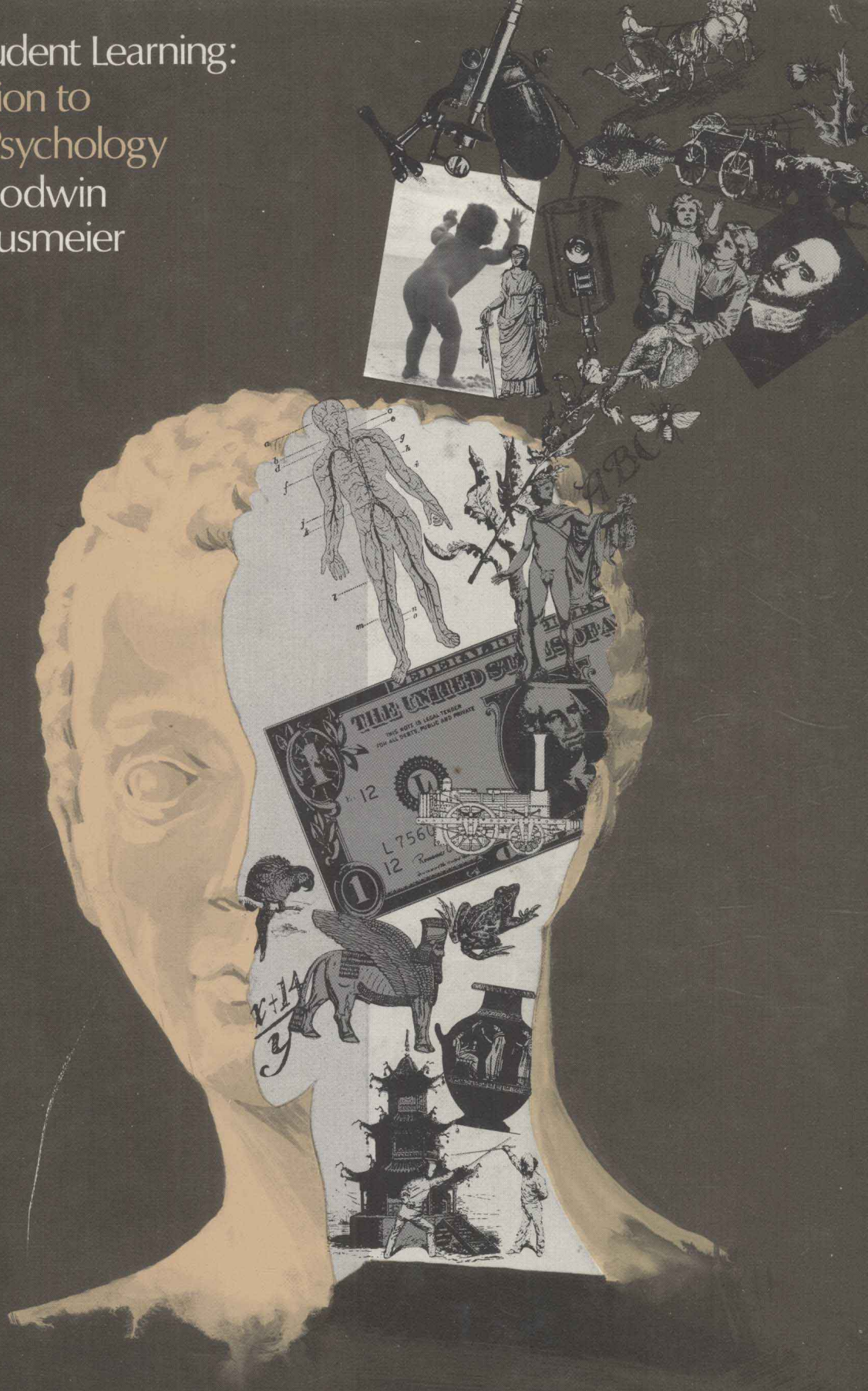



Facilitating Student Learning:  
An Introduction to  
Educational Psychology  
William L. Goodwin  
Herbert J. Klausmeier





# **FACILITATING STUDENT LEARNING**

An introduction  
to educational  
psychology

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FACILITATING STUDENT LEARNING: An Introduction to Educational Psychology

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# Preface

Our primary purpose in this text is to present material in a straightforward, understandable form that will help you learn more efficiently and help you better understand education, psychology, and related fields. We have focused on student learning because we consider it the major objective of schools in our society.

