

【美】· 罗伯特·斯莱文 · 著  
ROBERT E. SLAVIN

姚梅林 陈勇杰 译注

# EDUCATIONAL PSYCHOLOGY THEORY AND PRACTICE

# 教育心理学

理论与实践

第8版·双语教学版

人民邮电出版社  
POSTS & TELECOM PRESS

# 教育心理学

第8版

双语教学版

〔美〕罗伯特·斯莱文 著

姚梅林 陈勇杰 译注

人民邮电出版社

北 京

## 图书在版编目 (CIP) 数据

教育心理学 (第 8 版): 双语教学版 / (美) 斯莱文 (Slavin, R. E.) 著; 姚梅林, 陈勇杰译注.

- 北京: 人民邮电出版社, 2011.3

ISBN 978-7-115-24710-0

I. ①教… II. ①斯… ②姚… ③陈… III. ①教育心理学—英、汉 IV. ① G44

中国版本图书馆 CIP 数据核字 (2010) 第 258086 号

**Robert E. Slavin**

***Educational Psychology***, 8th Edition

ISBN 0-205-45531-X

Posts & Telecom Press is authorized by Pearson Education to publish and distribute exclusively this reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Copyright © 2011 by Pearson Education, Inc. and Posts & Telecom Press.

本书双语教学版由 Pearson Education 公司授权人民邮电出版社独家出版发行。此版本仅限在中华人民共和国境内 (不包括中国香港、澳门特别行政区及中国台湾地区) 销售。未经授权的本书出口将被视为违反版权法的行为。

未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

本书封底贴有人民邮电出版社和 Pearson Education 公司防伪标签, 无标签者不得销售。

北京市版权局著作权合同登记号: 01-2009-3541

版权所有, 侵权必究。

## 教育心理学 (第 8 版): 双语教学版

- ◆ 著 [美] 罗伯特·斯莱文  
译 注 姚梅林 陈勇杰  
策 划 刘 力 陆 瑜  
责任编辑 刘丽丽  
装帧设计 O.E.T
- ◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街 14 号 A 座  
邮编 100061 电子函件 315@ptpress.com.cn  
网址 <http://www.ptpress.com.cn>  
电话 (编辑部) 010-84937150 (市场部) 010-84937152  
(教师服务中心) 010-84931276  
三河市李旗庄少明装订厂印刷  
新华书店经销
- ◆ 开本: 850 × 1092 1/16  
印张: 40  
字数: 927 千字 2011 年 3 月第 1 版 2011 年 3 月第 1 次印刷  
著作权合同登记号 图字: 01-2009-3541

ISBN 978-7-115-24710-0/F

定价: 78.00 元

本书如有印装质量问题, 请与本社联系 电话: (010) 84937153



## 内 容 提 要

本书从理论和实践的角度出发，介绍了教育心理学领域内的主要理论、基本概念、基本规律与方法，反映了当前有关的新理论与新进展。它鼓励教师去思考学生如何发展和学习；鼓励教师在教学之前和教学过程中做出决策；鼓励教师思考如何证明学生正在进行学习、正在迈向成功。本书教会我们如何将教育心理学的理论知识迁移到现实的课堂教学中，帮助我们成长为一个“有意识的教师”。

本书内容体系完整，事例科学、实用，可读性强，使读者阅读过程中如有身临其境的感觉，是一本令人称道的经典教材。本书可供心理学、教育学专业的学者和研究者使用，同时适用于各类教育工作者。

# 译者序

罗伯特·斯莱文在着手撰写《教育心理学：理论与实践》一书时，其初衷是“为明日之教师提供必要的基础知识和实用策略，使其成为优秀的教育者。”第八版依然初衷不改。作者秉承其前几版的理论知识与实用策略并举、多元教学理念与方法并存的平衡、兼容的特色，在内容选取及呈现方式上，都彰显其真知灼见：有效的教学既不是一些雕虫小技，也不是一套抽象的原则；相反，它是把理解透彻的原理明智地应用于实践，满足实践需要。斯莱文指出，不管教师的哲学观是什么，他们必须精通多种教育教学方法，并加以有意识地使用，而不能盲目跟风或非此即彼的简单套用。

