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Educational Psychology

Windows on Classrooms

教育心理学

第6版

透视课堂

Paul Eggen Don Kauchak

陕西师范大学出版社

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《教育科学分支学科影印版系列教材》

编 委 会

总序

现代西方教育思想不仅源流学派异彩纷呈，而且显示出深层转变并日益走向综合发展的趋势；同时，这一令人捉摸难定的趋势，又隐约展示出深刻的历史渊源、文化背景以及学理的传承相继。我国教育理论界历来重视对国外优秀教育思想的引入和借鉴，从赫尔巴特教学法到凯洛夫的教育学，从杜威的进步主义教育运动到后现代主义教育思潮等等应时而生的教育思想都对我国教育理论界产生了或大或小或显或隐的影响。可以说，我国教育理论界从来没有“闭关锁国”、“妄自尊大”的夜郎心态，总是自觉地融入世界教育理论发展的潮流之中。

当前，我国教育理论工作者积极地关注国外教育思想的发展动态，这从不断涌现的大量国外教育思想的译著和评价中可以窥见一斑。这样的译著为我们提供了接触国外优秀教育理论的平台，尤其对于受外语水平限制的研究人员来说，更有其存在的必然性与合理性。但是，按照阐释学的观点来看，人们对对象的思维总是渗透着主体的意向性，对文本的理解总是以译者的前见、成见、回忆、想象、符号思维等“前知识结构”为前提的理论重构过程，也就是说，这样的译著往往是译者的视界与文本或知识的视界融合的结果，这样，当我们对译著再次解读时，我们面对的已经不是“原汁原味”的东西了。在解读的过程中，我们也会遭遇译文观点的模棱两可而无法释怀，费尽心机地揣测是作者原文的纰漏还是翻译过程中造成的误解。因此，严肃的外国教育理论研究倡导选用原版著作，研究生的培养也应力求通过外文资料来把握国外教育理论动态，从而为我们的教育理论界理解和借鉴西方教育思想，保证一个良好的心态，奠定一个扎实的基础，以期不久的将来看到我们的教育理论界在荆棘与鲜花并见的求索道路上前进一步。

解读原版著作，立意在于接续先贤，同构思想，研读者必须适时地用世界教育理论发展的大视界来关注我国教育理论的小市场。我们知道，一国的教育思想总是诞生于其特定的文化土壤，且随着本国经济和社会发展水平的进步而不断重构，从而具备了自身的理论完备性与适应于社会发展的先进性。今天，经济、社会、科学技术高度发达的西方国家已成功地实现了现代化，面临着向后工业社会（后现代社会）的转型，而社会主义初级阶段的中国还处于现代化的起步阶段，这样的国情是我们在学习西方教育理论的时候必须审慎对待的问题。一方面，他山之石，可以攻玉，全真、全面地了解西方教育理论的发展脉络可以丰富我国教育理论的发展底蕴，进而转变我们沿袭已久的思维定势、惯用模式和价值标准，促进我国教育研究的多元化态势；另一方面，西方向后工业社会转型的过程中诞生的批判与解构“现代性”

的哲学、文化和教育思潮，深刻阐释了“科学主义”和“工具主义”肆虐对人的主体性的消解，警告我们在进军现代化的过程中提防滑入“唯科学主义”的泥潭。然而，对西方教育理论的学习绝不是简单的、不加批判的“拿来主义”，我国的传统文化底蕴和独特的教育学研究的思维方式是我国教育理论发展的根基，对真正具有借鉴价值的西方教育思想的引入必须在认真地探讨、比较、辨析、澄清的基础上进行本土化的改造，只有真正地适应了我国的教育、文化、社会发展状态的教育理论，才能对我国的教育发展具有真正促动作用，否则，那些“无根”的、悬浮着的思想只能是天边飘过的“他乡的云”，无法触动教育工作者心底的“怀旧”的神经。

