



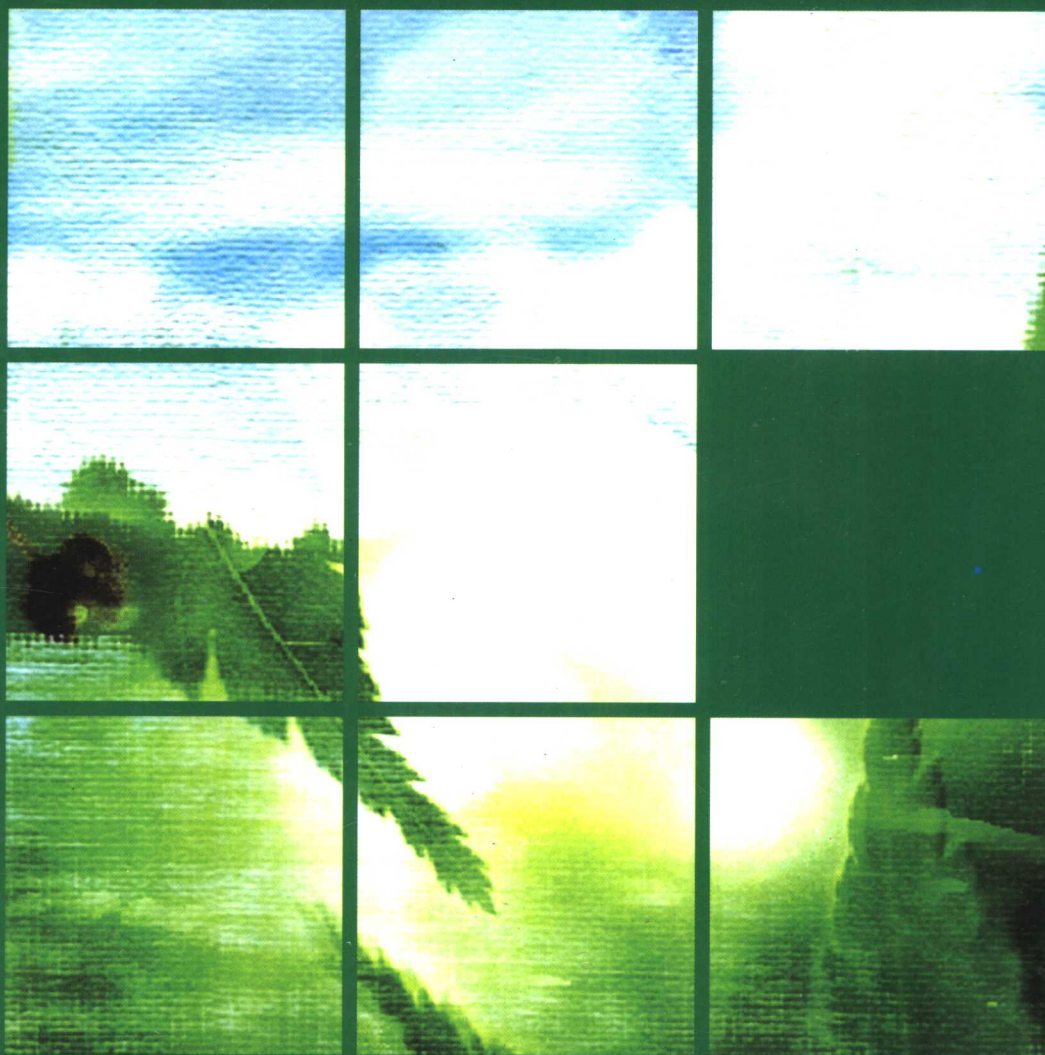
中国心理学会推荐使用教材

Educational Psychology

教育心理学

(第3版)

by John W. Santrock



世界图书出版公司



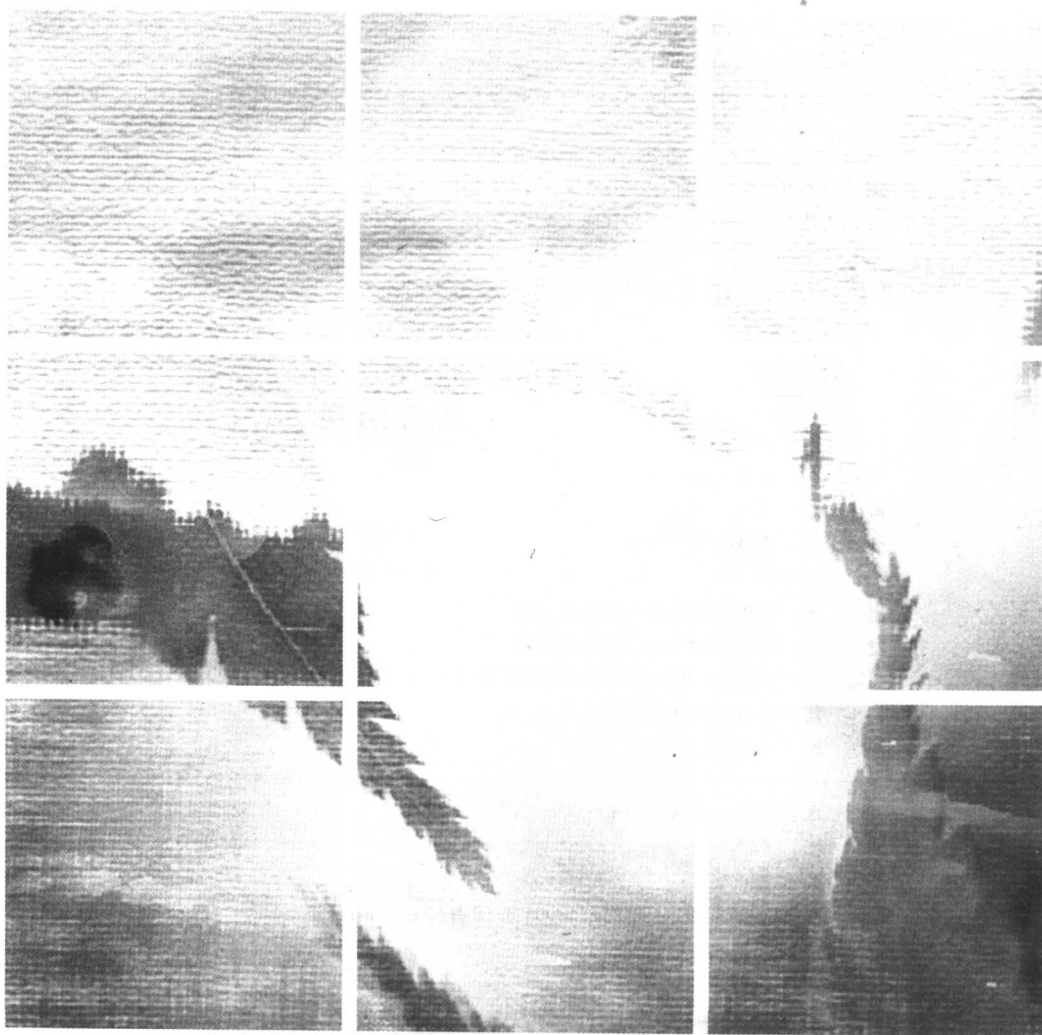
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Educational Psychology