斯莱文在第八版中，围绕学生、教学和学习这三大主题内容进行阐述，删除了过时的或无关紧要的内容，补充了教育心理学近年来的新进展，超过三分之一以上的文献皆为近十年来的新文献。诸如家庭投入、脑科学研究、当前背景下的教育问责及教育技术应用等反映教育心理学研究进展及教育实践需求的内容，都在这一版中有详尽的阐述。此外，即使在学习的多元化、学习理论、学习动机、有效学习环境等常规主题的介绍方面，作者也都进行了拓展。卡通图画的补充增强了该书的可读性及趣味性，丰富的网络资源及其他教学辅助资源的补充更为读者提供了有效的导航。

与前几版相比，斯莱文在第八版更为重视如何成为有意识的教师，并在每章都新加入了“教学困境：思考案例”及相应的反思问题，以使读者对教育实际中遇到的问题进行更为深入、全面的思考。此版独具特色之处还体现在每章新增的“个人反思”部分，作者现身说法，将本人身为教师、研究者及家长的所思所想与读者分享，使读者对其经历、价值观及主张等有了更为真实、鲜活的认识。此外，每章中的“理论应用于实践”部分阐述了如何将有关原理用于课堂中的各种具体策略，为读者提供了可用的工具。各章的编排方式，从开头的提纲至结尾的概要及自我评价等，为读者进行有意义的、自主的学习提供了支架。

为了让读者能够原汁原味地阅读理解但又不会有过重的认知负荷，我们在第八版的双语版中，着重做了以下几方面的工作：首先，对原文中的关键术语都给予了中文注释，这有利于读者精准地把握和规范地使用教育心理学的专业术语；其次，将书中的生词、难词或其他具有特殊含义的词汇、词组等精选、翻译，以方便读者理解词汇、词组的本源语义及特定语境下的语义，为读者阅读理解扫除语言上的障碍；第三，对于那些较难理解、专业性较强、或在全文中起到至关重要作用的段落，我们也给出了中文解释。总之，基于对读者需求及作者期望的理解，我们精选了有关的词汇、词组及语段加以翻译。当然，鉴于我们的学识与见识，双语版的选词及翻译中难免有不当之处，敬请大家批评指正。

非常感谢新曲线出版社刘丽丽女士的理解与支持，让我们有充足的时间字斟句酌。

姚梅林 陈勇杰

# 专栏

## Features

### PERSONAL REFLECTION

Adapting	9	Defining <i>Effective</i>	196
Using Research to Inform Teaching	22	Balancing Instruction	209
Egocentrism in Action	37	Working Together	261
Developing Character	57	Computers in Education	301
Understanding Development	68	Using Different Styles	327
Coping with Change	86	Maintaining Control	360
Being Sensitive to Race	111	The Struggle over Inclusion	424
Understanding Diverse Thinkers	126	Assigning Grades	486
Modifying Behavior	146	Mixed Messages	500

