



培文书系·心理学系列



EDUCATIONAL PSYCHOLOGY  
THEORY & PRACTICE

# 教育心理学

## 理论与实践

第 7 版



[美] Robert E. Slavin 著



北京大学出版社  
PEKING UNIVERSITY PRESS



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北京市版权局著作权合同登记图字:01-2004-2649 号

图书在版编目(CIP)数据

教育心理学:理论与实践(第7版)/(美)斯莱文(Slavin, R. E.)著. —影印本. —北京:北京大学出版社, 2004.7  
(心理学系列)

ISBN 7-301-07369-0

I. 教… II. 斯… III. 教育心理学—高等学校—教材—英文 IV. G44

中国版本图书馆 CIP 数据核字(2004)第 033875 号

English reprint edition copyright © 2004 by **PEARSON EDUCATION ASIA LIMITED and PEKING UNIVERSITY PRESS**.  
Original English language title from Proprietor's edition of the Work.

Original English language title: Educational Psychology: Theory and Practice, Robert E. Slavin, Copyright © 2003  
ISBN: 0205351433  
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Published by arrangement with the original publisher, Pearson Education, Inc., publishing as Allyn & Bacon, Inc.

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仅限于中华人民共和国境内(不包括中国香港、澳门特别行政区和中国台湾地区)销售发行。

书 名: 教育心理学:理论与实践(第7版)

著作责任者: [美] Robert E. Slavin 著

责任编辑: 苑海波 张慧欣

标准书号: ISBN 7-301-07369-0/C·0269

出版者: 北京大学出版社

地址: 北京市海淀区中关村北京大学校内 100871

网址: <http://cbs.pku.edu.cn> 电子信箱: [pw@pup.pku.edu.cn](mailto:pw@pup.pku.edu.cn)

电话: 邮购部 62752015 发行部 62750672 编辑部 58874097 58874098

印刷者: 山东新华印刷厂临沂厂

发行者: 北京大学出版社

经销者: 新华书店

850毫米×1168毫米 16开 40.5印张 686千字

2004年7月第1版 2004年7月第1次印刷

定 价: 65.00元

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# 出版说明

培文书系心理学英文影印系列旨在面向心理学领域的师生和广大心理科学的从业者和爱好者,推介国外心理学领域的英文原版专著和教材,使我国读者能够接触到原汁原味的第一手资料。

需要重申的是,作者本人的有些观点和结论尚需商榷,有些甚至是不可取的,为此提请读者加以甄别。书中的观点均不代表出版社观点。

北京大学出版社

2004年7月

# Preface

When I first set out to write *Educational Psychology: Theory and Practice*, I had a very clear purpose in mind. I wanted to give tomorrow's teachers the intellectual grounding and practical strategies they will need to be effective instructors. Most of the textbooks published then, I felt, fell into one of two categories: stuffy or lightweight. The stuffy books were full of research but were ponderously written, losing the flavor of the classroom and containing few guides to practice. The lightweight texts were breezy and easy to read but lacked the dilemmas and intellectual issues brought out by research. They contained suggestions for practice of the "Try this!" variety, without considering evidence about the effectiveness of those strategies.

My objective was to write a text that

- presents information that is as complete and up to date as the most research-focused texts but is also readable, practical, and filled with examples and illustrations of key ideas.
- includes suggestions for practice based directly on classroom research (tempered by common sense) so that I can have confidence that when you try what I suggest, it will be likely to work.
- helps you transfer what you learn in educational psychology to your own teaching by making explicit the connection between theory and practice through numerous realistic examples. Even though I have been doing educational research since the mid-1970s, I find that I never really understand theories or concepts in education until someone gives me a compelling classroom example; and I believe that most of my colleagues (and certainly teacher education students) feel the same way. As a result, the words *for example* appear hundreds of times in this text.
- appeals to readers; therefore, I have tried to write in such a way that you will almost hear students' voices and smell the lunch cooking in the school cafeteria as you read.