教育心理学

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中文导读

这本《教育心理学》教材是毕业于明尼苏达大学教育与人类发展学院的 John Santrock 博士所著。John Santrock 博士曾先后在查尔斯顿大学、乔治亚大学任教，目前就职于达拉斯的得克萨斯大学。他作为一名学校心理学家，最近一些年在教授研究生及本科生的教育心理学课程期间积累了丰富的经验。John Santrock 博士出生于教育世家，祖母和父亲都是教育工作者。John Santrock 博士是《儿童发展》与《发展心理学》两份权威杂志的编委会成员之一。他出版的著作包括以下在麦格劳-希尔出版公司处于主导地位的教材：《儿童发展》（第九版），《青春期》（第九版），《毕生发展》（第九版）及《心理学》（第七版）。

本书于 2001 年第一次出版，头版便受到了教师和学生的一致好评，并被评为麦格罗-希尔出版公司当年的初版最佳教材。为了更好地修订该教材，修订前出版公司收集了大量一线教师关于“期望从教育心理学教材中获得什么”以及“理想的教育心理学教材该是怎样的”等问题的反馈意见，作者根据教师的反馈意见对教材做出了修订，保留了第一版中优秀的内容，修改增加了一些新内容，完成了本版——第二版的出版工作。

本书的特点主要有以下几个方面：

1. 内容具体明确、针对性强。以往的教育心理学教材大多比较理论化，似乎为培养未来的教育心理学家所著，而本书专为未来有意从事教师职业的学习者所著，因此相比以往的教育心理学教材，有更大的实用性。
2. 集思广益，材料丰富而新颖。书中包括作者本人的最新研究成果以及很多相关领域的其他学者的最新科研成果，仅引用 2000 年以后的参考资料就超过 600 篇。此外，本书有很大的专家顾问团，他们作为特定领域的专家，在本书的编写和修订过程中提供了大量的建设性意见。
3. 构思巧妙，语言生动，具有很强的可读性。在本书的每个章节中，都有一些特色专栏。例如：帮助学生尽快掌握课程主旨、理解本章内容、获得更好学习效果的学习目标专栏；叙述著名教师在教学中是如何运用本章相关内容的教学经验专栏；与各章内容密切相关的学习自我评估专栏；提供与各章内容主题相关的附件资料的网络链接专栏等等。这样的特色专栏共计 18 个，可为读者更好学习本书提供极大的帮助，同时也丰富了书的内容和形式，使得本书更加生动、可读、实用。

从内容来看本书可以分为六个大部分：

第一部分是对教育心理学的概括性介绍，内容是第一章。这部分概述了教育心理学领域的一些基本学说，包括其发展史及有效教育需要同时依靠艺术与科学的原因；说明了教师应有的知识技能及责任；此外，还介绍了与开展教育心理学研究有关的一些内容，比如研究的重要性、研究的途径、研究方法、项目评估研究、行为研究和研究型教师，以及研究中面临的挑战等问题。

第二部分是对人类发展问题的介绍，内容是第二章及第三章。其中第二章主要介绍了人类认知及语言的发展。涉及的主题有：研究儿童发展的意义，发展的普遍过程和阶段，大脑的发展，吉恩·皮亚杰和列夫·维果茨基的认知发展学说，语言

的主要特点、生物及环境因素对语言的影响，以及儿童语言的典型发展。第三章主要介绍社会环境和社会情感发展。涉及的主题有：两种关于社会情感发展的当代学说——布朗芬布伦纳的生态论及埃里克森的毕生发展论，家庭、同伴和学校等社会环境和社会情感发展之间的联系，儿童社会情感发展的几个层面——自我的发展及道德的发展。

第三部分是对人类差异问题的介绍，内容是第四章到第六章。其中第四章主要介绍了个体差异。涉及的主题有智力、学习及思维风格、性格气质三个方面。在智力一节中，介绍了智力的概念、不同形式的智力测验，以及教育专家在智力测验运用上的争议。在学习及思维风格一节中，概述了学习及思维风格的两相论，并对各种学习及思维风格做了评价。在性格气质一节，阐释了性格、气质的概念和大五人格理论，讨论了个人—环境的交互作用，介绍了儿童具有的三种气质类型并评价了和儿童气质相关的教学方法。第五章主要介绍了社会文化差异。其中涉及的主题有：文化、社会经济地位、种族背景、语言上的差异以及这些差异可能产生的特殊课堂需要；倡导多元文化教育的一些途径；以及性别相关的各种问题。第六章把关注的焦点放在了特殊的学习者身上。介绍了能力丧失和障碍儿童的几种类型，并对天才儿童下了定义，探讨了与能力丧失儿童相关的教育问题，最后还讨论了天才儿童的教育方法。

第四部分是对学习、信息加工（其中包括记忆）以及思维的介绍。内容是第七章到第九章。第七章主要介绍了学习的概念以及学习的两大理论——行为理论和社会认知理论，此外还介绍了教育中的应用行为分析。在第八章中，主要介绍了信息加工方式和本质，记忆的整个过程，专门知识及元认知。在本部分的最后一章，重点介绍了一些复杂的认知过程，包括概念的理解、思维、问题解决和迁移等内容。

第五部分是对与教师教及学生学相关的一些内容的介绍。内容包括第十章到第十四章。其中第十章是对社会建构主义的介绍，包含教学中的社会建构主义、教师及同伴协力促进学生的学习、安排小组活动和社会建构主义计划等专题。第十一章介绍的是学生对特定领域内容的学习和认知，其中包括阅读、写作、数学、科学社会学等多个领域。第十二章介绍了教学计划，以教师为中心的教案与授课和以学习者为中心的教案与授课，及教育技术等内容。在第十三章中，作者探讨了动机、教与学的问题。介绍了什么是动机，以及关于动机的行为主义、人本主义、认知以及社会观点；讨论了实现动机的重要过程，阐述了动机、社会文化背景等内容以及它们之间的相互关系；最后，探讨如何帮助气馁学生以及差生的问题。本部分的最后一章所涉及的内容是课堂管理。介绍了与课堂管理相关的一系列问题，包括：课堂管理的挑战性和必要性；设计教室的物质环境；营造一个良好的学习环境；教师和学生都适用的交流方法；行为问题的应对等。