### THEORY INTO PRACTICE

Teaching as Decision Making	12	Classroom Uses of Reinforcement	141
How to Be an Intelligent Consumer of Educational Psychology Research	14	Practical Reinforcers	142
Educational Implications of Piaget's Theory	42	Observational Learning	155
Classroom Applications of Vygotsky's Theory	46	Reducing Retroactive Inhibition	182
Fostering Moral Development in the Classroom	55	Keyword Mnemonics	187
Promoting Literacy Development in Young Children	72	Teaching the PQ4R Method	196
Promoting the Development of Self-Esteem	81	Planning a Lesson	213
Helping Children Develop Social Skills	83	Communicating Objectives to Students	215
Promoting Formal Operational Thought	85	Introducing Reciprocal Teaching	252
Providing Developmental Assets for Adolescents	92	Student Teams-Achievement Divisions (STAD)	257
Parent Involvement	104	Applying the Principles of Mastery Learning	287
Teaching in a Culturally Diverse School	111	Effectively Using Tutoring Methods to Meet Individual Needs	291
Teaching English Language Learners	114	Giving Students Motivating Feedback	324
Avoiding Gender Bias in Teaching	120	Helping Students Overcome Learned Helplessness	331
Multiple Intelligences	124	Using a Daily Report Card System	376
		Establishing a Group Contingency Program	377

Teaching Adaptive Behavior Skills	398	Making Assessments Fair	458
Teaching Students with Learning Disabilities	401	Writing Multiple-Choice Tests (Format Suggestions)	462
Students with ADHD: The Role of the Teacher	403	Detecting Bluffing in Students' Essays	468
Preparing IEPs	419	Peer Evaluations	470
Adapting Instruction for Students with Special Needs	427	Using Portfolios in the Classroom	475
Planning Courses, Units, and Lessons	444	Teaching Test-Taking Skills	501
		Interpreting Standardized Test Scores	512

## TEACHING DILEMMAS: CASES TO CONSIDER

Choosing a New Curriculum	25	Should Computers Be in Labs or Classrooms?	293
Using Moral Reasoning	58	Expectations	333
Adapting Instruction	71	Adapting Strategies	339
Meeting Resistance	109	Rules of the Room	364
Dealing with Behavior Problems	150	Referring a Student	417
Differing Approaches	192	Finding What Works	432
Designing Lessons	225	Establishing a Grading System	482
Developing Self-Regulating Techniques	247	Dealing with High-Stakes Testing	520

## THE INTENTIONAL TEACHER

Using What You Know about Human Development to Improve Teaching and Learning	59	Using What You Know about Accommodating Instruction to Meet Individual Needs	310
Using What You Know about Early Childhood, Middle Childhood, and Adolescent Students to Improve Teaching and Learning	92	Using What You Know about Motivation to Improve Teaching and Learning	346
Using What You Know about Student Diversity to Improve Teaching and Learning	128	Using What You Know about Effective Learning Environments to Improve Teaching and Learning	384
Using What You Know about Behavioral and Social Learning Theory to Improve Teaching and Learning	160	Using What You Know about Learners with Exceptionalities to Improve Teaching and Learning	434
Using What You Know about Cognitive Theories of Learning to Improve Teaching and Learning	202	Using What You Know about Assessing Student Learning to Improve Teaching and Learning	488
Using What You Know about Direct Instruction to Improve Teaching and Learning	236	Using What You Know about Standardized Tests to Improve Teaching and Learning	522
Using What You Know about Student-Centered and Constructivist Approaches to Improve Teaching and Learning	270		



# 前言

## 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 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* or similar ones 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.