In the first part of the book, Chapters 1 through 5, a model for the facilitation of student learning is outlined. Those on the educational scene—students, teachers, and others—are described, their important characteristics are identified, and interactions that take place among them are examined. In the second part of the book, Chapters 6 through 10, attention is directed at theories and processes of learning and development. Important outcomes of schooling in the cognitive, affective, and psychomotor domains are identified and considered in detail. All chapters in the second section, except Chapter 6, include statements, derived from research, that we call instructional principles; school applications related to each principle are discussed in detail. The final part of the book, Chapters 11 through 15, highlights additional topics of interest within educational psychology: motivation; retention and transfer; innovations and technology; measurement and evaluation; and statistics and research interpretation.

*Facilitating Student Learning* is comprehensive. The field of educational psychology has mushroomed in this century, and comprehensiveness becomes increasingly difficult to achieve. We have also attempted to include topics in a form designed to stimulate your interest and to relate the material to you. Each chapter opens with a passage that relates the material that will follow directly to you. Personalization Passages spaced throughout the text are designed to cause you to pause and reflect on what you have read and to apply it to your personal experiences and circumstances.

For those of you who wish to elaborate on or to extend your knowledge of the content of the text, a bibliography is included at the end of the book. These sources represent basic references, some of which have appeared very recently, that extend some of the principal ideas and issues included in the text.

A students' study guide, by Claire Elaine Brown and William L. Goodwin, was prepared especially for this text and consists of three sections for each of the 15 chapters in the book. The first section provides observational activities for students that elaborate or go beyond the events and processes described in the particular chapter of the text. The second section is composed of reflective, provocative questions that center generally on features of the learning-teaching process. The third section consists of multiple-choice items for you to use as an adjunct program to review text material and to apply text learnings. Thus, the *Student Field Guide and Study Manual* is designed to encourage provocative thinking and application through observational activities. Further, it is intended to assist you in identifying and thinking about the important concepts in the text and in evaluating your own progress in mastering such ideas.

Many of our readers are aware that we have brought this book out with a more advanced text in educational psychology: *Learning and Human Abilities*:

*Educational Psychology*, Fourth Edition. The decision to offer both books at about the same time was made with some apprehension that their purposes and audiences would be open to misinterpretation. In essence, though, since we have made this decision, this is evidence of our belief that advantages far outweigh any reservations that we might have had. Both books are comprehensive. Both books are written to elicit high interest. The major difference is that this book is written at a more basic level, contains vocabulary that is less difficult, and generally treats many relatively sophisticated topics in educational psychology at a simple level. In a word, this book is clearly the introductory book of the two, as its subtitle suggests. We see the availability of both books at once as increasing the alternatives open to instructors and students in terms of their personal choice and style of instruction and learning. The exact choice between the two books, of course, is left up to the users, and we are pleased to be able to offer alternatives.

It is impossible to properly acknowledge the assistance from all of the persons who have contributed ideas to this edition. Of course, the usual acknowledgments have been given for ideas used from published sources. In particular, though, we would like to thank our students, both at Colorado and Wisconsin, for their insightful and questioning attitudes that, in large part, have shaped the content of the book. Special mention is due six undergraduate students who read several chapters of the book in draft form and commented liberally on their reactions and impressions. These students are Marjorie Brown, Linda Hovland, Christine Mason, Gerald Olds, Christine Robinson, and Rhonda Swartzendruber. Bea Lippel, an undergraduate student with a particular gift for accurate observing and detailed reporting, provided the material for Personalization Passage 1.1 and also several ideas incorporated into the *Student Field Guide and Study Manual*. Claire Elaine Brown reviewed the entire manuscript and provided extensive and imaginative comments that resulted in many important changes in the text. The massive secretarial responsibilities in connection with this book were superbly performed by Viki Bergquist.

We would like to conclude this preface with a request to you, whether student, teacher, or professor, to assist us in making future editions of this text even more relevant. We encourage you to send us your reactions to any or all parts of the text; both positive and negative reactions are welcome. For our part, we pledge to dutifully collect such impressions and to review them carefully as plans for the second edition are made final. *Facilitating Student Learning* is meant to be highly informative, interesting, and relevant, and we are sincere in our request that you help us move even further in those directions with each subsequent edition.

William L. Goodwin  
Herbert J. Klausmeier



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## Part I

# Basic components of classroom learning systems

## Chapter 1

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- 3 INTELLIGENCE AND LEARNER CHARACTERISTICS
- 4 SCHOOL-DISADVANTAGED AND EXCEPTIONAL CHILDREN
- 5 TEACHERS, TEACHER CHARACTERISTICS, AND CLASSROOM INTERACTIONS

The educational system in this country is a vast and complex institution existing at many levels, from national organizations and their concerns down to individual students learning on their own. In this first part, we focus primarily on the local classroom level within this vast educational enterprise and consider four basic aspects of classroom learning: the purposes or objectives of classroom activities, the students or learners, the teachers, and the interactions that occur between learners and teachers. You might liken these four aspects to a play: The plot of the play consists of the purposes and objectives of education; the major characters are the students and teachers; and their dialogue and actions make up the interactions included in the last chapter of the section. You yourself have taken, and are taking, a lead role in such a drama.