第六部分是对与评估相关的问题的介绍。内容包括第十五章和第十六章。其中第十五章介绍的是标准化测试和教学。主要涉及的内容有：标准化测验的特点，能力和学绩测验，教师在标准化测验中的作用，评估标准化测验中的关键问题。第十六章介绍了教学评估。主要介绍的内容有：课堂作为评估环境的相关问题，传统测验，其它类型的评估方式如作业评估、学绩档案评估等，学绩评定及报告的相关问题，计算机在评估中的应用等等。

总之，本书是师范专业学生以及未来从事教育工作的学习者们的极佳培训及自学教材。本书的影印出版对于我国的心理学工作者、教育从业和准从业者以及懂英文的心理学爱好者来说，无疑是一件值得庆贺的事。

郑日昌

北京师范大学心理学院教授

中国社会心理学会常务理事

哈佛中国教育研究中心专家委员会委员

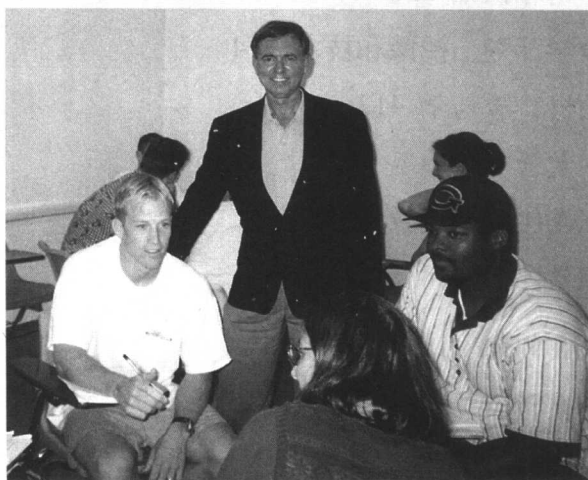
2005年8月于北京

About the Author

John W. Santrock

John Santrock received his Ph.D. from the College of Education and Human Development at the University of Minnesota. He taught at the University of Charleston and the University of Georgia before joining the faculty at the University of Texas at Dallas. He has worked as a school psychologist and currently teaches educational psychology at both the undergraduate and graduate levels. John's grandmother taught all grades in a one-room school for many years and his father was superintendent of a large school district. John's research has included publications in the *Journal of Educational Psychology* that focus on the contextual aspects of affectively toned cognition and children's self-regulatory behavior as well as teachers' perceptions of children from divorced families. He has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His publications include these leading McGraw-Hill texts: *Child Development* (10th ed.), *Adolescence* (10th ed.), *Life-Span Development* (9th ed.), and *Psychology* (7th ed.).

John Santrock博士毕业于明尼苏达大学教育与人类发展学院，曾先后在查尔斯顿大学、乔治亚大学任教，目前就职于达拉斯的得克萨斯大学。他作为一名学校心理学家，最近一些年在教授研究生及本科生的教育心理学课程期间积累了丰富的经验。John Santrock博士出生于教育世家，祖母和父亲都是教育工作者。John Santrock博士是《儿童发展》与《发展心理学》两份权威杂志的编委会成员之一。他出版的著作包括以下在麦格劳-希尔出版公司处于主导地位的教材：《儿童发展》（第九版），《青春期》（第九版），《毕生发展》（第九版）及《心理学》（第七版）。



John Santrock, teaching in his undergraduate educational psychology class, in which he makes good use of small-group discussion.

Preface

It is very gratifying that the first edition of *Educational Psychology* was so well received. This is reflected in the book being given McGraw-Hill's award as the best first edition of a textbook published in 2001 and the extremely positive comments of instructors and students.

What do instructors really want in an educational psychology textbook? In preparation for the second edition and this updated second edition of the book, McGraw-Hill obtained extensive feedback from a large number of instructors about what their ideal educational psychology textbook would be like. In response to instructors' comments, much has stayed the same, and much has changed in the updated second edition.

What has stayed the same is *the commitment to present educational psychology as a critical foundation for becoming a competent teacher and to do so in an engaging way*. I want students to feel when they have finished reading and studying this book that the information will help them become outstanding teachers who can open minds to the excitement of learning.

My goal was to write a book that students say this about:

"I love this book!"

"I am using many of the ideas from my educational psychology text in my teaching and they are working great!"

"I teach in the inner city and my educational psychology text is a great resource for me. The focus on diversity and technology have been extremely useful. I am enriched by the book."

These comments come from Jennifer Holliman-McCarthy, Richard Harvell, and Greg Hill, who used the first edition of *Educational Psychology* and are now public school teachers. In addition, here are some very positive comments from instructors about the first edition of the text:

"I have only received very positive evaluations about [John Santrock's] text from students. Indeed, many students have told me that they keep the book after they have finished the course and continue to refer to it when they have become full-fledged teachers."

—LENA ERICKSEN Western Washington University

"This book seems more concrete, direct, and useful to preservice teachers than many of its competitors."

—DAVID DALTON Kent State University

"I wasn't prepared to like this text. In general, ed psych texts are all too predictable. While people claim to be innovative, in the end they are not. In contrast, John Santrock's text is a big WOW! His book is different. It is written for the prospective teacher and not the future educational psychologist."

—RANDY LENNON University of Northern Colorado

"Those who are not using Santrock have not seen it. Please communicate my sincere enjoyment of this quality text to John Santrock."

—ROBERT G. BROWN Florida Atlantic University—Boca Raton

"John Santrock has done an admirable job of writing an engaging text. His experience and reputation for writing quality material for students certainly shows in this book."

—CAROLYN EVERTSON Vanderbilt University

"I found John Santrock's text to be a very engaging and readable work with some wonderful pedagogical features that give it life. Obviously, this book was carefully conceived and developed."

—EVA ESSA University of Nevada—Reno

NEW IN THE CLASSROOM UPDATE: PREPARING FOR PRAXIS™ AND PRACTICE

The Classroom Update of the second edition of *Educational Psychology* provides readers with more resources to prepare them for their practice as teachers and for the PRAXIS II™ *Principles of Learning and Teaching* (PLT) exam. Integrated into the text and its media program are resources to help readers learn and apply theories and key content. As the majority of states now require the PRAXIS II™ PLT exam, *The Educational Psychology Guide to Preparing for the PRAXIS II™ Exam* has been created to allow students to confirm their understanding of PRAXIS-tested topics in *Educational Psychology*.

New Media Resources to Prepare Students for Practice



Expert Advice: Chapters are introduced by a video clip, referenced in the text and located on the Student Toolbox CD-ROM, of an expert in the field discussing his or her area of expertise and giving advice to new teachers.



Teaching Experience: Chapters now conclude with video clips, referenced in the text and located on the Student Toolbox CD-ROM, of in-service teachers talking about the relevance of the chapter's topics to their classrooms.



Strategies in Practice: To expand the *Teaching Strategies* feature, Strategies in Practice, referenced in the text and located on the Student Toolbox CD-ROM, lists specific strategies offered by in-service teachers.