现代西方教育思想著述庞杂纷乱，因此我们选用的原著在力求反映现代西方教育思想学术的独创性与思维的深邃性的同时，特别注重思想的全面性及其内涵的启迪价值。无论是既成主流学派的名家大作，还是依然在支流思潮中潜伏暗涌的新秀新作，无论是以思想观念的独创性而鹤立于人类教育思想史的“义理之学”，还是将研究方法更新变换纳入漫漫思想长河的“考据之学”，无论是条分缕析的哲理小册，还是以综合为主、兼及他人之长的平和教材，凡此种种均在我们的选用之列。应当说，这是一个庞大而又细致的系统工程，更是一项值得大力推动的事业，期望有志于促进我国教育科学发展的人们共同关心和支持她。

《教育科学分支学科影印版系列教材》编委会

2005 年 1 月

导言

一、缘起

作为心理学和教育学高年级本科生和研究生的任课教师，我从事教育心理学、学习心理学等课程的教学和研究工作已经十余年了，接触过的国内外各种名目的教育心理学教材和教学参考书，有数十种之多；我自己也参与过多种版本的教育心理学教材的编写。然而，这么多年来，我一直心存遗憾，感觉缺乏真正令人满意的教科书。

暂且抛开教育心理学内部各种门户之争不提，问题仍然很多：有些教材过多地集中于心理学原理，而不关注教育应用；有些书可能包含了太多曾经很重要，而现在跟教学没有太大关系的理论；还有一些书则只选择了某一类作者偏好或当下流行的理论，难免偏颇；相当普遍的一个误区是，很多教育心理学专著中阐明的学习理论仅仅适用于“真空环境中的教学”，只考虑学习和教学的常规，无理忽视其它一切环境和个人因素……我一直认为，理想的教育心理学教材，应该是“既有理论的精深度和新颖性，又有实践的宽广度和实用性”。这样，才能真正体现教育心理学理论与实践、基础与应用相结合的学科特性。因此，当我认真研读 Paul Eggen和Don Kauchak合著的《教育心理学：透视课堂（Educational Psychology: Windows on Classrooms）》后，我深深感觉到：这是一本我寻觅已久的书，是一本优秀的教育心理学教材，我应该将它介绍给国内更多的读者。

Paul Eggen和Don Kauchak是美国著名的教育心理学家，分别就职于北佛罗里达大学和犹他州立大学。他们长年保持合作关系，结成了深厚的友谊，也共同出版了一系列教育心理学领域的相关书籍，取得了丰硕成果。除本书外，Paul Eggen和Don Kauchak合著的书籍还包括《Strategies for Teachers: Teaching Content and Thinking Skills》（目前共四版）、《Methods for Teaching: Promoting Student Learning》（目前共六版）、《Learning and Teaching: Research-Based Methods》（目前共四版）、《Introduction to Teaching: Becoming a Professional》和《Motivation》

等，受到专业人士的普遍认同。而本书，正是Paul Eggen和Don Kauchak最具有代表性的专著之一。此次引进的《教育心理学：透视课堂》是该书2004年推出的第六版。

对于本书的前几个版本，我在教育心理学课程的教学过程中，也一直作为主要的教学参考书，并极力推荐给学生阅读。但是，学生真正去读的很少，因为他们很难找到原版的图书。

我们最终决定采用原文影印的形式（而不是翻译出版的形式）推出此书，主要出于以下的考虑：

首先，是为了尽可能保证“原汁原味”，无论多么严谨的翻译工作也难免存在细节上的瑕疵，何况翻译的过程依赖于译者的专业水平，它本身就是译者再生产的过程。对于每一句原文，每个人都可以“建构”出自己的理解，我们又为什么要剥夺读者享受与作者直接进行心灵交流的乐趣呢？

其次，此书的读者定位是各高等师范院校教育科学领域的学生和各研究机构的专业人员，原文引进有助于培养国内学生和研究者接纳的能力和接纳的态度，积累丰富的教育心理学专业词汇，熟悉本领域的专业用语，为日后的学术交流打下扎实基础。

第三，虽然阅读英文原著对于我们大多数人都多少有些吃力，但文字的美感和韵味，非如此而不可得。一本好的学术专著与一本好的小说或诗集一样，可以让人读后唇齿留香。本书文字清新生动，且浅显易懂，这也使原文引进成为可能。