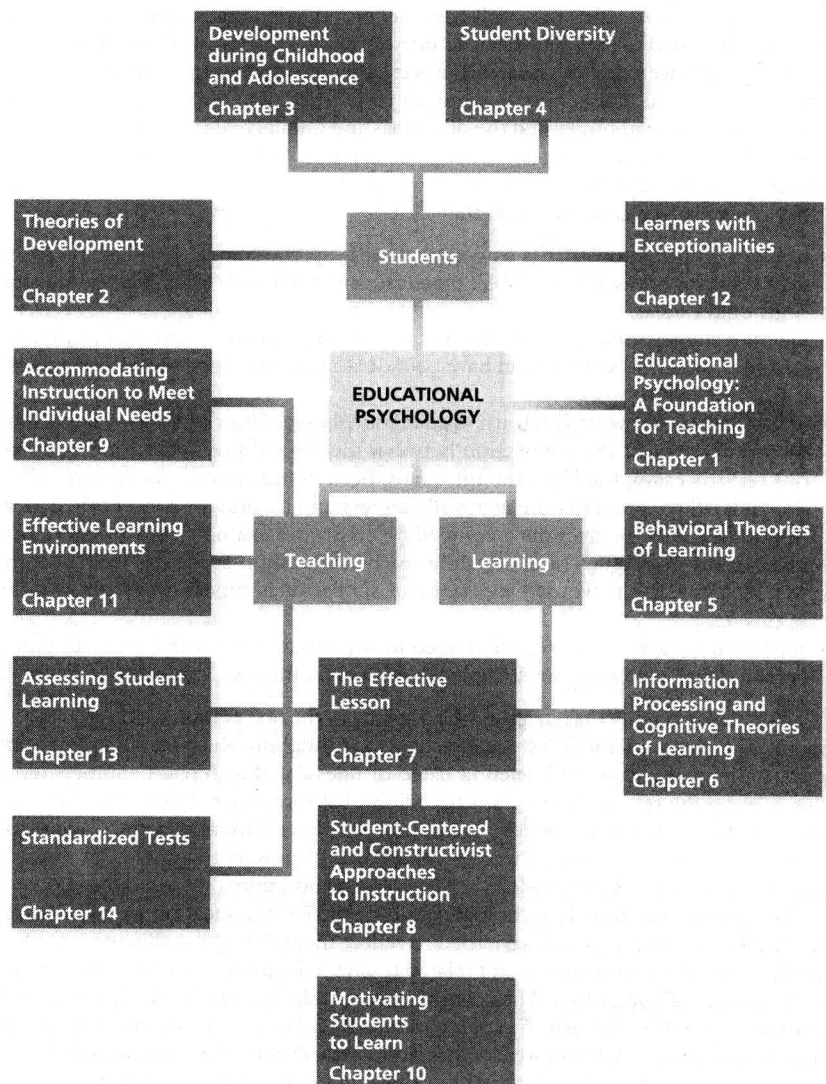
These have been my objectives for the book from the first edition to this, the eighth edition. With every edition, I have made changes throughout the text, adding new examples, refining language, and deleting dated or unessential material. I am meticulous about keeping the text up to date, so this edition has more than 2,000 reference citations, more than one-third of which are from 2000 or later. Although some 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 constructivist methods, 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. 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 thoughtfully.

The eighth edition presents new research and practical applications of many topics. Throughout, this edition reflects the "cognitive revolution" that has transformed educational psychology and teaching. The accompanying figure presents a concept map of the book's organization.

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



Given the developments in education in recent years, particularly with the introduction of the No Child Left Behind legislature in 2001 and the focus on standards, 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 you develop 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.

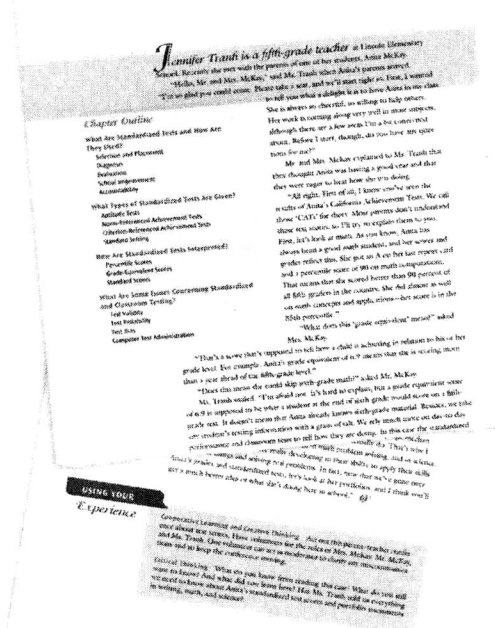
This book emphasizes the intelligent use of theory and research to improve instruction. The chapters on teaching occupy about one-third of the total pages in the book, and the other chapters all relate to the meaning of theories and research practice. Whenever possible, the guides in this book present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