These have been my objectives in the seventh edition as well as in earlier editions. In addition, I have made changes throughout the text, adding new examples, refining language, and deleting dated or unessential material. I am fanatical about keeping the text up to date, so this edition has more than 2,000 reference citations, about half of which are from 1995 or later. Although most readers may not care much about citations, I want you and your professors to know what research supports the statements I've made and where to find additional information.

The field of educational psychology and the practice of education have changed a great deal in recent years, and I have tried to reflect these changes in this edition. Only a few years ago, direct instruction and related teacher effectiveness research

were dominant in educational psychology. Then discovery learning, portfolio and performance assessments, and other humanistic strategies returned. Now, emphasis on “back to the basics” is returning, which requires teachers more than ever to plan outcomes and teach purposefully, qualities that I emphasize in this edition as *intentional teaching*. In the first and second editions of this text, I said that we shouldn’t entirely discard discovery learning and humanistic methods despite the popularity, then, of direct instruction. In the next editions, I made just the opposite plea: that we shouldn’t completely discard direct instruction despite the popularity of active, student-centered teaching and constructivist methods of instruction. With this edition, I continue to advocate a balanced approach to instruction. No matter what their philosophical orientations, experienced teachers know that they must be proficient in a wide range of methods and must use them with intentionality.

The seventh edition presents new research and practical applications of these and many other topics. Throughout, this edition reflects the “cognitive revolution” that is transforming educational psychology and teaching. The accompanying figure presents a concept map of the book’s organization.

No one can deny that teachers matter or that teachers’ behaviors have a profound impact on student achievement. To make that impact positive, teachers must have both a deep understanding of the powerful principles of psychology as they apply to education and a clear sense of how these principles can be applied. The intentional teacher is one who constantly reflects on his or her practices and makes instructional decisions based on a clear conception of how these practices affect students. Effective teaching is neither a bag of tricks nor a set of abstract principles; rather, it is intelligent application of well-understood principles to address practical needs. I hope this edition will help give you the intellectual and practical skills you need to do the most important job in the world—teaching.