二、主要内容

关于教育心理学的内容体系，在国内一直存在很大争议。本书作者认为，教育心理学作为研究学生发展特点与学习规律及其教学应用的科学，其基本内容应该包含学生、学习和教学三个部分。为此，本书的主要内容就是围绕“学生”、“学习”和“教学”三个大的模块来组织的。

然而在阐述所有这些内容之前，作者首先呈现给我们的，是这样一句忠告：“Teaching in the Real World（在现实世界中教学）”，这也是本书第一章的主题。在首章，通过探讨科研与教学的关系，阐述了作者对于教育、对于教育心理学最基本的理念：一切理论与研究都来源于现实教学并服务于现实教学。在学生和研究者们一开始接触教育心理学的时候，就树立起“Teaching in the Real World”的理念，让他们能带着这样的理念走进实验室，也能走出实验室、走进现实课堂。

本书的第一部分是“The Learner（学习者／学生）”，包含第二章到第五章共4章内容。在这一部分，作者不仅从认知、语言、个性、社会性与情绪等方面全面阐述了学生的发展特点，而且用很大的篇幅介绍了学生发展的个体差异和群体差异问题。在发展规律的阐述过程中，既有各领域经典理论

(Piaget, Vygotsky, Erikson, Kohlberg) 的介绍，也不乏对发展心理学新近研究和学术争论（如“观点采择”“自我认同”等）的关注。不过，在此我要特别推荐给大家的是第四章和第五章的内容，即学习者的差异性以及特殊学习者的教育问题。在我们所熟悉的国内教育心理学教材中，很少给予个体差异性和特殊儿童足够的关注，片面强调“普遍性规律”，忽视“特殊性规律”，不是研究能力的问题，而恰恰反映了我们目前的不少理论研究脱离教学实际、“闭门造车”的尴尬现状。

本书的第二部分内容是“Learning（学习）”，包含第六章到第九章共4章内容。在这一部分，作者全面介绍了教育心理学领域具有代表性的学习理论观点及其主要应用领域。对于学习理论的介绍，可以根据纵向线索划分为行为主义、认知主义、建构主义等等，也可以根据横向线索划分为概念学习、问题解决学习、策略学习、学习的迁移等等。而本书作者把两条线索都清晰地呈现出来了，因此学习理论的介绍更显得体系完整、结构清晰。

除此之外，我建议各位读者特别注意一下本书在介绍各流派理论时的策略。与多数教育心理学教材不同，本书在介绍各个流派的学习理论时并不一味强调不同流派间的对立，而更多地体现出不同流派的互补性和各自的侧重点——在作者看来，不同理论观点在一定程度上，不仅是可以共存的，而且是应该共存的。

我相信，一个单纯的学习理论并不能解决所有的教学问题，我也不相信我们迄今已经发现或了解了所有关于学习的理论。因此对教育实践者和研究者而言，能否以开放的态度接纳和包容不同观念，就显得尤其重要。

本书的第三部分内容是“Classroom Processes（课堂教学）”，包含第十章到第十五章共6章的内容，是全书内容的重心和中心所在。我们了解学生发展、研究学习过程，最终都是为课堂教学中的监控和干预做准备。课堂教学涉及的方方面面很多，本书并不企图面面俱到，而是选取课堂实践中最核心的环节进行详细的阐述。为此，本书侧重从动机理论与动机激发、课堂管理与教学原则、课堂评估与标准测验等3个方面进行讨论。

动机（Motivation）的相关问题是应该归入课堂教学的领域，还是应该归入学习理论的领域？国内外研究者尚存争议。本书把动机的相关问题归入课堂教学的领域，与全书重视实际运用的理念是一致的。期望价值、目标定向、成败归因……自我效能、自我决定、自我价值……这些“高深”的理论成果如果不能运用于实际教学中的动机激发，又有什么意义呢？当然，理论能在多大程度上帮助教育者解决特定的问题，更重要的是依赖于实践者能否做出明智的判断。为此，本书着重从教师特质、课堂气氛、教学策略、教育技术等方面论述了如何做到理论与实践的结合，具有很强的实用价值。

