice” of what is immediately ahead.

I have no illusions that this volume covers all there is to know that is functional, useful information in the field of educational psychology. There is much to know and learn about—too much for one book possibly to include. I have, however, attempted to include a fair sampling of the research growing out of the various theoretical stances in educational psychology. Thus, this volume has an extensive research base, because it is only through continuing research that our best or worst hunches can be validly used or rejected.

I see teaching as an enormously complex professional activity. Neither research nor common sense allows us to believe there is one particular way to be a good teacher—or, for the matter, a good learner. Rather, there are many different ways to be “good” at those things, and each has merit depending on the person, the moment, and, surely, the subject matter. I would be pleased indeed if this volume is at all successful in stimulating questions and discussion among and between students and instructors, and in helping you to appreciate deeply the idea that teaching and learning are challenging, complex, and intensely “human” activities.

I would like to say a very sincere thank-you to professors Elizabeth Brady of California State University/Northridge, Joel Dill of the University of Evansville,



Mary Lou Fuller of the University of North Dakota, and Robert R. Trimble of the University of Missouri for their careful, critical reviews of the manuscript and constructive suggestions for its improvement.

D.E.H.

# Brief Contents

---

<b>I</b>	<b>Toward Developing a Psychological Framework for Understanding Behavior and Educational Processes</b>	<b>1</b>
1	Three Major Theoretical Positions about Human Psychology	3
2	Psychological Models for Understanding and Interpreting Behavior	33
<b>II</b>	<b>Toward Understanding Growth Processes, Behavioral Consequences, and Intellectual Development</b>	<b>67</b>
3	Elementary School Youth: Age-Level Characteristics	69
4	High School Youth: Age-Level Characteristics	91
5	Intellectual and Cognitive Development	120
<b>III</b>	<b>Toward Understanding Learning Processes, Enhancing Motivation, and Measuring Learning Outcomes</b>	<b>157</b>
6	Approaches to Learning and Learning Processes	159
7	Motivational Processes and Human Learning	194
8	Self-Concept Variables and the Learning Process	232
9	Measurement and Evaluation of Learning Outcomes	267
<b>IV</b>	<b>Toward Becoming a Good Teacher and Developing Healthy Teacher Behavior</b>	<b>307</b>
10	Psychology and Behaviors of Effective Teachers	308
11	Self-Understanding: A Key to Becoming a Good Teacher	331
12	Toward Making Teaching Meaningful, Relevant, and Lasting	359
<b>V</b>	<b>Toward Understanding the Psychology of Group Behavior, Classroom Dynamics, and Using Positive Approaches to Discipline</b>	<b>397</b>
13	Psychology and Development of Healthy Classroom Dynamics	399
14	Understandings and Strategies for Positive Classroom Management	427