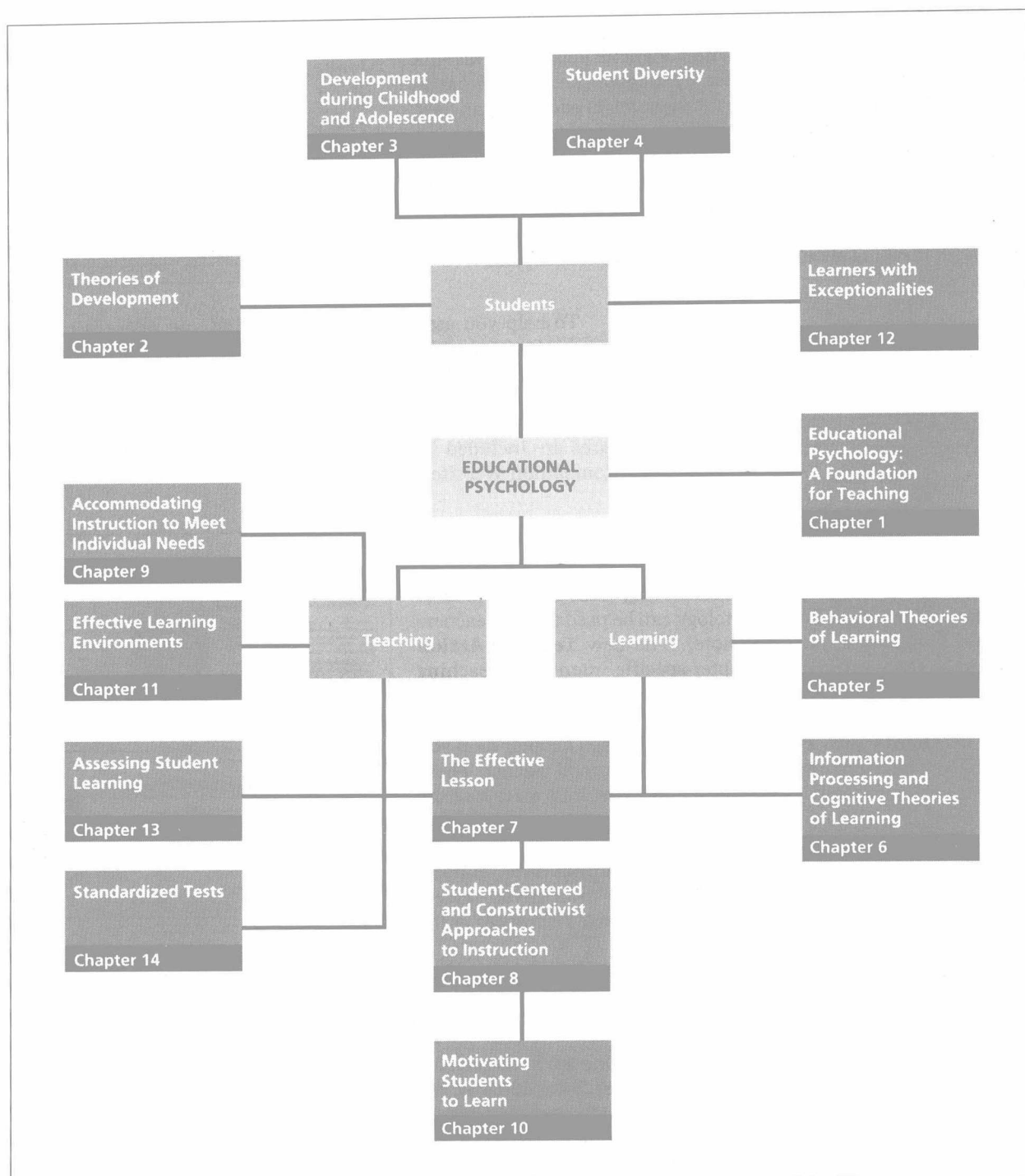
## HOW THIS BOOK IS ORGANIZED

The chapters in this book address three principal themes: students, teaching, and learning (see the Concept Map). Each chapter discusses important theories and includes many examples of how these theories apply to classroom teaching.

This book emphasizes the intelligent use of theory and research to improve instruction. The chapters on teaching occupy about one-third of the total pages in the book, and the other chapters all relate to the meaning of theories and research practice. Whenever possible, the guides in this book present specific programs and strategies that have been evaluated and found to be effective, not just suggestions for things to try.

## NEW AND EXPANDED COVERAGE

Among the many topics that receive new or greater coverage in this edition are action research (Chapter 1), research on the brain (Chapter 6), transfer of learning (Chapter 7), problem solving (Chapter 8), technology applications (Chapter 9), comprehensive school reform (Chapter 9), intrinsic and extrinsic motivation (Chapter 10), preventing serious behavior problems (Chapter 11), inclusion and IDEA ’97 (Chapter 12), accountability (Chapter 14), and professional portfolio development (Appendix).



Concept Map: Text Organization in Relation to the Concept of Educational Psychology

## FEATURES

Each chapter of the text opens with a vignette depicting a real-life situation that educators encounter. Throughout the chapter narrative, I refer to the issues raised in the vignette. In addition, you have the opportunity to respond to the vignette in several related features, such as **Using Your Experience** sections that follow each vignette. This section provides critical and creative thinking questions and cooperative learning activities that allow you to work with the issues brought up in the vignette, activate your prior knowledge, and begin thinking about the ideas the chapter will explore.

SELF-ASSESSMENT 169

### Self-Assessment

**PRAXIS II: PRINCIPLES OF TEACHING AND LEARNING**

**Topic II: Creating an Environment for Student Learning.** Communicates challenging learning expectations to each student. Establish and maintain consistent standards of classroom behavior.

**Topic III: Teaching for Student Learning.** Make learning goals and instructional procedures clear to students. Monitor students' understanding of text through a variety of means, providing feedback to students to assist learning, and adjusting learning activities.

**SELF-CHECK**

**INTASC Standard 3: Student Learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

**INTASC Standard 8: Learning Environments.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Also new to this edition are **Technology Case Studies** in most chapters, which show how technology can be used to help teachers address issues raised in the chapter. The new **Teacher Action Checklist** feature provides chapter-specific intentional teaching strategies to help you make connections between theory and its classroom practice.