## NEW AND EXPANDED COVERAGE

Among the many topics that receive new or greater coverage in this edition are the impact of educational standards on teacher certification or licensure (Chapter 1); family involvement (Chapter 4); English Language Learners and bilingual education (Chapter 4); research on the brain (Chapter 6); No Child Left Behind (Chapter 9); technology applications (Chapter 9); preventing serious behavior problems (Chapter 11); the most recent changes in IDEA (Chapter 12); and accountability aspects of No Child Left Behind (Chapter 14).

## 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 the **Using Your Experience** sections that follow each vignette. Each of these sections 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.



## The Intentional and Reflective 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 feature in each chapter, **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.

202 CHAPTER 6 Information Processing and Cognitive Theories of Learning
Chapter Objectives

### THE INTENTIONAL TEACHER

**Using What You Know about Cognitive Theories of Learning to Improve Teaching and Learning**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.

**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?**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.

**What knowledge, skills, needs, and interests do my students have that must be taken into account in my lesson?**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.

**What instructional materials, technology, assistance, and other resources are available to help accomplish my objectives?**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.

**How will I plan to assess students' progress toward my objectives?**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.

**How will I respond if individual children or the class as a whole are not on track toward success? What is my backup plan?**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.

**Assessment of Student Learning**

**Professional Commitment and Responsibility**

Intentional teachers know how information is processed, presented, and stored in memory. They anticipate that teaching is more than telling. They help students construct new information, rather than simply receive it. They use a variety of strategies to help students learn. They use a variety of strategies to help students learn.





## Theory into PRACTICE

## Preparing IEPs

**Initial referral.** The process of preparing an Individualized Education Program begins when a student is referred for assessment. Referrals for special education assessment can be made by parents, physicians, principals, or teachers. Classroom teachers most often initiate referrals for children with suspected learning disabilities, mental retardation, speech impairment, or emotional disturbance. Most other disabilities are diagnosed before students enter school. In most schools, initial referrals are made to the building principal, who contacts the relevant school district staff.

**Screening and assessment.** As soon as the student is referred for assessment, an initial determination is made to accept or reject the referral. In practice, almost all referrals are accepted. The evaluation and placement team may look at the student's school records and interview classroom teachers and others who know the student. If the team members decide to accept the referral, they must obtain parental permission to do a comprehensive assessment.

Members of the special services team include professionals designated by the school district plus the parents of the referred student and, if appropriate, the referred student. If the referral has to do with learning or emotional problems, a school psychologist or guidance counselor will usually be involved. If the referral has to do with speech or language problems, a speech pathologist or speech teacher will typically serve on the team. The building principal usually chairs the team but may designate a special education teacher or other professional to do so.

## INTASC

Assessment of Student Learning

**Theory into Practice** The Theory into Practice sections in each chapter help you acquire and develop the tools you need to be an effective teacher. These sections present specific strategies for applying information to the classroom.

**Guided Study** Each chapter offers features to help you regulate your own learning: a **Chapter Outline** to guide your study objectives; glossary and cross-reference **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.

**Licensure** This edition has multiple tools to help you apply your learning to licensure and certification. In each chapter you can both identify and practice the appropriate knowledge and skills you have attained.

## Self-Assessment: Practicing for Licensure

**Description:** This chapter-opening vignette allows students to see that an often assessed state licensure exam. It reads the chapter-opening vignette, and then respond to the following questions.

