

EDUCATIONAL PSYCHOLOGY: Theory and Practice

Amanda Ronan

Educational Psychology: Theory and Practice

Today's educational system is highly complex. There is no single learning approach or style that works for everyone. Because of this, psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. In simpler terms, it is concerned with the study of how students learn and how teachers can help them to learn effectively. Educational psychology draws on and combines various psychological theories and principles – such as those related to human development, motivation, learning, behavior management and assessment, among others – in order to improve the conditions of teaching and learning. Educational psychologists study the process of learning not only among the general population but also among sub-groups such as gifted children and those with various learning disabilities. Educational psychologists apply theories of human development to understand individual learning styles and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it is not the only aspect of the job. Learning is a lifelong endeavor. People don't only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. The goal of educational psychology is not to provide specific prescriptions for teachers and other individuals who have an influence on a learner's educational attainment, as if there were only a few set ways in which one can optimize the processes of teaching and learning. Rather, research in this field is designed to uncover general principles which can be applied in various ways across diverse educational settings and learners. This text involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, and learning disabilities.



Amanda earned a master's degree in education from Loyola Marymount University in 2005. She has nearly fifteen years of experience working in education as a teacher, instructional coach, and curriculum writer. Amanda's interests range from child development to educational technology to social justice. She is currently an author, editor, and curriculum writer.



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About the Editor

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List of Abbreviations

APA	American Psychological Association
CAI	Computer Assisted Instruction
CAI	Computer Aided Instruction
CALL	Computer Assisted Language Learning
CBE	Computer Based Education
CBI	Computer Based Instruction
CBT	Computer Based Training
CMC	Computer Mediated Communication
CNL	Collaborative Networked Learning
CRS	Classroom Response Systems
CSCL	Computer Supported Collaborative Learning
CSCW	Computer Supported Cooperative Work
DWS	Discipline without Stress
EMIS	Education Management Information Systems
ET	Educational Technology
GBG	Good Behavior Game
IBT	Internet-based Training
ICT	Information and Communication Technology
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
ILTS	Intelligent Language Tutoring Systems
ITS	Intelligent Tutoring System

LMS	Learning Management Systems
MBA	Master of Business Administration
MOOC	Massive Open Online Courses
PBL	Problem-based Learning
PTSD	Posttraumatic Stress Disorder
RTI	Response to Intervention
SDL	Self-directed Learning
SDT	Self-determination Theory
VLE	Virtual Learning Environments
WBT	Web Based Training

Preface

Today's educational system is highly complex. There is no single learning approach or style that works for everyone. Because of this, psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. In simpler terms, it is concerned with the study of how students learn and how teachers can help them to learn effectively. Educational psychology draws on and combines various psychological theories and principles – such as those related to human development, motivation, learning, behavior management and assessment, among others – in order to improve the conditions of teaching and learning. Educational psychologists study the process of learning not only among the general population but also among sub-groups such as gifted children and those with various learning disabilities. Educational psychologists apply theories of human development to understand individual learning styles and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it is not the only aspect of the job. Learning is a lifelong endeavor. People don't only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. The goal of educational psychology is not to provide specific prescriptions for teachers and other individuals who have an influence on a learner's educational attainment as if there were only a few set ways in which one can optimize the processes of teaching and learning. Rather, research in this field is designed to uncover general principles which can be applied in various ways across diverse educational settings and learners. This text involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, and learning disabilities.

Content Coverage

Chapters One and Two focus on an introduction to educational psychology and philosophical study of education, respectively. The field of educational psychology involves the study of memory, conceptual processes, and individual differences in conceptualizing new strategies for learning processes in humans, whereas philosophy of education is applied to the study of the purpose, process, nature and ideals of education.

Chapters Three and Four present coverage about several aspects of technology used in education and e-learning theory, separately. Educational technology deals with

the use of both physical hardware and educational theoretics, whereas e-learning theory describes how electronic educational technology can be used and designed to promote effective learning.

Chapters Five and Six focus on approaches to classroom management and school psychology. Classroom management process ensures that classroom lessons run smoothly despite disruptive behavior by students and school psychology applies principles of educational psychology, developmental psychology, clinical psychology, community psychology, and applied behavior analysis to meet children's and adolescents' behavioral health and learning needs in a collaborative manner with educators and parents.

Chapter Seven and Eight present information about special needs education designed to meet the needs of students with disabilities and curriculum design strategies, distinctly. Curricula may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum is split into several categories, the explicit, the implicit, the excluded and the extra-curricular.

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