# Contents

---

Preface xxiii

<b>I</b>	<b>TOWARD DEVELOPING A PSYCHOLOGICAL FRAMEWORK FOR UNDERSTANDING BEHAVIOR AND EDUCATIONAL PROCESSES</b>	<b>1</b>
1	Three Major Theoretical Positions about Human Psychology	3
	IMPORTANT CHAPTER IDEAS 4	
	PROLOGUE 5	
	PSYCHOANALYTIC PSYCHOLOGY: KEY IDEAS AND CONCEPTS 7	
	How Personality Is Organized: Levels of Consciousness 8	
	Anatomy of Personality: Id, Ego, and Superego 9	
	The First Five Years—Most Critical 10	
	Some Criticisms of Psychoanalytic Theory 12	
	Examples of Neo-Psychoanalytic Thinking: Jung and Adler 13	
	Implications for Teaching and Learning 15	
	BEHAVIORISTIC PSYCHOLOGY: KEY IDEAS AND CONCEPTS 16	
	The Myth of Freedom 17	
	Reinforcement and Conditioning: Basic Processes 18	
	Two Kinds of Reinforcement—Positive and Negative 20	
	Some Criticisms of Behavioristic Theory 22	
	Implications for Teaching and Learning 23	
	HUMANISTIC PSYCHOLOGY: KEY IDEAS AND CONCEPTS 25	
	Humanistic Principles About the Nature of Human Behavior 26	
	Role of the Self and Self-Concept 27	
	Some Criticisms of Humanistic Psychology 28	
	Implications for Teaching and Learning 29	
	EPILOGUE 30	
	REFERENCES 31	
	REFERENCES OF RELATED INTEREST 32	
<b>2</b>	<b>Psychological Models for Understanding and Interpreting Behavior</b>	<b>33</b>
	IMPORTANT CHAPTER IDEAS 35	
	PROLOGUE 35	
	PSYCHOLOGICAL STAGES MODEL (Erik Erikson) 36	
	Stage I: Trust versus Mistrust (Birth to Eighteen Months) 37	
	Stage II: Autonomy versus Shame and Doubt (Eighteen Months to Three Years) 37	
	Stage III: Initiative versus Guilt (Three to Six Years) 38	
	Stage IV: Industry versus Inferiority (Six to Twelve Years) 39	
	Stage V: Identity versus Identity Confusion (Twelve to Eighteen Years) 40	
	Stage VI: Intimacy versus Isolation (Eighteen to Thirty-Five Years) 40	
	Stage VII: Generativity versus Self-Absorption (Thirty-Five Years to Retirement) 41	
	Stage VIII: Integrity versus Despair (Retirement Years) 41	
	DEVELOPMENTAL TASK MODEL (Robert Havighurst) 41	
	CONCEPT OF COMPETENCE MODEL (Robert W. White) 43	
	Competence and Self-Esteem 45	
	Competence and the Early Years 46	
	Competence and Psychological Health 48	



SELF-ACTUALIZATION MODEL (Abraham Maslow)	48
The Basic Needs Hierarchy	50
Influence of Needs on Behavior	51
Degrees of Satisfaction in the Basic Needs Hierarchy	52
Examples of Self-Actualized Persons	53
Characteristics of Self-Actualized People	53
Self-Actualization and Psychological Health	54
FULLY FUNCTIONING PERSON MODEL (Carl Rogers)	55
Basic Propositions Related to the Model	56
The Fully Functioning Person and Psychological Health	57
WHAT CAN TEACHERS DO TO ENCOURAGE HEALTHY DEVELOPMENT?	58
Provide Opportunities for Classroom Interaction	60
Give Students a Chance to Express Their Feelings	60
Work on Developing an Accepting—Rather Than Rejecting—Attitude	61
Be Sure Your Rules Are Firmly Established	61
Provide Ample Opportunity for Each Student to Be Successful at Something	62
EPILOGUE	62
REFERENCES	63
REFERENCES OF RELATED INTEREST	64

## **II TOWARD UNDERSTANDING GROWTH PROCESSES, BEHAVIORAL CONSEQUENCES, AND INTELLECTUAL DEVELOPMENT**

67

### **3 Elementary School Youth: Age-Level Characteristics**

69

IMPORTANT CHAPTER IDEAS	70
PROLOGUE	71
PHYSICAL DEVELOPMENT: BASIC CHARACTERISTICS	72
Caution: Stereotypes May Emerge from Certain Body Types	74
Overview of Physical Growth Outcomes and Implications for Teachers	75
SOCIAL DEVELOPMENT: BASIC CHARACTERISTICS	77
Overview of Social Development Outcomes and Implications for Teachers	77
EMOTIONAL DEVELOPMENT: BASIC CHARACTERISTICS	79
Overview of Emotional Development Outcomes and Implications for Teachers	80
COGNITIVE DEVELOPMENT: BASIC CHARACTERISTICS	81
The Ability to Conceptualize Develops Rapidly	83
Conceptual Rules Increase in Number	84
Overview of Cognitive Development Outcomes and Implications for Teachers	84
UNDERSTANDING MIDDLE CHILDHOOD FOR WHAT IT IS	86
EPILOGUE	87
REFERENCES	88
REFERENCES OF RELATED INTEREST	90