1. Mr. Jones, in the first vignette, is portrayed when he asks his students to follow his example by reading their right hands (thumb, ring, middle, and index fingers) and left hands (thumb, ring, middle, and index fingers) as the conventional tool of moral development compares with yours. If you had been in Mr. Jones's class, how would you have responded to his request?
2. When simply asking might not be enough to help Mr. Jones get his students to read both right hands:
  - a. Mr. Jones should have his students show a diagram of a person standing in the center of a circle, with arrows pointing to the right hand, and then to the left hand.
  - b. Mr. Jones should have his students show a diagram of a person standing in the center of a circle, with arrows pointing to the right hand, and then to the left hand.
3. In the second vignette, why did Mr. Jones's class come to believe the girl with the 10 number was going to tell the truth?
  - a. According to Piaget's theory, the students told the truth.
  - b. According to Piaget's theory, the students told the truth because they were 10 years old.
  - c. According to Piaget's theory, the students told the truth because they were 10 years old.
  - d. According to Piaget's theory, the students told the truth because they were 10 years old.
4. According to Piaget's theory of moral development, how can Mr. Jones help his students learn to tell the truth?
  - a. Challenge the student's reasoning into explaining from the facts before her.
  - b. Confront the student with the class and explain to her that she did not follow the rules.
  - c. Confront the student with the class and explain to her that she did not follow the rules.
  - d. Confront the student with the class and explain to her that she did not follow the rules.

## CERTIFICATION POINTERS

When responding to the case studies, in certification exams you may be asked to identify appropriate responses to the situation according to the student's Piagetian stage of development.

Intact when it comes to the development of the student's moral reasoning. This is a moral problem because it is not an ethical problem. If it were an ethical problem, it would be a moral problem. If it were a moral problem, it would be a moral problem.

## ON THE WEB

For more on peer tutoring see the Northwest Regional Educational Laboratory at [www.nwrel.org](http://www.nwrel.org).

- To help you assess your own learning and prepare for licensure exams, **Certification Pointers** identify content likely to be on certification tests.
- A special marginal icon identifies content that correlates to **INTASC standards**. These correspond closely to Praxis and many state assessments patterned on Praxis.
- In addition, special **Self-Assessment: Practicing for Licensure** features at the end of each chapter are also designed to resemble the types of questions and content typically encountered on state certification tests.

**Internet Connections** *Educational Psychology: Theory and Practice* also includes three special Internet connections that encourage you to go beyond the text to learn all that you can about educational psychology.

- The first is a new feature called **On the Web** that appears within the text and lists useful websites providing further information on topics discussed in each chapter.

## ON THE WEB

For more on peer tutoring see the Northwest Regional Educational Laboratory at [www.nwrel.org](http://www.nwrel.org).

expect the world®  
**The New York Times**  
[nytimes.com](http://nytimes.com)

- The second is a **Themes of the Times** connection located on the Companion Website ([www.ablongman.com/slavin8e](http://www.ablongman.com/slavin8e)) and directly linked to specially selected *New York Times* articles that present differing perspectives on contemporary topics pertinent to educational psychology.

- Finally, in the **Key Terms** sections at the end of each chapter, an icon prompts you to use **Research Navigator™**. This powerful research tool allows you to investigate key concepts and terms from the book using a collection of resources available to you online, including EBSCO's ContentSelect Academic Journal Database and *The New York Times*. Purchase of this book allows you free access to this exclusive pool of information and data. Your personal access code and instructions are included on the inside cover of this book.

through moral realism) by around age 6 and later advance to autonomous morality (rational morality based on moral principles). Kohlberg's 5 stages of moral reasoning reflect children's responses to moral dilemmas. In Stages 1 and 2 (the preconventional level), children obey rules set down by others while maximizing self-interest. In Stages 3 and 4 (the conventional level) the individual adopts rules, believes in law and order, and seeks the approval of others. In Stages 5 and 6 (the postconventional level), people define their own values in terms of abstract ethical principles they have chosen to follow.

Critics point out that Kohlberg's studies were based only on male subjects. Studies suggest that there may be little connection between what children say and their actual moral behavior.