# Chapter 1

## The purposes and scope of educational psychology

## You and educational psychology

Each of you comes to the reading of this text armed with a wealth of critical knowledge and insight acquired from your own unique life experiences. From birth on every person is deeply immersed in the learning process. Thus, education, in its broadest sense, is an integral part of the human experience. In our society, formal education is a given, probably accounting for a large portion of each reader's memories from childhood and adolescence. In addition to the wisdom gained by personal experience in learning is the wisdom gained over the years by observing the teaching and learning processes of others—parents, siblings, peers, teachers, and perhaps also one's own students and one's own children. This learning about learning cannot occur in a vacuum, but only through deep personal involvement. The recollections of learning of each of us are associated with joy and disappointment, excitement and boredom, success and failure.

The questions that are the focus of a text in educational psychology are, therefore, familiar to you. In fact, your own thinking has probably already led you to formulate many ideas about what learning and formal education are, could be, and should become. This book places at your fingertips the experiences and ideas of people who have investigated the questions of educational psychology in great depth and with energy and enthusiasm; its purpose is to embellish and illuminate a process of experiencing and understanding learning behavior that began years ago for you.



The purposes of educational psychology

A model for the facilitation of student learning

ESTABLISHING LEARNING OBJECTIVES

ASSESSING LEARNERS' ENTRY CAPABILITIES

DESIGNING-SELECTING-IMPLEMENTING LEARNING ACTIVITIES

EVALUATING PROGRESS TOWARD LEARNING OBJECTIVES

Extending knowledge and improving practice through  
research and development

RESEARCH

Naturalistic observations

Correlation studies

Controlled experiments

RESEARCH WITH ANIMAL SUBJECTS

RESEARCH WITH HUMAN SUBJECTS

DEVELOPMENT AND DEVELOPMENT-BASED RESEARCH: SESAME  
STREET

The scope of educational psychology and the plan of  
this book

# Chapter 1

Day 1 in the real world of the classroom has arrived for the prospective teacher. Beginning is a series of experiences called “student teaching,” “practice teaching,” “professional year,” or “teaching internship,” depending on the teacher education institution. Whatever they are called, there is a Day 1, a day that is similar for all prospective teachers. For example, the school environment on this day is relatively safe for the novice, both economically and academically. Whether the novice does well or poorly on this first day, his or her future employability is relatively unaffected, and the students will continue to come to the class.

Despite this security, beginners’ emotional states vary from slightly nervous to overtly scared. In some, the voice quavers and papers in hand visibly shake. Well-laid plans for prompt mastery of the teaching process and quick “winning over” of the class fade. Details on how to motivate the students to new heights are forgotten, several words written on the chalkboard are misspelled, and the punch line for the day’s “relaxer” joke is fumbled. For such a novice, the situation is clouded further by the knowledge that the lengthy preparation time available for Day 1 is a luxury not likely to be repeated.

Day 2,000 has arrived for the experienced teacher. The experiences of the past 10 years have reduced the teacher’s anxiety about daily classroom activities; in fact, the teacher now shows no signs of nervousness at all as his or her classes unfold according to well-laid plans or confidently improvised strategies. Still, things can happen on Day 2,000 for which even this teacher feels unprepared. One student stretches the teacher’s patience and discipline strategies to the limit. A few students are not sufficiently motivated to attend to and start work on the new social studies unit. Several others have not yet produced anything for the creativity exercises. On this and every instructional day, events occur that require new decisions by the teacher, not merely the recall of solutions to past problems. Our experienced teacher, like other experienced teachers, often feels the need for a better understanding of sound principles and related techniques that may be applicable to the immediate situation.

This book is a comprehensive, straightforward presentation of educational psychology that does not require reading full research reports or becoming familiar with the names of many theorists, researchers, and developers in the field. Observation or instruction of children in school or in other settings while using this book will prove beneficial in understanding the concepts and principles included.

The emphasis in this text, as it is in the schools, is on *learners* and on facilitating their learning. Teachers of course have a crucial role in carrying out this learning. Therefore, this first group of chapters on the basic components of classroom learning systems concludes with Chapter 5 – “Teachers, Teacher Characteristics, and Classroom Interactions” – a chapter focused specifically on the teacher characteristics and relationships that facilitate learning. Too much emphasis, however, on the teacher and teacher activities would reduce the attention given to the student and student activities through which learning really comes about. Accordingly, it is even more important that each of the 15