The **Theory into Practice** sections in each chapter help you acquire and develop the tools you need to be a good teacher. These sections present specific strategies for applying information to the classroom. In addition, each chapter offers features to help you regulate your own learning: a chapter outline to guide your study objectives; glossary and cross-referenced **Connections** annotations in the margins; a **Chapter Summary** to help you review your reading; and a list of **Key Terms** with page references at the end of each chapter.

**THEORY into Practice**

**Keyword Mnemonics**

One of the most extensively studied methods of using imagery and mnemonics (memory devices) to help paired-associate learning is the **keyword method**, which was originally developed for teaching foreign language vocabulary but was later applied to many other areas (Hall, 1991; Pressley, 1981). The example used earlier of employing vivid imagery to recall the French word *farmerie* is an illustration of the keyword method. In that case, the keyword was *arrows*. It is called a keyword because it evokes the connection between the word *farmerie* and the mental picture. The Russian word for building, *admiral*, pronounced "adeen-yah," might be recalled by using the keyword *deers* and imagining the sun coming up behind a building with an onion dome on top. Atkinson and Raugh (1975) used this method to teach students a list of 120 Russian words over a three-day period. Other students were given English translations of the Russian words and allowed to study as they wished. At the end of the experiment, the students who used the keyword method recalled 72 percent of the words, while the other students recalled only 46 percent. This result has been repeated dozens of times, using a wide variety of languages (Pressley, Levine, & Delaney, 1982), with students from preschoolers to adults. However, young children seem to require pictures of the mental images they are meant to form, while older children (learning to upper elementary school) learn equally well making their own mental images (Willingoughby, Porter, Bakken, & Theysley, 1999). Fur-

**Mnemonics**  
Devices or strategies for aiding the memory.

**Keyword method**  
A strategy for improving memory by using images to link pairs of items.

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students in the class snickered. Later, Ms. Quinners asked Frank whether he would like to write another poem for a city-wide poetry contest. He said he'd rather not, because he really didn't think he was that good, and besides, he didn't have the time. ■

### USING YOUR Experience

**Critical Thinking** Why do you think Frank reacted the way he did? How could Ms. Quinners alter her approach so as to motivate Frank?

**Critical Thinking** Compare and contrast these three scenarios. Explain which case(s) involved a behavioral, cognitive, social, moral, or physical development dilemma. Specify the dilemma.

**What Are Some Views of Human Development?**

The term **development** refers to how people grow, adapt, and change over the course of their lifetimes, through physical development, personality development, socioemotional development, cognitive development (thinking), and language

To help you assess your own learning and relate it to your entry into the teaching profession, new **Self-Check** features show the INTASC teaching standards addressed in each section, and **Self-Assessment** features at the end of each chapter are keyed to PRAXIS II assessments and standards. The answers to these features are included in the Instructor's Resource Manual and the Companion Website.

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### TECHNOLOGY CASE STUDY

**Using Technology to Facilitate Lab Work**

Joseph Roberts is a science teacher at Lincoln Middle School.

"Frog dissection has long been part of the biology curriculum. But some students do not like the dissection of a frog. Because of this, they do not learn as much as they should about frog anatomy and animal dissection skills. These students who finally get someone just watching their lab partner dissect the frog.

So, in my classroom, I started using the Interactive Frog Dissection program available on the Internet. Students who had previously not perform an entire frog dissection and are given immediate feedback during the tutorial. I have found the tool to be very effective for teaching students who otherwise would not learn the material very well." ■



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### Teacher Action Checklist

**Using Games to Motivate**

Wendy Harding, senior elementary school teacher and current instructional technology support specialist, Johnson County Board of Cooperative Educational Services, Olathe, Kansas

✓ **Purpose:** To provide a motivational way for students to review important facts and concepts about ancient Egyptian civilization and to identify important vocabulary and names pertaining to ancient Egypt.