#### Key Terms

Review the following key terms from the chapter. Then, to explore research on these topics and how they relate to education today, connect to Research Navigator™ through this book's Companion Website or directly at [www.researchnavigator.com](http://www.researchnavigator.com).

accommodation	33	autonomous morality	32
adaptation	32	convention	35
assimilation	32	class inclusion	39



## Using Research Navigator

*Educational Psychology: Theory and Practice* is designed to integrate the content of the book with the valuable research tool, Research Navigator™, a collection of research databases, instruction, and contemporary publications available to you online through [www.mylabschool.com](http://www.mylabschool.com).

In the Key Terms section at the end of every chapter you'll see special Research prompts cueing you to visit the Research Navigator™ website, using the key terms in each chapter to expand the concepts of the text and to further explore the work being done in the field of educational psychology. To gain access to Research Navigator™, go to [www.mylabschool.com](http://www.mylabschool.com) and log in using the access code you'll find on the inside front cover of your text. Research Navigator™ learning aids include the following:



**EBSCO's ContentSelect Academic Journal Database** EBSCO's ContentSelect Academic Journal Database contains scholarly, peer-reviewed journals. These published articles provide you with specialized knowledge and information about your research topic. Academic journal articles adhere to strict scientific guidelines for methodology and theoretical grounding. The information obtained in these individual articles is more scientific than information you would find in a popular magazine, in a newspaper article, or on a Web page.

**The New York Times Search by Subject Archive** Because newspapers are issued in regular installments (for example, daily, weekly, or monthly), they provide contemporary information. Information in newspapers may be useful, or even critical, for finding up-to-date material or information to support specific aspects of your topic. Research Navigator™ gives you access to a one-year, "search by subject" archive of articles from one of the world's leading newspapers—*The New York Times*.

**"Best of the Web" Link Library** Link Library, the third database included on Research Navigator™, is a collection of Web links, organized by academic subject and key terms. Searching on your key terms will provide you a list of five to seven editorially reviewed websites that offer educationally relevant and reliable content. The Web links in Link Library are monitored and updated each week, reducing your incidence of finding "dead" links.

In addition, Research Navigator™ includes extensive online content detailing the steps in the research process, including:



- Starting the Research Process
- Finding and Evaluating Sources
- Citing Sources
- Internet Research
- Using Your Library
- Starting to Write

Go to [www.ablongman.com/abouttrn.com](http://www.ablongman.com/abouttrn.com) for more information on how to use Research Navigator™.

## STUDENT SUPPLEMENTS



- In **MyLabSchool**, discover where the classroom comes to life! MyLabSchool is a suite of online tools, available at [www.mylabschool.com](http://www.mylabschool.com), designed to help your students make a smooth transition from student to teacher. MyLabSchool allows students to observe real classrooms in action and helps students prepare for getting a job. With portfolio development assistance, career advice, and Praxis preparation, your students will leave your course ready for the next step. MyLabSchool includes a direct connection to Research Navigator™. Access to this valuable supplement is free with the purchase of a new text. See inside the front cover for your access code!
- A new **Teaching Dilemma Casebook**, packaged free upon instructor request, provides elementary and secondary case studies that demonstrate common dilemmas that arise in today's classrooms. The Casebook includes four detailed cases per chapter that are closely integrated with the content and augmented by guiding questions and sample responses on the text website. Students will read about the ethical, moral, and political conflicts teachers face on a daily basis and reflect upon the possible solutions, better preparing them for the split-second decision making required of them as teachers. This supplement can be packaged with the text at no additional charge. Contact your representative for details.
- **Preparing for Licensure Guides** help students prepare for special state licensure tests, such as Praxis, with exercises closely tied into specific content from the text. Special guides have been prepared for General Certification and Praxis and four state-specific certification tests: Texas, Florida, New York, and California. This supplement can be packaged with the text at no additional charge. Contact your representative for details.
- The robust **Companion Website** ([www.ablongman.com/slavin8e](http://www.ablongman.com/slavin8e)) is organized by chapter and provides a full complement of Study Guide resources including pre-reading and post-reading study materials; self-check quizzes and practice tests; special *New York Times* articles; a complete guide to conducting research on the Internet; answers to Self-Assessment features; ongoing discussions about possible solutions to case studies in the book and in the new Teaching Dilemma Casebook; teaching strategies; lecture notes; Web links; and a correlation chart outlining the INTASC Principles and NCATE Standards addressed in the text.