在“课堂管理与教学原则”的章节中，作者不仅系统介绍了课堂管理的基本原则、不良行为的处理策略、教学规划的基本历程，而且阐述了父母卷入学校教育的新主题，讨论了“聚焦”和“提问”等具体的教学策略。在传

统中有创新，在继承中有发展。

在这一部分，我希望各位特别关注一下“Assessing Classroom Learning（评估课堂学习）”和“Assessment Through Standardized Testing（运用标准化测验进行评估）”两章。随着国内教育改革的逐步深入，传统评估方式的局限性日益突显，对于先进教学评估方法的借鉴和研究也已经刻不容缓。而本书中介绍的一些新型评估方法和评估策略（如表现型评估、档案袋评估等）对现实教学有很大的借鉴意义，对相关领域科研人员也有一定的启示作用。

三、突出特色

纵观全书，我认为其最大的特点莫过于一句话：“Teaching in the Real World”。正是因为坚持这样的理念，作者在全书所有章节中采用的所有教学案例都来源于真实课堂；正是因为坚持这样的理念，作者在全书每个章节中都设置了“Windows on Classroom（透视课堂）”的案例介绍，体现了一个“反思性练习”的主题，培养一种批判性思维的眼光；也正是因为赞同这样的理念，我和我的同事们决定把《教育心理学：透视课堂》一书完完整整地呈现给各位。

我希望诸位把这本书作为继续研究、学习及在教学中实际应用的开端，也欢迎诸位与我们一起，分享阅读此书过程中的心得和收获。

伍新春

北京师范大学心理学院副院长

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Educational Psychology

Windows on Classrooms

Sixth Edition

Paul Eggen
University of North Florida

Don Kauchak
University of Utah

Preface

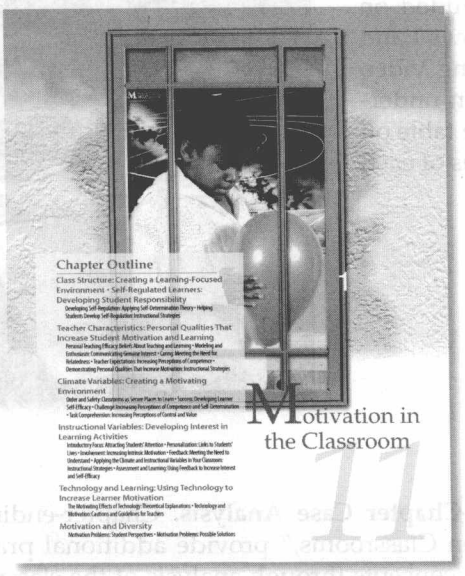
The literature of educational psychology continues to rapidly evolve, and we have written the sixth edition of *Educational Psychology: Windows on Classrooms* to remain on the cutting edge of theory and research in the field. At the same time, we have expanded on the theme that has made this book successful: to be the most applied text on the market. Our goals are to provide accurate, clear, and precise descriptions of research and theory combined with the suggestions that make these theories applicable in classroom practice. The subtitle "Windows on Classrooms" refers to our presentation of authentic classroom activities that are designed to provide you, our readers, with a realistic look at classrooms today and what they might become tomorrow.

To this end, this new edition has a deeper focus and commitment to being:

- Case-based *throughout* each chapter
- Exceptionally applied
- Filled with practice for the PRAXIS™