VIDEO

Video Lecture: Formally called Video Observation

Activities, these video clips, referenced in the text and located on the Student Toolbox CD-ROM, expand topics introduced in the textbook.



VIDEO

Video Observations: Referenced in the text and located on the Student Toolbox CD-ROM, these clips feature

K–12 classrooms, students, and teachers to show what the topics being discussed in the textbook could look like in action.



Theory into Practice: Professors who teach the Educational Psychology course have told us that one of their main goals is to teach students the key theories of educational psychology and prepare them to apply them in their future classrooms. The Theory into Practice activity, referenced in the text and located on the Student Toolbox CD-ROM, allows students to do just that. The modules include resources to review the theory and then exercises to practice its application.



Enter the Debate: There are two sides to many questions in the field of educational psychology. This feature, referenced in the text and located on the Online Learning Center, asks these questions and provides resources for their exploration and debate.



The text continues to be extended through study (such as quizzes) and application (such as additional Crack the Case studies) resources on the Student



Toolbox CD-ROM and the Online Learning Center at www.mhhe.com/santedu2e. For a listing of the resources on the Student Toolbox CD-ROM and the Online Learning Center, go to page xxxv.

New PRAXIS Study Resources for the PRAXIS II™ Exam

To help those students who are required to take the PRAXIS II™ *Principles of Learning and Teaching (PLT)* exam, *Educational Psychology* is now available with a study guide to help them practice with the PRAXIS™ topics covered in the text. The study guide includes objective quizzes to confirm understanding of topics and a practice test based on the PRAXIS II™ exam.

The study guide is located on the Student Toolbox CD-ROM in an interactive format and as a print guide (0-07-298151-2), which can be ordered as a free package item by instructors or purchased separately by students.

Coverage of Developments in the Educational Psychology Field

The highlights of the Classroom Update are the new media and PRAXIS™ resources for students and instructors. However, *Educational Psychology* has also been updated to reflect changes in the field since the second edition was published.

Updated Research

More than 300 references to 2004 and 2005 research have been added to the Classroom Update, maintaining the text's hallmark currency.

Chapter 1

- New discussion of accountability and No Child Left Behind
- New Through the Eyes of Teachers box: Paul August, "Finding Individuality in Diversity"
- Update of percentage of children in low-income families with computers in their homes

Chapter 2

- Update and expansion of what language is and developmental changes in language
- New coverage of recent research and thinking on changes in the adolescent brain

Chapter 3

- New section on curriculum controversy in early childhood education
- Expanded coverage of authoritative parenting and parenting styles, including the concept of training in Asian American families

Chapter 4

- New discussion of stereotype threat as a factor in cultural bias in intelligence tests

Chapter 5

- New coverage of a recent research review of links between poverty and adversity in children's lives
- New material on gender differences in prosocial behavior
- Updated material on gender and national reading scores

Chapter 6

- New figure 6.2, on the three highest percentages of students with a disability served by a federal program in 2000–2001 as a percentage of total school enrollment
- Updated and revised discussion of the use of stimulant drugs with children who have ADHD
- Updated material on inclusion and recent change in special education
- New coverage of Joseph Renzulli's Schoolwide Enrichment Model for improving outcomes in children who are gifted and children who are not gifted

Chapter 7

- Updated statistics on percentage of total classroom teachers in relation to gender and ethnicity

Chapter 8

- Expanded material on strategies
- New discussion of Patricia Alexander's acclimation stage of expertise

Chapter 9

- New material on the importance of presenting controversial topics and issues to students to encourage critical thinking
- Expanded coverage of creativity, including recent research on creative thinking at the individual and group levels (brainstorming), domain aspects of creativity, and school/classroom design

Chapter 10

- New Through the Eyes of Teachers box on the concept of transfer of learning: Chris Laster, "Bringing Science Alive"
- New Through the Eyes of Teachers box: Fraser Randolph, "Creating Learning Opportunities That Are Social but Structured"
- Coverage of recent research of the PALS peer tutoring program

Chapter 11

- Coverage of recent research that involved videotapes of math instruction in different countries and the implications of this study for U.S. math teachers

Chapter 12

- New section: "The Future of Technology in Education"
- New Through the Eyes of Students box that involves students' comments about technology in their lives and schools and their predictions of what technology in learning and education will be like in the future

Chapter 13

- New figure 13.2, on Maslow's characteristics of self-actualized individuals

Chapter 14

- Expanded and updated coverage of the increasing problem of bullying in schools; includes description of two effective bully prevention programs and where to obtain information about them
- New discussion of two programs that have been effective in improving students' positive behaviors toward others and conflict management skills: Lesson One and Skills for Life

Chapter 15

- New section on No Child Left Behind and the educational issues involved
- Updated data from the National Assessment of Educational Progress on U.S. students' reading and math scores

Chapter 16

- New section on web-based assessment, including information about three increasingly used web-based assessments that teachers can use

Please continue reading to learn about the revisions that were made to the second edition.

NEW IN THE SECOND EDITION

Educational psychology instructors were virtually unanimous in telling me to expand the material on learning and cognition. Instructors said that they also want a book that is very up-to-date. Further, they very much liked the emphasis on pedagogy in the first edition but challenged me to make it even better.

"This book is fabulous."

—PATRICIA WILLEMS *Florida Atlantic University—Davie*

Two New Chapters on Learning and Cognition The first edition had 14 chapters; the second edition has 16. The 2 new chapters are on learning and cognition. In the first edition, the chapter on information-processing approaches was very long and included many topics. Instructors said that they wanted a separate chapter on basic cognitive processes, such as memory, and complex cognitive processes, such as problem solving and thinking. The second edition of the book splits the information-processing chapter into 2 chapters and expands the discussion of cognitive processes: chapter 8 (The Information-Processing Approach) and chapter 9 (Complex Cognitive Processes).

Instructors also strongly urged me to expand the coverage of learning and cognition in the content areas and create a stand-alone chapter on this topic. Chapter 11 in the second edition is now devoted exclusively to this topic. Developing this separate chapter also allowed me to expand the coverage of social constructivist approaches and have a separate chapter (10) on this topic.

"I think the new organization provides a logical progression of topics with increasing emphasis given to cognition. I also like that cognition in content areas is a separate chapter."

—KIM LOOMIS Kennesaw State University

Contemporary Research Instructors told me that they wanted a book that is very up-to-date and includes the latest contemporary research. The following is what I did to make the book very contemporary.

More Than 600 Twenty-First-Century References The second edition of *Educational Psychology* has more than 600 citations from the twenty-first century, with more than 300 of these from 2001 through 2003.

"The wealth of up-to-date theory and research for each topic is wonderful!"

—REAGAN CURTIS Northwestern State University

"This text is well researched and up-to-date in its use of research and theory."