✓ **Materials:**

- Online, electronic, video, and print reference materials about ancient Egypt
- For the word and phrase lists: paper and pencils
- For the phrase boards: chart paper, easel and markers, Post-it notes
- For the student board board and cardstock at least 10" x 10" can be as large as 15" x 15", a black marker, and a brass paper fastener
- For sentence: play money or cutouts of \$100

✓ **Procedure:**

1. After learning about ancient Egyptian civilization and its rulers, students enjoy playing *Wheel of Fortune*, adapted from the popular television game show *Wheel of Fortune*. The object of this game is to solve a word puzzle by correctly guessing all the letters that spell a word or phrase on-

## THE INTENTIONAL TEACHER

One attribute seems to be a characteristic of all outstanding teachers: intentionality, or the ability to do things for a reason, purposefully. Intentional teachers constantly think about the outcomes they want for their students and how each decision they make moves students toward those outcomes. A key new feature in each chapter, substantially revised for this edition, **The Intentional Teacher** is designed to help you develop and apply a set of strategies to carry out your intentionality. It will help you internalize a set of questions that can aid you in planning, teaching, and



revising your practice in intentional ways. In each chapter, you will consider answers to the following questions from a new vantage point grounded in chapter content, and you will find new examples at all grade levels and in all subject areas to illustrate those answers. The Intentional Teacher focuses your attention on these questions:

1. *What do I expect my students to know and be able to do at the end of this lesson? How does this contribute to course objectives and to students' needs to become capable individuals?*
2. *What knowledge, skills, needs, and interests do my students have that must be taken into account in my lesson?*
3. *What do I know about the content, child development, learning, motivation, and effective teaching strategies that I can use to accomplish my objectives?*
4. *What instructional materials, technology, assistance, and other resources are available to help me accomplish my objectives?*
5. *How will I plan to assess students' progress toward my objectives?*
6. *How will I respond if individual children or the class as a whole are not on track toward success? What is my backup plan?*

The Intentional Teacher will help you combine your increasing knowledge of principles of educational psychology, your growing experience with learners, and your creativity to make intentional instructional decisions that will help students become enthusiastic, effective learners.

## STUDENT SUPPLEMENTS

- A new **GradeAid** study guide includes exercises, self-check quizzes, practice tests, concept maps, and other activities to help you master the textbook material.
- A new **Praxis Guide** provides information about the Praxis I and II tests, which many states require for teacher certification. It also correlates the material in the textbook to the Praxis II tests and provides practice tests and other study tools.
- The **Companion Website** ([www.ablongman.com/slavin](http://www.ablongman.com/slavin)) contains many exciting and useful features, such as additional practice tests and answers to the textbook Self-Check and Self-Assessment features. The website also illustrates NCATE and INTASC standards and correlates them to content in the text. Additional features include online cases with study questions, video clips, and flashcards for practice of key terms.
- A new **iSearch: Education** guide is designed to help you select and evaluate research from the Internet to help you find the best and most credible information. It includes a practical discussion of search engines, detailed information on evaluating online sources, citation guidelines for web resources, web activities, and web links. The iSearch guide also contains a Quick Guide to ContentSelect.

## INSTRUCTOR SUPPLEMENTS

- The **Instructor's Resource Manual** contains chapter overviews, annotated lecture outlines, suggested readings and media, answers to the textbook Self-Check and Self-Assessment features, and handout masters.
- The **Intentional Teacher Video** offers vignettes tied to chapter content that showcase intentional teachers and situations that educators encounter.

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### THE INTENTIONAL TEACHER

**Using What You Know about Early Childhood, Middle Childhood, and Adolescent Students to Improve Teaching and Learning**

Intentional teachers realize that students in their early years, as well as childhood, and as adolescents face different challenges as they develop physically, cognitively, and socially. They will raise student goals to the different levels of development and modify these in various ways that particular students need additional—or different—support as they grow toward independence.