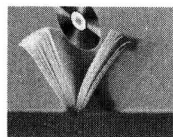
## INSTRUCTOR SUPPLEMENTS

- The **Instructor's Resource Manual with Test Items** contains chapter overviews, annotated lecture outlines, suggested readings and media, answers to the textbook Self-Assessment features, handout masters, and a complete offering of assessment items leveled for difficulty.
- The **Computerized Test Bank** contains a variety of testing items. The printed Test Bank is also available electronically through our computerized testing system:

TestGen EQ. Instructors can use TestGen EQ to create exams in just minutes by selecting from the existing database of questions, editing questions, or writing original questions. Testing items in the test bank include multiple-choice, true-false, short-answer, conceptual essay, reflective essay, and concept integration questions. Concept integration items ask students to apply a combination of concepts and principles to a written teaching scenario.

- The **Intentional Teacher Video** offers vignettes tied to chapter content that showcase intentional teachers and situations that educators encounter.
- The **PowerPoint™ Presentation** consists of outline slides for use in the classroom and lecture outlines for faculty. (Available for download from Supplement Central at <http://suppscentral.ablongman.com>.) New enrichment lectures in current areas of interest, such as IDEA 2004 and research on the brain, are also available.
- **Allyn and Bacon Transparencies for Educational Psychology IV** is an updated package that includes over 150 full-color acetates.
- “**What Every Teacher Should Know About**” series contains short booklets that cover the basic concepts of key topics in Education from Assessment to IDEA and NCLB. (Speak with your Allyn and Bacon/Longman representative.)
- In **MyLabSchool**, discover where the classroom comes to life! MyLabSchool is a suite of online tools, available at [www.mylabschool.com](http://www.mylabschool.com), designed to help your students make a smooth transition from student to teacher. MyLabSchool allows students to observe real classrooms in action and helps students prepare for getting a job. With portfolio development assistance, career advice, and Praxis preparation, your students will leave your course ready for the next step. MyLabSchool includes a direct connection to Research Navigator™. Access to this valuable supplement is free with the purchase of a new text. See inside the front cover for your access code!
- **VideoWorkshop for Educational Psychology** is a new way to bring video into your course for maximized learning! This total teaching and learning system includes quality video footage on an easy-to-use CD-ROM plus a Student Learning Guide and an Instructor's Teaching Guide. The result? A program that brings textbook concepts to life with ease and that helps your students understand, analyze, and apply the objectives of the course. VideoWorkshop is available for your students as a value-pack option with this textbook. (Special package ISBN required from your representative.)

**mylabschool**  
Where the classroom comes to life!



## ACKNOWLEDGMENTS

In this edition, I benefited from the skillful assistance of my colleague Bette Chambers, who wrote the Certification Pointers and contributed content throughout the text; as well as from the feedback of special content reviewers Jean Ulman, Ball State University, and Jim Persinger, Emporia State University, on Chapters 12 (Learners with Exceptionalities), 13 (Assessing Student Learning), and 14 (Standardized Tests). I also thank the writers of the supplements: Emilie Johnson (Instructor's Resource Manual), Janet Medina and Christiane DeBauge (Certification Guides), Catherine McCartney and Therese Olejniczak (Assessment Package), Richard Giaquinto (PowerPoint™ Presentation), Carol A. Scatena (Teaching Dilemma Casebook and Companion Website).

I also wish to thank my many colleagues who served as reviewers and contributors for this edition, as well as those who participated in a special survey. 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.