—PATRICIA WILLEMS Florida Atlantic University—Davie

Expert Research Consultants No single author can possibly be an expert in all areas of educational psychology. This is especially true today with the substantial expansion of research in the field. In the first edition, a number of leading experts in educational psychology research served as consultants. This tradition was continued in the second edition with many new experts contributing valuable feedback about cutting-edge research and ideas in their area of expertise. The expert consultants for this book are literally a Who's Who in the field of educational psychology. They each gave me very detailed feedback about one to three chapters that focus on

their areas of expertise or about a main theme in the book (such as diversity). The information provided by these expert research consultants for *Educational Psychology*, second edition, significantly improved the book's content:

James McMillan Virginia Commonwealth University

Chapters 1 (Educational Psychology: A Tool for Effective Teaching), 15 (Standardized Tests and Teaching), and 16 (Classroom Assessment)

Eva Essa University of Nevada—Reno

Early childhood education coverage throughout the book

Kenji Hakuta Stanford University

Chapters 2 (Cognitive and Language Development), 5 (Sociocultural Diversity), and 11 (Learning and Cognition in the Content Areas)

Nathan Brody Wesleyan University

Chapter 4 (Individual Variations)

Valerie Pang San Diego State University

Chapter 5 (Sociocultural Diversity) and diversity coverage throughout the book

Carlos Diaz Florida Atlantic University

Chapter 5 (Sociocultural Diversity) and diversity coverage throughout the book

Daniel Hallahan University of Virginia

Chapter 6 (Learners Who Are Exceptional)

Dale Schunk University of North Carolina—Greensboro

Chapters 7 (Behavioral and Social Cognitive Approaches) and 13 (Motivation, Teaching, and Learning)

Albert Bandura Stanford University

Chapters 7 (Behavioral and Social Cognitive Approaches) and 13 (Motivation, Teaching, and Learning)

Michael Pressley University of Notre Dame

Chapters 8 (The Information-Processing Approach) and 9 (Complex Cognitive Processes)

Robert Siegler Carnegie Mellon University

Chapters 8 (The Information-Processing Approach) and 9 (Complex Cognitive Processes)

Gary Bitter Arizona State University

Chapter 12 (Planning, Instruction, and Technology) and technology coverage throughout the book

Carolyn Evertson Vanderbilt University

Chapter 14 (Managing the Classroom)

The biographies and photographs of the expert research consultants appear later in the Preface.

"The text is of very high quality. It covers a lot of important material at an interesting and accessible level."

—ROBERT SIEGLER *Carnegie Mellon University*

Research Content With the input from the expert research consultants, as well as an extensive number of instructors who teach educational psychology and my own examination of the research literature, I carefully modified and updated the content of each chapter where appropriate. The result is a number of improvements in content, which will be detailed shortly on a chapter-by-chapter basis.

"I am very impressed with this text. I certainly would recommend it for adoption. It is thorough but not overwhelming. It is clearly written in a style that undergraduates will appreciate. Educational psychology is a course that many students have difficulty with and do not appreciate why they are enrolled in it. They often complain that there is too much material and that the content is not well linked to practice. The typical student—an undergraduate teacher education major—is most concerned about how the content can be applied to teaching. It is evident that John Santrock knows his audience well, and he is to be congratulated for crafting a text that should deflect these criticisms."

—DALE SCHUNK *University of North Carolina—Greensboro*

Improved Text Pedagogy Now more than ever, students struggle to find the main ideas in their courses. To help them achieve the best possible outcome in educational psychology, I have created a new comprehensive Learning Goals system, which is integrated throughout each chapter. New Teaching Strategies interludes, Self-Assessments, and Diversity and Education interludes have been added and others fine-tuned. A new case study feature called Crack the Case has been written for each chapter, a new section called Portfolio Activities has been created, and new chapter-ending Internet activities have been developed.

"What distinguishes this text is the clarity of writing, the multiple pedagogical aspects found in each chapter, and the conscious effort to integrate theory and practice. This text is the quintessential effort to merge ideas with meaningful activities."

—ROBERT RICE *Western Oregon University*

"I loved the book (2nd edition)! The writing is clear and concise and the examples used are related to education."

—DOT MILES *Saint Louis University*

"What distinguishes this text is the very practical approach—all the examples and the Teaching Strategies interludes. As I read each chapter, I was aware that the focus was on learning about educational psychology to be able to be a good teacher. Theories were always discussed in terms of their practical applications in the classroom."

—BARBARA POWELL *Eastern Illinois University*

The Learning Goals System Built around the main text headings and each chapter's learning goals, the new learning system featured in this second edition keeps the key ideas in front of the reader from the beginning to the end of the chapter. Each chapter has no more than six main headings and corresponding Learning Goals (most have three or four), which are presented side-by-side on the chapter-opening spread. At the end of each main section of the chapter, the learning goal is repeated in a new feature called Review and Reflect, which prompts students to review the key topics in the section and poses bulleted questions to encourage them to think critically about what they have read. At the end of the chapter, under the heading Reach Your Learning Goals, the learning goals guide students through the bulleted chapter review, which essentially answers the bulleted questions in each of the chapter's review sections.

"The chapter Learning Goals/Reach Your Learning Goals is a terrific organizational tool for students."

—LINDA VERONIE *Slippery Rock University*

"Having a small number of learning goals for each chapter and then having each goal broken down in the Review and Reflect section made everything in the chapter tie together."

—BARBARA POWELL *Eastern Illinois University*

Teaching Strategies Interludes A critical aspect of an educational psychology text is the extent to which it provides excellent and practical strategies that students can use when they become teachers. Teaching Strategies appear a number of times in each chapter. The format of this feature has been changed to better integrate it with the text material. This feature has been noted to be one of the text's key strengths.

"The Teaching Strategies are remarkable and I think students will love them. Many instructors have a hard time translating theory and/or research into practice. John Santrock has done an excellent job and should be a model to other authors."

—RANDY LENNON *University of Northern Colorado*

"John Santrock does an extraordinary job of making the material meaningful to students through numerous, and well-developed, teaching strategies. He goes beyond the obvious by providing teaching strategies that generalize and appropriately transfer."

—CAROLINE GOULD *Eastern Michigan University*

Diversity and Education Diversity continues to be an important theme in the second edition. An entire chapter (5) is devoted to sociocultural diversity and each chapter has a Diversity and Education interlude, which is integrated with the text material, following immediately after material relevant to the diversity topic is presented. A number of the Diversity and Education interludes are new in this edition.

"You never feel like the diversity material is a politically correct 'add on' but rather the reflection of a personal philosophy and vision."

—CONNIE MOSS Duquesne University

"I think the coverage of diversity and multicultural issues in this text compared to others is outstanding."

—JULIA MATUGA Bowling Green State University

"I found issues of culture, ethnicity, and gender to be appropriately and naturally integrated into other chapters and not simply segregated in chapter 5 on sociocultural diversity."