<b>4</b>	<b>High School Youth: Age-Level Characteristics</b>	<b>91</b>
	IMPORTANT CHAPTER IDEAS 92	
	PROLOGUE 93	
	WHAT IS ADOLESCENCE? 94	
	Psychological Adolescence 95   Physical Adolescence 96	
	PHYSICAL DEVELOPMENT: BASIC CHARACTERISTICS 96	
	Growth Is Rapid in Adolescence 97   Hormonal Activity	
	Accelerates 97   Adolescents Are Bigger These Days 99   Early versus	
	Late Maturation: Effects on Boys 99   Early versus Late Maturation:	
	Effects on Girls 101   Overview of Physical Development Outcomes	
	and Implications for Teachers 103	
	SOCIAL DEVELOPMENT: BASIC CHARACTERISTICS 106	
	Overview of Social Development Outcomes and Implications for	
	Teachers 106	
	EMOTIONAL DEVELOPMENT: BASIC CHARACTERISTICS 109	
	Overview of Emotional Development Outcomes and Implications for	
	Teachers 109	
	COGNITIVE DEVELOPMENT: BASIC CHARACTERISTICS 112	
	Overview of Cognitive Development Outcomes and Implications for	
	Teachers 114	
	EPILOGUE 116	
	REFERENCES 117	
	REFERENCES OF RELATED INTEREST 117	
<b>5</b>	<b>Intellectual and Cognitive Development</b>	<b>120</b>
	IMPORTANT CHAPTER IDEAS 122	
	PROLOGUE 123	
	THE NATURE OF INTELLIGENCE 123	
	General Intelligence and Specific Intelligence 124   Intelligence	
	Determined by the Quantity of Neural Connections 125   Intelligence	
	Consisting of Seven Primary Abilities 125   Intelligence as a Complex	
	Three-Dimensional Structure 127   Intelligence as the Capacity to	
	Process Information 128	
	STAGES OF INTELLECTUAL DEVELOPMENT (Piaget) 129	
	The Sensorimotor Stage (Birth–2 Years) 131 <i>Intellectual characteristics</i>	
	<i>of the sensorimotor stage</i> 131 <i>Toward facilitating cognitive</i>	
	<i>development in the sensorimotor stage</i> 132   The Preoperational Stage	
	(2–7 Years) 133 <i>Intellectual characteristics of the preoperational</i>	
	<i>stage</i> 134 <i>Toward facilitating cognitive development in the</i>	
	<i>preoperational stage</i> 136   The Concrete Operational Stage (7–11	
	Years) 137 <i>Intellectual characteristics of the concrete operational</i>	
	<i>stage</i> 137 <i>Toward facilitating cognitive development in the concrete</i>	
	<i>operational stage</i> 138   The Formal Operational Stage (11 Years and	

Up)	139	<i>Intellectual characteristics of the formal operational stage</i>	140	<i>Toward facilitating cognitive development in the formal operational stage</i>	141
DOES INTELLECTUAL DEVELOPMENT REALLY OCCUR IN STAGES OR IS IT CONTINUOUS?	141				
THE ROLE OF HEREDITY AND ENVIRONMENT IN INTELLECTUAL DEVELOPMENT	142				
On the Side of Heredity	143	<i>Twin studies</i>	143	<i>Adoption studies</i>	143
On the Side of Environment	144	<i>Heredity and Environment Both Make a Difference</i>	145		
GROWTH AND DECLINE OF INTELLIGENCE OVER TIME	146				
Crystallized and Fluid Intelligence Differ in Rate of Decline	148				
RELATIONSHIPS BETWEEN INTELLIGENCE AND SCHOOL PERFORMANCE	148				
Limitations to What an IQ Test Can Predict	149	<i>IQ, School Achievement, and Minority Groups: A Note of Caution</i>	149		
EPILOGUE	150				
REFERENCES	152				
REFERENCES OF RELATED INTEREST	155				