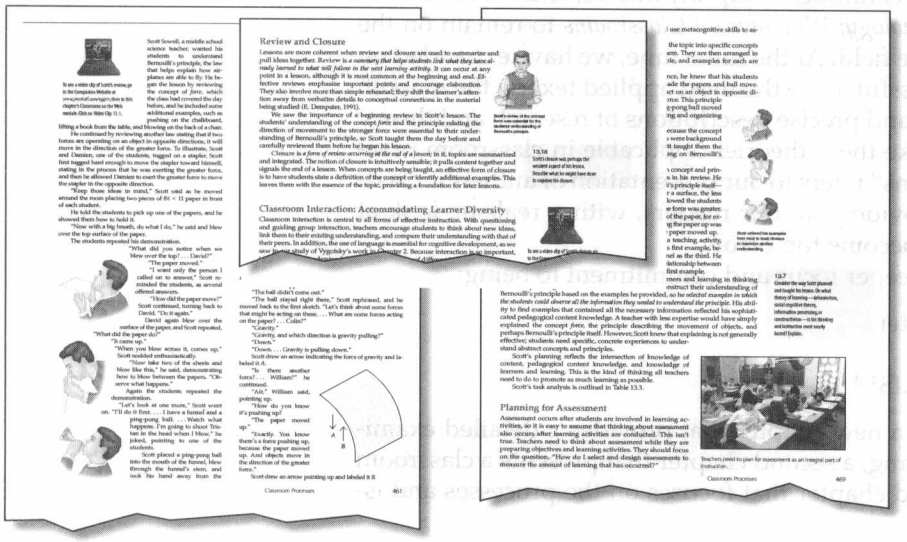
The edition is also expanded to include a new chapter that provides a detailed examination of the construction of understanding, a second chapter that presents a classroom model of student motivation, and a third chapter that focuses on the processes and issues involved in standardized testing.

The following pages illustrate the features and new additions to this text.



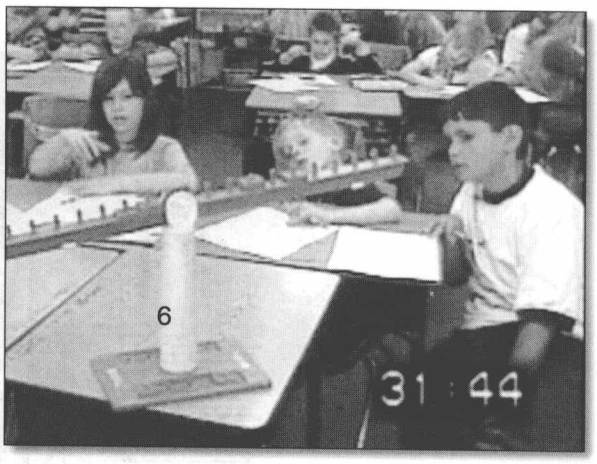
A BOOK THAT *TRULY INTEGRATES CASES* THROUGHOUT CHAPTERS

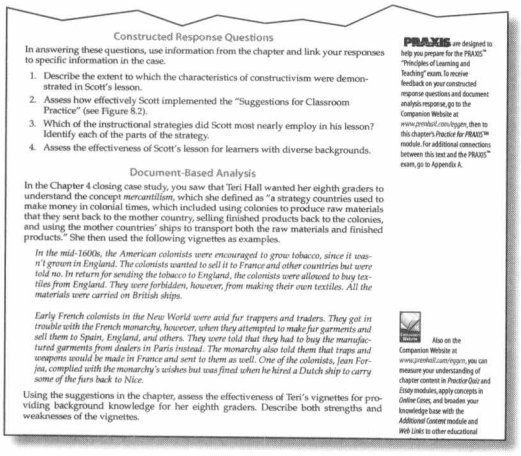
To capture the real world of learning and teaching, we capitalize on the use of case studies. All chapters begin with an extended case study. These cases are detailed and rich and are integrated and elaborated throughout the chapters to make theory concrete and applicable. The process of situating theory in the context of real-world practice is consistent with the most recent learning and motivation research. In this regard, the book is a model for effective instruction and provides our readers with repeated opportunities to construct meaningful understandings of the book's contents.



Elaborated Cases. The book does not merely reference the opening case, but it actually integrates and enriches the case as the chapter develops. Illustrations and captions are provided on pages throughout the chapter to call students' attention to the key points in the case study.

Videos to Accompany Cases. Twelve of the chapter cases have a video counterpart. These video segments are included on two videotapes, "Looking Through Classroom Windows 1 and 2", in order of their appearance in the book. Viewing video cases and discussing and analyzing them can deepen understanding of concepts presented in the chapter. See the table on page 26 listing the topic, grade level, and content focus of each video case.