—CARLOS DIAZ Florida Atlantic University—Boca Raton

Self-Assessment The Self-Assessment feature in the first edition was positively received by instructors and students. The Self-Assessments encourage students to examine their characteristics and skills related to the content of a chapter. New Self-Assessments have been added in the second edition, others have been deleted, and yet others have been fine-tuned. In addition, students can now fill these out online on the text's website and e-mail their responses to their instructors.

"The Self-Assessments are a great idea. I was tempted to complete some of them myself. Students will enjoy completing these."

—GABY VAN DER GIESSEN Fairmont State College

Technology and Education Each chapter has one Technology and Education box related to the content of the chapter. A number of new Technology and Education boxes were created for the second edition of the book.

"The coverage of technology is better than any text I've seen."

—WALTER HAPKIEWICZ Michigan State University

Case Studies A new, full-page case study feature entitled Crack the Case was written for each chapter by Dr. Nancy DeFrates-Densch of Northern Illinois University. These high-interest case studies appear at the end of each chapter and are closely tied to the content in the chapter. Critical thinking questions follow each case study.

"An excellent feature! Each of the case studies is a well-written, 'real-world' example of a realistic education situation."

—LYNNE HAMMANN University of Akron

"The Crack the Case feature is a great addition to the text. I would utilize these."

—BARBARA RADIGAN Community College of Allegheny County

Portfolio Activities At the end of each chapter, four Portfolio Activities related to the chapter content are presented.

They are organized into three categories for instructors' ease of use: Independent Reflection, Collaborative Work, and Research/Field Experience. In addition, downloadable portfolio templates are available on the text's website so that students can include these activities in their final teaching portfolios. Each Portfolio Activity is also coded to a specific INTASC standard.

"I find these particularly unique! They could be great class activities to really add meaning to course material. In some instances, they could be developed into alternative types of assessment for an instructor wishing to balance out assessment techniques."

—ALYSSA GONZALEZ Florida Atlantic University—Jupiter

Taking It to the Net An extensive effort was made to create Internet activities that will provide a meaningful learning experience for students. The Taking It to the Net exercises, authored by Veronica Rowland of University of California at Irvine, appear at the end of each chapter. Answers are coordinated with the book's website.

"I think these activities are great! They allow students to become involved with technology and to use outside resources to help them understand subject matter. I use them in my classes and have received excellent feedback from students on them."

—PATRICIA WILLEMS Florida Atlantic University—Davie

Study, Practice, and Succeed At the end of each chapter, the Study, Practice, and Succeed feature reminds students of the rich learning tools that can be found on the accompanying Student Toolbox CD-ROM (shrinkwrapped with every new book) and the book's Online Learning Center at www.mhhe.com/santedu2e. These tools will allow students to master each chapter's content.

Chapter-by-Chapter Changes Following are the highlights of the changes in each chapter of *Educational Psychology*, second edition.



CHAPTER 1:

Educational Psychology: A Tool for Effective Teaching

- More streamlined presentation in the first part of the chapter, with deletion of the section on the complex, fast-paced nature of teaching and the section on good and bad teachers at the request of instructors. Some of this material was moved later in the chapter under effective teaching.
- New section on diversity and early educational psychology

- New section on further historical developments that focuses on Skinner's behaviorism in the mid-twentieth century and the cognitive revolution that had taken hold by the 1980s
- New introduction to diversity section, highlighting characteristics of the new immigrant population of children in the United States (Suarez-Orozco, 2002)
- New Diversity and Education interlude: "The Cultural School" (Pang, 2001)
- Updated National Educational Technology Standards (2001)
- Deleted section on professional growth at the request of instructors
- Reorganization of research methods section into new subsections: descriptive, correlational, and experimental
- New section on ethnographic studies
- Moved discussion of participant methods to descriptive methods
- New examples of naturalistic observation research, including new figure (1.3) (Crowley & others, 2001; Tenenbaum & others, 2002)
- New figure (1.5) comparing correlational and experimental research methods

"The changes made to the research section are wonderful. This introduction to research gives them the overall big picture on research methods that will help them in interpreting educational research. . . . As far as introductory chapters go, this is one of the better ones."

—ALYSSA GONZALEZ Florida Atlantic University—Jupiter



CHAPTER 2: **Cognitive and Language Development**

- All of the material on reading was deleted from this chapter and moved to new chapter 11, Learning and Cognition in the Content Areas, at the request of reviewers
- Also at the request of reviewers, the discussion of physical development was deleted from the chapter to allow for a more focused examination of cognitive and language development
- The introductory material on the nature of development was shortened and the coverage of the nature and nurture issue moved to the discussion of intelligence in chapter 4, Individual Variations
- New chapter-opening teaching story on Donene Polson that is linked to Vygotsky's cognitive sociocultural approach
- Important new, very contemporary section on the brain, focusing on cells and regions, lateralization, and the brain and children's education

- Expanded teaching strategies section in the coverage of Vygotsky
- New Technology and Education box, "Technology and Children's Vocabulary Development," focusing on computers, audiobooks, and educational television
- New Self-Assessment, "Applying Piaget and Vygotsky Theories in My Classroom"
- New discussion of concepts of organization and equilibrium in the Piaget section

"Theory is translated into practice well. I have used a number of books for my course and John Santrock's seems to have better examples, and they are presented in a useable fashion."

—DOUGLAS BEED University of Montana—Missoula



CHAPTER 3: **Social Contexts and Socioemotional Development**

- New chapter-opening teaching story on Mr. Z and how he ties service learning to a unit on ecosystems in his fourth-grade class
- New Diversity and Education interlude: "Are America's Schools Leaving Latinas Behind?"
- Updated coverage of Joyce Epstein's (2001; Epstein & Sanders, 2002; Epstein & others, 2002) views on school-family linkages, including new examples of effective programs
- Coverage of a recent national survey (2000) on cheating in schools
- Included recent research (2001) on peer relations and problems
- New discussion of strategies for helping children from divorced families
- New section on high schools, including their problems and a number of recommendations for improving U.S. high schools (2001)
- Deleted section on emotional intelligence and moved to chapter 4, Individual Variations, at the request of reviewers
- Deleted section on adolescent problems to give the chapter a more manageable size and a smaller number of topics
- New discussion of high school dropouts, including trends from the 1940s through 2000 and new figure (3.5) (National Center for Education Statistics, 2001)
- New discussion of very recent data on developmental changes in self-esteem, especially for girls, and new figure (3.6) (Robins & others, 2002)
- New Self-Assessment: "Where Are You Now? Exploring Your Identity"
- Added examples of each type of identity status at the request of reviewers

"The amazing journey from social context to self to moral development and then the return to social context is a work of art. When I read the preview sections, I thought 'How can he ever link these very different areas?' But he did and very cogently."

—JEAN NEWMAN CLARK *University of South Alabama*

"The strongest asset of this chapter is the practical wisdom it conveys in light of research findings. The chapter helps to equip college students with ideas that will really matter to them in terms of their own success as future teachers."