### III TOWARD UNDERSTANDING LEARNING PROCESSES, ENHANCING MOTIVATION, AND MEASURING LEARNING OUTCOMES

6	<b>Approaches to Learning and Learning Processes</b>	157
	IMPORTANT CHAPTER IDEAS	161
	PROLOGUE	162
	WHAT IS LEARNING?	162
	TWO MAJOR THEORETICAL VIEWS ABOUT HOW LEARNING OCCURS	163
	Both Approaches Help Us Understand Learning Processes	164
	A COGNITIVE THEORY APPROACH: LEARNING BY DISCOVERY	165
	Learning by Doing Is Emphasized	165
	Intuitive Thinking Is Encouraged and Stressed	166
	A Certain Amount of Structure Is Needed and Necessary	166
	An Example of How Discovery Learning Works	167
	Discovering One's Own Errors Is Important	168
	Enhancing Discovery Learning: Suggestions for Teachers	168
	Advantages of Discovery Learning	169
	POSSIBLE SHORTCOMINGS OF DISCOVERY METHODS	170
	Sometimes Wrong Answers Are Mistaken for "Right"	170
	Ones	170
	Discovery Learning Too Seriously Negates Teaching	171
	Learning by Discovery Not Appropriate for All Students	171
	Discovery Learning Can Be Time Consuming	171
	Not All Subjects Fit the Discovery Mode	172
	ENCOURAGING LEARNING VIA REINFORCEMENT: A STIMULUS-RESPONSE THEORY APPROACH	172

Identifying and Reinforcing Operant Behaviors Is Important	172
The Use of Punishment Is Deemphasized	174
Negative Reinforcement Is Not Recommended	174
Using a Variety of Positive Reinforcements Is Encouraged	175
Intermittent Reinforcement/Reward Works Best	176
Reinforcement a Built-in Feature of Programmed Instruction	177
POSSIBLE SHORTCOMINGS OF REINFORCEMENT METHODS	178
Extrinsic Motivation Is Overemphasized	178
The Teacher May Exert Too Much Control	179
Reinforcement Methods Produce Different Effects on Different Students	179
DISCOVERY AND REINFORCEMENT METHODS ARE NOT MUTUALLY EXCLUSIVE	180
DIFFERENT STYLES AND PATTERNS OF LEARNING	181
Three Basic Learning Styles: Visual, Aural, Physical	182
Four Characteristic Learning Patterns	183
<i>The rigid-inhibited pattern</i>	183
<i>The undisciplined pattern</i>	183
<i>The acceptance-anxious pattern</i>	183
<i>The creative pattern</i>	184
Some Students Are Impulsive Thinkers; Others Are Reflective	185
Some Students Conceptualize Analytically, Others Thematically	186
Implications for Teachers	186
THE SQ3R SYSTEM: AN APPROACH TO ENHANCING LEARNING	186
SUGGESTIONS FOR ENHANCING MEMORY	187
EPILOGUE	189
REFERENCES	190
REFERENCES OF RELATED INTEREST	193

## 7 Motivational Processes and Human Learning

194

IMPORTANT CHAPTER IDEAS	196
PROLOGUE	196
WHAT IS MOTIVATION?	197
Motives Trigger Motivation	197
We Are Never Unmotivated	198
Motivation Can Be Either toward Something or away from It	199
Two Kinds of Motivation: Extrinsic and Intrinsic	199
Extrinsic and Intrinsic Motivation Are Both Important	201
MOTIVATIONAL EFFECTS OF PRAISE AND CRITICISM	202
Caution: Not All Students Respond in the Same Way	203
Praise Given Indiscriminately and Inappropriately Is Not Very Meaningful	205
How Praise and Criticism Are Given Makes a Difference	205
As a General Rule, Praise Is Best	206
THE EFFECTS OF SUCCESS AND FAILURE ON MOTIVATION	207
Success Enhances Motivation and Failure Depresses It—But Not Always	207
Implications for teachers	210
Too Much Failure May Lead to Unrealistic Levels of Aspiration	210
Risk-Taking Behavior Influenced by Expectations for Success	211
Implications for	

teachers	211	The Inner Tug-of-War: Fear of Failure and Desire for Success	212
Expectations of Success or Failure Related to Self-Esteem	213	How Self-Esteem Certainty Affects Motivation	214
Implications for teachers	215		
MOTIVATIONAL EFFECTS OF COMPETITION AND COOPERATION	217		
Advantages and Disadvantages Associated with Competition and Cooperation	219	Implications for Teachers	220
Examples of destructive competition in the classroom	221	Examples of constructive competition in the classroom	222
IS MOTIVATION ENHANCED WHEN STUDENTS ARE FREE TO LEARN WHAT THEY WANT?	223		
Summerhill: An Example of Total Freedom	223	The Summerhill Experience as Former Students See It	224
Open Education as a Motivation for Learning	225	Implications for Teachers	226
EPILOGUE	226		
REFERENCES	227		
REFERENCES OF RELATED INTEREST	231		