❑ **What do I expect my students to know and be able to do at the end of this lesson? How does this contribute to course objectives and to students' needs to become capable individuals?**

Teachers need to build understanding of the course that you apply one of their students' age levels, and they need to develop an understanding of the areas that can be involved as students move from one level to the next. For example, you might build into your long-term activities that capitalize on the important issues of the year cultures. Examples include allowing students to study content through connections to topical events such as fashion, music, and sports.

❑ **What knowledge, skills, needs, and interests do my students have that must be taken into account in my lesson? Instruction is most appropriate when it addresses students' content knowledge. Both formal and informal measures can provide information about your students' linguistic, physical, and cognitive development. For example, if you were a teacher of young children, you might check for students' concepts about print. Can they identify the front of a book? Do they track from left to right? If you were a middle school teacher, you might use informal conversation and academic materials to assess your students' English language skills. As students work, you might listen for hints that they are becoming increasingly reflective about their own lives, a sign that marks the adolescent thought process.**

As a high school teacher, you might recognize that maturing adolescents are beginning to take a more active role in the learning process, accept responsibility for their own learning, seek for real-life applications of what is being learned, and bring their own experiences into consideration. They are more autonomous, less dependent on others than younger children. You might adjust your instruction to afford more individual choice of research projects and reporting format, encouraging collaborative investigations by groups of students.

❑ **What do I know about the content, child development, learning, motivation, and effective teaching strategies that I can use to accomplish my objectives?**

Students' relationships with peers change over time. Observe students' peer interaction so that you can encourage prosocial behavior. For example, you might observe leadership during their free time, taking notes about the different forms of play you observe, or you might listen to older students' lunch table conversations.

---

**INTASC Standard 3: Diverse Learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Add information about adolescence in the last column of your comparison chart, using the same categories as before—Early Childhood, Middle Childhood, and Adolescence.

---

#### CHAPTER SUMMARY

**HOW DO CHILDREN DEVELOP DURING THE PRESCHOOL YEARS?**

Physically, young children develop strength and coordination of the large muscles first and then of the small muscles (as in cutting with scissors or writing). Cognitive abilities corresponding to Piaget's sensorimotor and preoperational stages also include the acquisition of language. Oral language is usually acquired by age 3 and includes the development of vocabulary, grammatical rules, and conventions of dia-

- The printed **Assessment Package** and the **Computerized Test Bank** provide a variety of assessment items for each chapter.
- The **PowerPoint™ Presentation** consists of outline slides for use in the classroom.
- **CourseCompass™**, Allyn and Bacon's online course management system, helps instructors manage all aspects of teaching the course and comes preloaded with features such as fully revised test bank questions.
- The **Digital Media Archive CD-ROM for Education** provides an array of media products to help liven up your classroom presentations. It electronically provides charts, graphs, tables, figures, video and audio clips, and electronic images on one cross-platform CD-ROM. Visit [www.ablongman.com/dma](http://www.ablongman.com/dma) for more information.
- Exclusive for students and faculty using Pearson Education textbooks, the **ContentSelect** Research Database gives students instant access to thousands of academic journals and periodicals from any computer with an Internet connection! Starting the research process has never been easier. To begin using the database, order this text with *iSearch: Education* (ISBN 0-205-37643-6) and register using the Access Code in the *iSearch* guide.
- New for 2003, **VideoWorkshop** for Educational Psychology features 50 minutes of video footage on an easy-to-navigate CD-ROM. VideoWorkshop is free for students and includes a Student Learning Guide with observation questions, application questions, a connecting to the web feature, and textbook-specific correlation grids. An Instructor's Teaching Guide is also available, containing learning objectives, video summaries, and an answer key for the Student Learning Guide.

## ACKNOWLEDGMENTS

I thank Andrea Guillaume, Melissa Dark, Judy Lewandowski, Mary Jane Caffey, Elizabeth Sterling, Millie Harris, Chuck Greiner, and Johanna Keirns, who contributed material for text features. I also thank the writers of the supplements: Patricia L. Rogers (GradeAid study guide), Barbara Rogers Bridges (Praxis Guide), Margo McMahon (Assessment Package and Companion Website Practice Tests), Carole Grove (Instructor's Resource Manual), and Daniel Rodriguez (PowerPoint™ Presentation and Answers to Self-Checks and Self-Assessments). Catherine McCartney, who revised the text's Self-Check features and Self-Assessments, also receives my special thanks.