—SUSAN ROGERS *Columbus State Community College*



CHAPTER 4: Individual Variations

- New chapter-opening teaching story on Shiffy Landa, who uses the multiple-intelligences approach in her first-grade classroom
- New section added—"Do People Have a General Intelligence?"—based on expert Nathan Brody's recommendation
- New Technology and Education box: "Technology and Multiple Intelligences"
- New coverage of links between intelligence and schooling
- Deleted section on creativity and moved to new chapter 9, Complex Cognitive Processes, at the request of reviewers
- Added Gardner's view of misuses of his multiple-intelligences concept
- Deleted section on systems of learning and thinking styles at the request of reviewers
- Added recent research on genes and intelligence
- Modified definition of intelligence
- Discussion of emotional intelligence now covered in this chapter in the multiple-intelligences section
- Added research on environmental influences in link between ethnicity and intelligence
- New section on evaluating learning and thinking styles

"John Santrock's text provides particularly strong coverage on the topics covered in chapter 4, Individual Variations. The topic of intelligence receives especially thorough coverage."

—JOHN T. BINFET *California State University—San Bernadino*



CHAPTER 5: Sociocultural Diversity

- Addition of Kenji Hakuta's (2000) recent research on how long it takes language minority students to learn English

- New section on culturally relevant teaching
- New section on issues-centered education
- New discussion of strengths and courage of children and their families living in impoverished conditions
- Expanded teaching strategies for working with children from low-income backgrounds
- Added Joseph LeDoux's (2002) ideas on the emotional brain in females and males
- Extensively revised and updated discussion of gender bias and classrooms with new coverage of the situations in which gender bias occurs against males and the situations in which it occurs against females
- New section on gender differences in school attainment
- Revised, expanded, updated description of gender similarities and differences in math, science, reading, and writing
- Inclusion of recent study showing link between poverty and lower math and reading achievement scores in 12- to 14-year-olds (Eamon, 2002)
- New figure (5.1) comparing children's vocabulary development in welfare and professional homes and the language input children experience in these contexts
- New figure (5.2) on grammar proficiency and age at arrival in the United States
- New discussion of recent research on the gender difference in relational aggression (Ostrov, Keating, & Ostrov, 2004; Underwood, 2003, 2004)
- Added recent data from the National Assessment of Educational Progress (2001) on gender and reading achievement and gender and science achievement, including two new figures (5.3 and 5.4) illustrating these gender differences

"Overall evaluation: A++. It is exactly what I would plan for if writing an educational psychology text. John Santrock makes a potentially daunting task of comprehensively covering sociocultural issues in a sensitive manner seem effortless. . . . The real gems are the Teaching Strategies, and the section on gender bias has more expanded coverage than most ed psych texts."

—ALYSSA GONZALEZ *Florida Atlantic University—Jupiter*

"This chapter has some great ideas on how to provide classroom activities as they pertain to culturally relevant teaching."

—ROBERT RICE *Western Oregon University*



CHAPTER 6: Learners Who Are Exceptional

- Reorganization of chapter with "Children Who Are Gifted" now a main heading and the last section in the chapter

- New Diversity and Education interlude on the disproportionate representation of minority students in special education
- New Through the Eyes of Teachers insert: “Discovery Centers”
- Updating of special education statistics for the twenty-first century
- New discussion of discrepancy issue in identification of learning disabilities
- Added recent major study (MTA) on treating ADHD (Swanson & others, 2001)
- Added comments about the cochlear implant controversy
- Updated coverage of issues involved in defining learning disabilities
- Added comments about structure and teacher-direction in working with children with ADHD
- New coverage of positive behavioral support and functional behavioral assessment, recommended by expert consultant Daniel Hallahan
- Description of recent study showing how inclusion benefits students with a learning disability (Rea, McLaughlin, & Walther-Thomas, 2002)

“I think this chapter is very well done. It is thorough but concise. It provides just the right amount of depth on this topic for an ed psych text.”

—DANIEL HALLAHAN University of Virginia

“This is a great chapter that is very well organized. . . . It did not surprise me when I learned that John Santrock was a former school psychologist. His expertise in this area was evident.”

—KATHY BROWN University of Central Oklahoma



CHAPTER 7: **Behavioral and Social Cognitive Approaches**

- Revised definition of learning, as recommended by expert consultant Albert Bandura
- Revised, updated coverage of observational learning based on Bandura's recommendations
- Added comments about social cognitive theory evolving out of behavioral theories but strongly emphasizing cognition
- Added criticisms of the behavioral theories based on expert consultant Dale Schunk's recommendations
- Improved figure (7.2) on how classical conditioning works
- New discussion and figure (7.6) on cross-cultural attitudes toward corporal punishment (Curran & others, 2001)
- Description of recent study showing that the use of spanking by parents to discipline children is linked to an increase in problem behavior over time (McLoyd & Smith, 2002)

“The major theories and principles are covered well. The explanation of forms of reinforcement and punishment is very well done. . . . I am especially glad to see self-regulation included. . . . This chapter includes many applications and they accurately reflect the principles. The chapter achieves a successful balance between theory and applications.”

—DALE SCHUNK University of North Carolina—Greensboro



CHAPTER 8: **The Information-Processing Approach**

- Extensively reorganized chapter, with material on thinking, problem solving, and transfer moved to new chapter 9, resulting in a much more focused chapter on the information-processing approach
- Completely new section on expertise, including discussions of expertise and learning, acquiring expertise, and expertise and teaching
- New high-interest introduction to encoding and attention, including new figure (8.3) on the faces of famous individuals to illustrate the importance of attention
- New Technology and Education box: “Experts and Technology”
- New Diversity and Education interlude: “Culture, Gender, and Memory”
- Reorganized and updated coverage of working memory
- New discussion of recent research on the influence of expressive writing on working memory and its application to anxiety about math (Gray, 2001; Klein & Boals, 2001)
- Expanded and improved Self-Assessment: “How Effective Are My Memory and Study Strategies?”
- New discussion of developmental changes in the role of elaboration in memory, including new figure (8.3) of research data on this topic
- New discussion of developmental changes in the role of imagery in memory, including new figure (8.4) of data from a research study on this topic
- Expanded emphasis on the reconstructive nature of schema theory, including new figure (8.9) on the “War of the Ghosts”

“I think that the chapter's coverage of cognitive development in general, and the information-processing approach in particular, is quite successful. . . . The writing style, level of presentation, and interest level are all excellent.”

—ROBERT SIEGLER Carnegie Mellon University

“The overall organization and coverage is extremely comprehensive. . . . An excellent presentation of complex concepts and their relationships. The Teaching Strategies for Getting Students to Pay Attention is excellent. The section on metacognition is also a strength. References and research are current and selective.”