## **8 Self-Concept Variables and the Learning Process**

232

IMPORTANT CHAPTER IDEAS	234
PROLOGUE	234
SELF, SELF-CONCEPT, SELF-ESTEEM, AND PERSONALITY	235
Self-Concept and Behavior Are Reciprocally Related	235
Each Person Has Multiple Self-Concepts	236
Self-Esteem and Self-Concept Influenced by Comparisons with Others	237
Self-Esteem and Level of Aspiration Are Interrelated	239
Level of Self-Esteem Influenced by Past Successes and Failures	240
EFFECT OF EARLY SCHOOL FAILURE EXPERIENCES ON SELF-CONCEPT DEVELOPMENT	240
Prerequisites to Dropping Out: Excessive Failure and Low Self-Esteem	241
Not All Drop Out—Many Stay but Suffer	241
Why Elementary School Success or Failure Is So Impactful	242
Early School Difficulties Related to Later School Problems	243
SELF-CONSISTENCY: RELATIONSHIP TO SCHOOL ACHIEVEMENT	245
Behavior Tends to Be Consistent with Self-Perceptions	245
New Self-Perceptions May Lead to New and Improved Behavior	246
Positive Self-Concept or High Achievement: Which Comes First?	247
SELF-CONCEPT AND RELATIONSHIP TO ACADEMIC ACHIEVEMENT	249
Reading: A Specific Skill Adversely Affected by a Low Self-Image	250
Success: The Best Antidote for a Poor Self-Concept	250
A Positive Self-Concept Is Necessary, But Not	

Enough	251	A Positive Self-Concept Does Not Guarantee High Achievement	252
WHAT TEACHERS CAN DO TO ENHANCE SELF-CONCEPT AND SCHOOL ACHIEVEMENT	253		
Point to Specific Abilities and Skills	253	Communicate Positive Expectations	254
WHAT IS THE PSYCHOLOGY BEHIND TEACHER EXPECTATIONS?	257		
Four Factors Influencing Positive Expectations	257	Specific Teacher Behaviors That Communicate Low Expectations	258
DO TEACHER EXPECTATIONS REALLY MAKE A DIFFERENCE?	259		
A Note of Caution about Expectations	261		
EPILOGUE	261		
REFERENCES	262		
REFERENCES OF RELATED INTEREST	266		

<b>9</b>	<b>Measurement and Evaluation of Learning Outcomes</b>	<b>267</b>
	IMPORTANT CHAPTER IDEAS	269
	PROLOGUE	270
	MEASUREMENT AND EVALUATION: MEANING, FUNCTION, AND USE	271
	ASSESSMENT PREREQUISITE: DEFINE YOUR OBJECTIVES AND GOALS	272
	How Specific Should Objectives Be?	272
	Cognitive, Affective, and Psychomotor: The Three Domains of Objectives	274
	BASIC CONCEPTS RELATED TO SOUND MEASUREMENT PRACTICES	276
	A Good Test Must Be Valid	276
	<i>Content validity reflects content coverage</i>	277
	<i>Construct validity reflects adherence to objectives</i>	277
	A Good Test Must Be Reliable	278
	<i>Longer tests are more reliable</i>	278
	Three Common Indices of Central Tendency	279
	<i>The arithmetic mean</i>	279
	<i>The median</i>	279
	<i>The mode</i>	279
	Distribution of Scores Determines Which Central Tendency Measure to Use	279
	Helpful Score Interpreters: Range, Percentile Rank, and Standard Deviation	282
	No Test Is Perfect—Each Has Its Standard Error of Measurement	284
	CRITERION-REFERENCED TESTING—EVERY STUDENT CAN PASS	285
	How Does Criterion-Referenced Testing Work?	285
	Criterion-Referenced Measurement as Related to Mastery Learning	286
	Criterion-Referenced Testing and the Mastery Approach: For and Against	287
	NORM-REFERENCED TESTING—THERE ARE DEGREES OF SUCCESS	288
	WHICH TO USE—NORM-REFERENCED OR CRITERION-REFERENCED TESTS?	289



