

EDUCATIONAL PSYCHOLOGY

A Developmental Approach

SIXTH EDITION



NORMAN A. SPRINTALL
RICHARD C. SPRINTALL
SHARON N. OJA

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A DEVELOPMENTAL APPROACH

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Norman A. Sprinthall

North Carolina State University

Richard C. Sprinthall

American International College

Sharon N. Oja

University of New Hampshire

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ABOUT THE AUTHORS

Norman A. and Richard C. Sprinthall were born and grew up in Pawtucket, Rhode Island, graduating from the same public high school and undergraduate college, Brown University. After completing his doctorate in psychology at Boston University, Richard took an assistant professorship at American International College in Springfield, Massachusetts, and soon rose to department head in psychology and a full professorship. He currently serves as director of graduate studies.

Norman completed his doctorate in counseling psychology at Harvard and, upon graduation, remained there to eventually rise to the position of program head in counseling. He eventually left Harvard to accept a position as chair of the counseling psychology program at the University of Minnesota. More recently, he accepted a position at North Carolina State University.

Both Norman and Richard have been prolific writers throughout their careers. In addition to being a regular contributor to professional journals, Richard has authored other texts in the field of statistics and research design. Likewise, Norman has co-authored

another successful McGraw-Hill text, *Adolescent Psychology: A Developmental View*, as well as other books and numerous journal articles. Finally, both have received Outstanding Teacher Awards for their classroom teaching.

Sharon Oja grew up in St. Paul, Minnesota, where she graduated from Central High School and Macalester College. While teaching high school mathematics, she completed a master's degree at the University of Minnesota in mathematics education. There she co-founded a school-university peer-teaching program in mathematics and science for disadvantaged junior and senior high school students (including African Americans, Native Americans, Spanish Americans, and Euro-Americans). Her interest in teacher development grew, and she completed her doctorate in developmental education at the University of Minnesota. As a professor at the University of New Hampshire, she teaches courses in educational psychology and is director of field experiences in teacher education. She is co-author of *Collaborative Action Research: A Developmental Approach*.

To children

Ye are better than all the ballads
That ever were sung or said
For ye are living poems
And all the rest are dead.

H. W. Longfellow

PREFACE

As we have just completed the revisions for our sixth edition, the temptation is simply too strong not to say, "We're back." At the same time, as we'll note shortly, we'll also say, "But with significant changes."

The most obvious is that we've been joined by a third author, Professor Sharon N. Oja from the University of New Hampshire. This has had the obvious advantage of bringing on a professional who has been using the text over the years and who has been able to provide important new perspectives to the current edition. She has been particularly helpful in strengthening our information in two critically important areas, the gender issue and the question of multiculturalism. She took major responsibility to revise and expand our treatment of those issues in the unit on teaching effectiveness (Chapters 12–14). You'll find the latest recommendations from the new work on *Women's Ways of Knowing* as well as a significant outline of how to expand classroom atmospheres in a way which genuinely accommodates and values cultural diversity.

Since educational psychology as a discipline so closely related to practice continues to grow apace, we've made many other changes to incorporate the new material. In the first unit on fundamentals, the new research has been included as well as implications. We've added the importance of social interaction from the work of Lev Vygotsky. The outstanding research of Robbie Case and his team from Stanford provides, in our view, a major cross-validation for the Piaget stage and sequence for children of all cultures. So too the new research on Eriksonian identity formation validates the stages for ethnic minority teenagers. The unit ends with the latest on the Kohlberg stages of moral reasoning, behavior, and the recent research that casts major doubts on the charges of Carol Gilligan.

In the sections on learning, there has been a major increase in the formation processing framework of meta cognition, episodic memory, schemata, and attention deficits. In fact, one reviewer commented that

this chapter was the best single chapter on cognitive psychology she had ever seen. In the testing chapter we introduce new graphing procedures, including the stem-and-leaf and coverage of virtually all scoring systems—from normal curve equivalents to *z* scores, *T* scores, stanines, SATs, and IQ scores. A new table has been constructed to allow the student to quickly and easily convert from one scoring system to another. Also included is new material on computer-assisted testing, curriculum testing, and the portfolio approach.