—LYNNE HAMMANN University of Akron



CHAPTER 9: Complex Cognitive Processes

- Material from former chapter 8 in the first edition—concepts, thinking, and problem solving—now in a new, stand-alone chapter
- New section on creativity now in this chapter (this topic was in chapter 4, Individual Variations, in the first edition)
- New section on decision making with extensive coverage of the biases and flaws that can interfere with good decision making
- New discussion of the role of emotions in problem solving
- Revised and expanded material on inductive and deductive reasoning, including new figure (9.4)
- Revised and improved coverage of algorithms
- New Diversity and Education interlude: “Transfer and Cultural Practices”
- New chapter-opening teaching story on Marilyn Whirry, a twelfth-grade English teacher, who emphasizes depth of thinking
- Revised and separated Teaching Strategies for Improving Children’s Thinking and Improving Students’ Problem Solving to make them more focused and less cumbersome
- New research on the effectiveness of using the *Jasper Series* in fifth-grade math classrooms (Hickey, Moore, & Pellegrino, 2001)

“This new chapter beautifully weaves together material on concept formation, thinking, reasoning, decision making, problem solving and transfer by leading the reader to a greater understanding of all the key concepts.”

—CAROLINE GOULD Eastern Michigan University

“This chapter was very good. The section on concepts was one of the best I have read in an educational psychology text. . . . The sections on problem solving and transfer were also very good.”

—MARLA REESE-WEBER Illinois State University



CHAPTER 10: Social Constructivist Approaches

- New chapter focused exclusively on social constructivist approaches (in the first edition, this material was in the same chapter as cognition in the content areas)
- New section added, “A Collaborative School,” based on an innovative social constructivist program
- New Self-Assessment: “Evaluating My Social Constructivist Experiences”

- New recent research on schooling as a cultural process that focuses on comparison of students in a traditional school and a collaborative school (Matusov, Bell, & Rogoff, 2001)
- New section on Johnson and Johnson’s (2002) emphasis on creating a cooperative community
- New recent research on achievement goals and collaboration with a peer (Gabriele & Montecinos, 2001)
- Added coverage of Mary Gauvain’s (2001) view on why social constructivist approaches are important for understanding how children learn and think
- Expanded discussion of Reading Recovery
- New discussion of PALS (Peer-Assisted Learning Strategies), including recent research on the effectiveness of PALS reading and PALS math (Fuchs, Fuchs, & Burish, 2000)
- Addition of new research on the effectiveness of scaffolding (Pressley & others, 2001) and cognitive apprenticeship (Englert, Berry, & Dunsmore, 2001)

“This chapter is excellent. It is well organized with learning, structuring groups, and social constructivist programs. Great reading!”

—GABY VAN DER GIESSEN Fairmont State College

“This is a great chapter! Currency: Very timely!”

—DAVID DALTON Kent State University



CHAPTER 11: Learning and Cognition in the Content Areas

- New, stand-alone chapter on learning and cognition in the content areas
- New section on pedagogical content knowledge
- Completely new section on social sciences, including material on themes of social studies teaching and learning, as well as constructivist approaches in teaching social studies
- New chapter-opening teaching story on Betty Teufel, a reading teacher
- Some of the reading material was in chapter 2 in the first edition; all of the book’s discussion of reading is now in this chapter
- Updated, recent coverage of research on reading (National Reading Panel, 2000) with more detailed information about what works in teaching children to read; also new introduction to section on reading with Steve Stahl’s (2002) ideas on the three main goals of reading instruction
- Updated, revised ideas on teaching science (Cocking, Mestre, & Brown, 2000)
- New material on interactive demonstration strategy in helping students overcome misconceptions in science

- Discussion of important contemporary issue of whether elementary school students should use calculators to learn math, including recent national study and figure of data from the study
- New themes of planning and reviewing highlighted in the discussion of writing
- Expanded coverage of problem solving in writing
- New recent study by Pressley and others (2001) documenting that effective reading instruction not only involves a balanced reading approach but also effective classroom management and encouragement of student self-regulation
- New figure (11.5), A Plan Think-Sheet, to help students with planning their compositions
- New Diversity and Education interlude: "UN Peacekeeping: A Constructivist Approach"
- New Through the Eyes of Teachers inserts
- Extensively revised and updated coverage of math education based on recent recommendations by the National Council of Teachers of Mathematics
- Recent research by Constance Flanagan (Flanagan & Faison, 2001) showing how teachers can effectively instill a sense of democracy in students
- Considerably expanded teaching strategies for incorporating writing into the curriculum
- New research and figure (11.2) based on the research that links working memory capacity and reading

"This is an excellent chapter. . . . The chapter is rich in content and provides engaging multi-grade examples."

—CAROLINE GOULD Eastern Michigan University

"A separate chapter for the five main content areas is a great idea! This chapter is well organized with attention to important content areas—excellent to support students in their ability to connect educational psychology concepts with their 'how to' courses and understanding the cognition aspect."

LYNNE HAMMANN University of Akron



CHAPTER 12: **Planning, Instruction, and** **Cognitive Technology**

- Extensive reorganization of technology section, including deletion of computer-supported approaches to learning as recommended by reviewers
- New chapter-opening teaching story on using laptop computers in the classroom
- New section on ISTE technology standards (2000) for different grade levels, including many new examples of effective technology activities

- Updated search engines to include Google and others
- New discussion of an outstanding teacher who uses essential questions to direct what her students study
- Inclusion of recent research on parental involvement in homework (Hoover-Dempsey & others, 2001)
- New discussion of revision of Bloom's taxonomy to focus more on knowledge and cognitive processes (Anderson & Krathwohl, 2001)
- Coverage of recent large-scale study on students' perceptions of teachers and how these perceptions are linked to the students' motivation and achievement (McCombs, 2001; McCombs & Quiat, 2001)
- New section on ubiquitous computing and how students might benefit from it
- New Through the Eyes of Teachers inserts, one on Luis Recalde's efforts to foster learning and civic unity and one on Mary Lynn Peacher's strategies for guiding students to discover
- Revised, updated Self-Assessment: "Evaluating My Technology Skills and Attitudes"
- New figure (12.4) showing difference between Asian and U.S. parents' views on why children achieve in math
- New figure (12.7) based on recent research showing the relation of students' use of the Internet at home and science achievement
- Deleted section on integrating the curriculum to make the chapter more cohesive and briefer

"This chapter is better handled than any other educational psychology text I've seen."

—JAN HAYES Middle Tennessee State University

"In this chapter, students receive an excellent introduction to planning, instruction, and technology."

—REVEREND JOSEPH DI MAURO DeSales University



CHAPTER 13: **Motivation, Teaching, and** **Learning**

- New discussion of Lance Armstrong's battle with cancer and motivation to win the Tour de France as an example of motivation for students
- Changing of wording in a number of places to underscore the point that motivation comes from students and that teachers can provide effective strategies to help students become motivated
- Revised definition of motivation based on expert consultant Dale Schunk's recommendation
- New section on social motivation