## TOWARD PLANNING AND CONSTRUCTING GOOD CLASSROOM TESTS 290

Choose the Exam That Best Measures Your Objectives 290 Factors to Consider When Preparing and Using Essay Exams 291 *Suggestions for scoring essay exams* 292 Factors to Consider When Preparing and Using Objective Exams 293 Four Commonly Used Types of Objective Exams 293 *Multiple-choice tests* 293 *True-false tests* 295 *Matching tests* 296 *Completion tests* 297 Essay or Objective—Which Test Is Best? 297

## ISSUES AND PROBLEMS RELATED TO GRADING AND REPORTING 298

To Grade or Not to Grade? 299 Alternative Grading System Possibilities 300 *Use written evaluations* 300 *Use self-evaluation procedures* 300 *Give grades, but do not tell the students* 300 *Use the contract system* 300 *Use the mastery approach or performance curriculum* 301 *Use pass/fail grading* 301 *Use credit—no-credit grading* 301 *Use blanket grading* 301 Some Kind of Grading System Is Necessary 301

## EPILOGUE 302

## REFERENCES 303

## REFERENCES OF RELATED INTEREST 304

## IV TOWARD BECOMING A GOOD TEACHER AND DEVELOPING HEALTHY TEACHER BEHAVIOR

## 10 Psychology and Behaviors of Effective Teachers

307

308

## IMPORTANT CHAPTER IDEAS 309

## PROLOGUE 310

## GOOD TEACHING IS DONE IN MORE THAN ONE WAY 311

## PERSONALITY CHARACTERISTICS OF GOOD TEACHERS 312

## Caring, Warmth, and Friendliness Are Evident Behaviors 313

## Enthusiasm Is a Dominant Feature 314 Good Teachers Are by No

## Means “Perfect” Teachers 315 The Capacity to Be “Human” Is Well

## Developed 315

## INTELLECTUAL CHARACTERISTICS OF GOOD TEACHERS 316

## Subject-Matter Competency Is Blended with Broad

## Interests 316 Thorough Preparation Is an Earmark 316 Knowledge

## about Students Is Valued Highly 317 Ability to Prepare Students for

## New Learning Is Well Developed 317

## INSTRUCTIONAL METHODS AND INTERACTION STYLES OF GOOD TEACHERS 318

## Good Teachers Challenge and Encourage 318 Good Teachers

## Personalize Their Feedback 319 Positive Rapport and High

## Expectations Are Valued and Practiced 321 Whether Teaching Is

## Direct or Indirect Depends on Situation 322 Flexibility—A Key to

Successful Instruction and Interaction	325
EPILOGUE	326
REFERENCES	327
REFERENCES OF RELATED INTEREST	330