I also wish to thank my many colleagues who served as reviewers and contributors for this edition. Reviewers' comments provided invaluable information that helped me revise and augment the text. Contributors' work has made the features and supplements to this text first-rate.

Steve Cockerham	East Tennessee University
Jerome B. Dusek	Syracuse University
Dale Goldhaber	University of Vermont
William Huitt	Valdosta State University
Gretchen Jefferson	Eastern Washington University
Anastasia Kitsantas	Florida State University
Lin-Miao Lin	University of Southern Mississippi
James McMillan	Virginia Commonwealth University
Merlyn M. Mondol	Saginaw Valley State University
Peggy G. Perkins	University of Nevada—Las Vegas
Robin R. Rumph	Stephen F. Austin State University
Theresa A. Thorkildsen	University of Illinois at Chicago

I am also grateful to contributors to previous editions, such as Kathryn Wentzel, Curtis Bonk, Gordon Greenwood, Stacie Goffin, William Zangwill, Thomas Andre, and Sandra Damico. At Allyn and Bacon, my thanks go to Nancy Forsyth, President; Paul A. Smith, Editor in Chief, Education; Arnis Burvikovs, Acquisitions Editor; Linda Bieze, Senior Development Editor for the sixth and seventh editions; and Matt Forster, who helped me complete the seventh edition. I am also grateful to others on the Education Team at Allyn and Bacon and the freelancers who helped bring this edition to fruition: Annette Joseph, Editorial-Production Administrator; Robert Howerton, Production Coordinator; Tara Masih, Copyeditor; Tara Whorf, Marketing Manager; Linda Knowles, Cover Administrator; Omegatype Typography, Inc., editorial production and permissions research; and Kate Cook, Photo Editor. In addition, I am grateful to Susan Davis of the Success for All Foundation for work on all aspects of the book, including typing, references, proofreading, and general good sense.

Finally, it is customary to acknowledge the long-suffering patience of one's spouse and children. In my case, this acknowledgment is especially appropriate. My wife, Nancy Madden, kept our classroom research going while I was in the throes of writing. Our children contributed to this work by providing examples for sections of Chapter 3. They also provided me with a sense of purpose for writing; I had to keep thinking about the kind of school experience I want for them as a way of making concrete my concern for the school experiences of all children.

This book was written while I was supported in part by grants from the Office of Educational Research and Improvement, U.S. Department of Education (No. OERI-R-117-D40005). However, any opinions expressed are mine alone and do not represent OERI positions or policy.

R. E. S.

## About the Author

Robert Slavin is co-Director of the Center for Research on the Education of Students Placed at Risk, Johns Hopkins University, and Chairman of the Success for All Foundation. He received his Ph.D. in Social Relations from Johns Hopkins in 1975, and since that time he has authored more than 200 articles and book chapters on such topics as cooperative learning, ability grouping, school and classroom organization, desegregation, mainstreaming, and research review. Dr. Slavin is the author or coauthor of 15 books, including *Cooperative Learning*, *School and Classroom Organization*, *Effective Programs for Students at Risk*, *Preventing Early School Failure*, and *Every Child, Every School: Success for All*. In 1985 Dr. Slavin received the Raymond Cattell Early Career Award for Programmatic Research from the American Educational Research Association. In 1988 he received the Palmer O. Johnson Award for the best article in an AERA journal. In 1994 he received the Charles A. Dana Award, in 1998 he received the James Bryant Conant Award from the Education Commission of the States, and in 2000 he received the Distinguished Service Award from the Council of Chief State School Offices. Dr. Slavin is pictured here with his daughter Becca.