Another new slant, especially for teachers, is the inclusion of the action-research framework as well as teacher narratives as methods for reflection. This emphasis encourages teachers' work in schools with colleagues to be viewed as a context for continuing teacher development and also for the organizational development of the schools. These are a few of the most striking changes.

For continuity, we've retained and expanded the other features from previous editions, namely the chapter summaries, the extensive glossary descriptions, many new spotlight boxes on contemporary issues, extensive biographies, and end-of-the-chapter theory to practice assignments. For students we've also prepared a supplemental *Student Study Guide* to aid in learning and retention.

For faculty, we've expanded our *Test Bank* to over 1500 items. A new feature will be a separate *Instructor's Manual*. At first we were ambivalent over such a project. Our editor, Lane Akers, finally convinced us to do it. We've all had extensive experience in teaching educational psychology (a euphemism for aging?), and he felt it was time to share some of our techniques. So with hubris aside we went to work and describe in some detail a wide variety of our own approaches such as lectures, small group exercises, and experiential activities that can improve both student motivation and learning.

Naturally there are a great number of colleagues to acknowledge for their assistance. The Minnesota

Twins, Jim Rest and Jim Ysseldyke, continued to provide input. In North Carolina, Don Locke, Cortland Lee, and now joined by Tracy Robinson helped with the multicultural issues, Barbara and Tom Parramore aided on the search for the "Lost Colony," and "Bo" Page from Duke continued to make suggestions in his most gracious way. Less well known, but nonetheless most valuable, is the feedback we received from a large number of experienced school teachers who use the work as a basis for the systematic induction of beginning teachers. This group, now numbering over 700, comments repeatedly on the usefulness of the work for practice. We appreciate their compliments and the ideas for improvement.

In Massachusetts, valuable contributions were made by Lee Sirois, Greg Schmutte, and Art Bertrand. We thank them for adding their expertise to the measurement chapter. Also, we thank Toni Spinelli-Nannen, Nancy Hayes, and Tom Noland for their valuable suggestions for both the information processing and motivation chapters, and to Gerry Weaver for his excellent outline on Grade-Equivalent Scores. We thank Gus Pesce for his important additions to the growth and development chapter, and Barbara Dautrich for her outstanding work on attention deficits. Finally we thank George Grosser for his insightful comments on the chemistry of learning.

In New Hampshire, we thank elementary teacher Nancy Frane for her invaluable, practical help with the sections on teacher effectiveness. Joe Onosko helped with the controversial frameworks concerning teaching for higher-order thinking. Phyllis Abell helped with multicultural education material. Judy Day and Gail Hahn made helpful suggestions of recent literature on the regular education initiatives. Joanna Wicklein was particularly helpful with the action research section. Also in New Hampshire, technical help with typing from Micki Canfield was very much appreciated. Editorial suggestions came from

Anne Bryer and Rita Weathersby amidst words of friendly encouragement. While in Springfield, we thank the typists and word-processing experts Lynn Turner, Heidi Reese, Beth Jones, and Kathy Pollard.

In North Carolina, we take special note of the help from Robin Hughes, now a veteran of four editions. Her accuracy and speed have always been impressive. Most of all, however, her unflappable demeanor stands out. She has been and is always "there" for us.

The McGraw-Hill group is also noteworthy. This is Lane Aker's third revision. His ideas continue to be helpful particularly in pointing out new trends as well as ideas whose time has passed. We were particularly fortunate to again have Sheila Gillams as our senior editing supervisor. She has a most skillful manner of gently persuading us to write more clearly as well as ensuring continuity throughout the work; gentle insistence might best describe her help.

Closer to home, we do need to recognize both the professional and moral support from our spouses. Lois Thies-Sprinthall, an experienced teacher/educator, is really responsible for the heavy emphasis on theory to practice. Her work in "mentoring" provides a rich arena to test out our ideas in the real world of classrooms. Dianne Sprinthall's background in art and art education continues to inform us of the importance of the visual mode in communicating ideas and feelings. And Jon McMillan now knows what it is like for a spouse to work on a revision with tight deadlines and what seems like endless tasks. His support and understanding was important throughout the entire process.

Norman A. Sprinthall

Richard C. Sprinthall

Sharon N. Oja

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