<b>11 Self-Understanding: A Key to Becoming a Good Teacher</b>	<b>331</b>
IMPORTANT CHAPTER IDEAS	333
PROLOGUE	333
WHAT ARE THE MEANINGS AND IMPLICATIONS OF SELF-UNDERSTANDING?	334
HOW CAN SELF-UNDERSTANDING BE ACQUIRED?	335
Observe and Study the Behavior of Others	336
Practice Empathy	337
Try a Little Honesty	337
Self-Disclosure Can Help	337
Cultivate Friends Who Give You Honest Feedback	339
Take Some Risks Now and Then	339
Be Aware of the Defense Mechanisms You Use	340
<i>Rationalization (excuses, excuses)</i>	341
<i>Denial of reality (the old head-in-the-sand trick)</i>	341
<i>Projection (not my fault, yours; not in me, in you)</i>	342
<i>Reaction formation (behavior is different from the feelings)</i>	343
<i>Fantasy (construct a more congenial reality)</i>	344
<i>Displacement (someone safer becomes the target)</i>	344
<i>Compensation (building other strengths to short-circuit the weaknesses)</i>	345
Look at Your Current Feelings and Behaviors	346
Take Advantage of Opportunities for Counseling	348
HOW CAN SELF-UNDERSTANDING HELP US TO BE BETTER TEACHERS?	350
It Can Help Us Understand Transference Phenomena	350
It Can Help Us Understand Countertransference Possibilities	350
It Can Help Us Reduce Unhealthy Student-Teacher Relationships	351
It Can Help Us Avoid Unnecessary Personalization	351
It Can Help Us Understand Relationships Between Self-Perceptions and Perceptions of Others	352
It Can Help Us to Be at Peace with Ourselves	354
A TEACHER'S SELF-UNDERSTANDING DOES MAKE A DIFFERENCE	354
EPILOGUE	355
REFERENCES	356
REFERENCES OF RELATED INTEREST	357
<b>12 Toward Making Teaching Meaningful, Relevant, and Lasting</b>	<b>359</b>
IMPORTANT CHAPTER IDEAS	361
PROLOGUE	362
BE SENSITIVE TO YOUR STUDENTS' READINESS TO LEARN	363
Be on the Lookout for Those "Teachable Moments"	365
The Developmental Task Model Can Help You Assess	

Readiness	366	Piaget's Intellectual Development Model Can Help You Assess Readiness	366	Caution: There Are Opposing Views about the Readiness Idea	367	The "natural" view	368	The "guided-experience" view	368
TEACH FOR TRANSFER OF LEARNING									
Transfer of Learning Is Not Automatic	369	Be Alert to the Positive and Negative Aspects of Transfer	370						
SUGGESTIONS FOR MAXIMIZING TRANSFER									
Strive for Similarity Between In-School Learning and Out-of-School Experiences	371	Teach for a Greater Understanding of the "Whys"	372	Actively Encourage the Intent to Learn and Remember	373	Provide Opportunities for Students to Experience Early Success	373	Encourage the Learning of Principles, Generalizations, and Applications	374
Provide Opportunities for Sequential, Cumulative Learning	375								
ASK BOTH CONVERGENT AND DIVERGENT QUESTIONS									
Differences Between Divergent and Convergent Questions	376	Both Forms of Inquiry Are Important Teaching Tools	376						
TAKE ADVANTAGE OF THE PSYCHOLOGICAL CONTENT OF A CURRICULUM									
Keep Students' Personal Concerns in Mind When Planning Your Teaching	377	Some Possibilities for Social Studies	378	Some Possibilities for History and English	378	Biographies and Autobiographies Can Be Useful	379	Possibilities in Physical Education	379
Exploit Those Unplanned Moments	379								
IDEAS FOR MAKING THE RESULTS OF TEACHING MORE LASTING									
Provide the Appropriate Mental Set	381	<i>Different mental sets produce different results</i>	381	Utilize the Advantages of "Part" and "Whole" Teaching and Learning	382	<i>When the whole method is best</i>	382	<i>When the part method is best</i>	383
Utilize both methods in combination	383	How Work and Study Are Distributed Makes a Difference	383	<i>Four variables to consider when distributing work and study</i>	384	Encourage Overlearning When Appropriate	385	<i>When overlearning is most efficient</i>	385
When to encourage overlearning	386	<i>When not to encourage overlearning</i>	386	Provide Knowledge of Results and Progress	386	<i>Why knowledge of results is important</i>	387	<i>Motivation is enhanced</i>	387
Provide Ample Review Time	387								
FACTORS TO CONSIDER WHEN TEACHING STUDENTS FROM DIFFERENT SOCIAL AND ETHNIC BACKGROUNDS									
Develop Realistic Perceptions	388	Be Sensitive to How Ethnic Group Membership Influences Self-Image	389	Allow for Language Differences	389	Understand a Student's Background	389	Realize	