# Chapter 1

## CHAPTER OUTLINE

### WHAT MAKES A GOOD TEACHER?

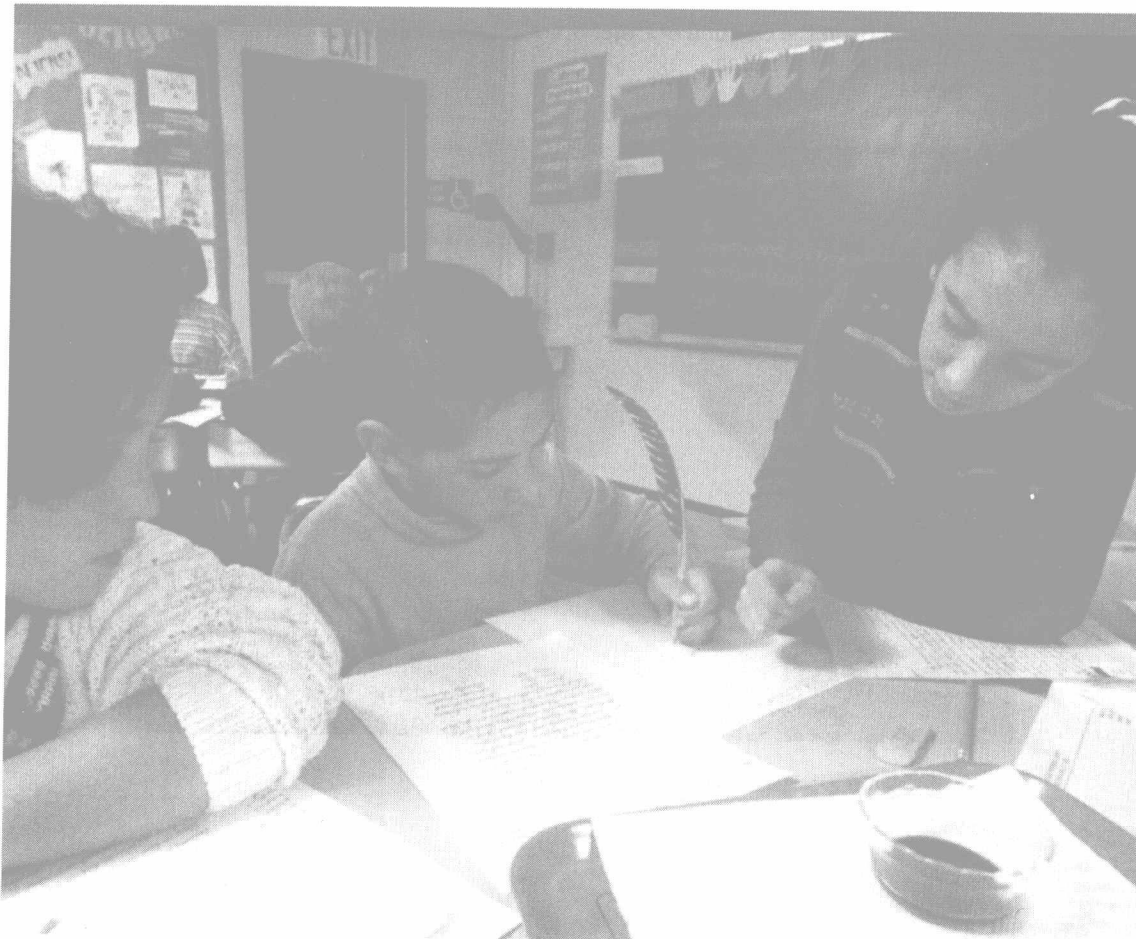
Knowing the Subject Matters  
(but So Does Teaching Skill)  
Mastering the Teaching Skills  
Can Good Teaching Be Taught?  
The Intentional Teacher

### WHAT IS THE ROLE OF RESEARCH IN EDUCATIONAL PSYCHOLOGY?

The Goal of Research in Educational  
Psychology  
The Value of Research in Educational  
Psychology to the Teacher  
Teaching as Decision Making  
Research + Common Sense =  
Effective Teaching  
Research on Effective Programs  
Impact of Research on Educational Practice

### WHAT RESEARCH METHODS ARE USED IN EDUCATIONAL PSYCHOLOGY?

Experiments  
Correlational Studies  
Descriptive Research  
Action Research



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## Chapter 1

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