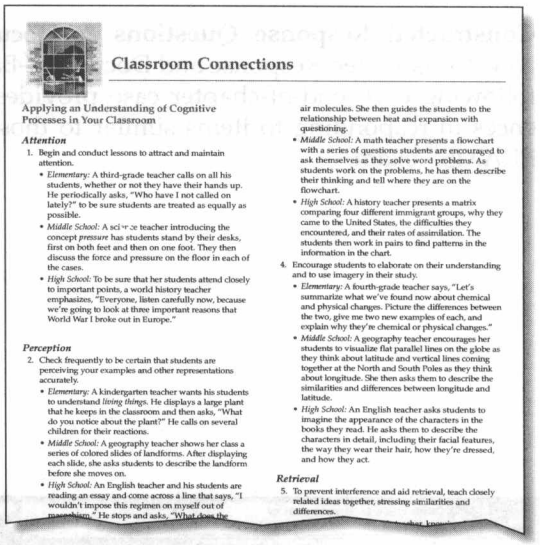


End-of-Chapter Case Analysis. Chapter-ending cases, called "Windows on Classrooms," provide additional practice in understanding chapter concepts through analysis of the classroom-based case. Moreover, constructed-response questions and document-based analysis questions give students opportunities to practice analyzing cases for the PRAXIS™ "Principles of Learning and Teaching" Exam—and for professional practice.

A BOOK THAT IS EXCEPTIONALLY APPLIED

As might be expected from a case-based text, a central goal of *Educational Psychology: Windows on Classrooms* is to help its readers be able to use educational psychology as teachers. The text examines every theory and concept through its application in classrooms, and a number of features help students connect content to classrooms.

Classroom Connections at the Elementary, Middle School, and High School Levels. This box in each chapter offers strategies for applying the content to specific learning and teaching situations. Each strategy is illustrated with an example, derived largely from the authors' experiences in schools, for elementary classrooms, middle and junior high classrooms, and high school classrooms in all content areas.



Classroom Connections

Applying an Understanding of Cognitive Processes in Your Classroom

Attention

1. Begin and conduct lessons to attract and maintain attention.
   - *Elementary:* A third-grade teacher calls on all his students, whether or not they have their hands up. He periodically asks, "Who have I not called on lately?" to be sure students are treated as equally as possible.
   - *Middle School:* A science teacher introducing the concept *pressure* has students stand by their desks, first on both feet and then on one foot. They then discuss the force and pressure on the floor in each of the cases.
   - *High School:* To be sure that her students attend closely to important points, a world history teacher emphasizes, "Everyone, listen carefully now, because we're going to look at three important reasons that World War I broke out in Europe."

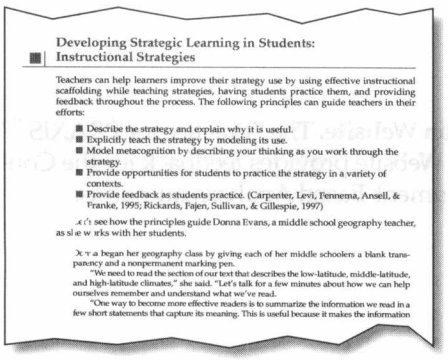
Perception

2. Check frequently to be certain that students are perceiving your examples and other representations accurately.
   - *Elementary:* A kindergarten teacher wants his students to understand *living things*. He displays a large plant that he keeps in the classroom and then asks, "What do you notice about the plant?" He calls on several children for their reactions.
   - *Middle School:* A geography teacher shows her class a series of colored slides of landforms. After displaying each slide, she asks students to describe the landform before she moves on.
   - *High School:* An English teacher and his students are reading an essay and come across a line that says, "I wouldn't impose this regimen on myself out of masochism." He stops and asks, "What does the

air molecules. She then guides the students to the relationship between heat and expansion with questioning.
   - *Middle School:* A math teacher presents a flowchart with a series of questions students are encouraged to ask themselves as they solve word problems. As students work on the problems, he has them describe their thinking and tell where they are on the flowchart.
   - *High School:* A history teacher presents a matrix comparing four different immigrant groups, why they came to the United States, the difficulties they encountered, and their rates of assimilation. The students then work in pairs to find patterns in the information in the chart.
4. Encourage students to elaborate on their understanding and to use imagery in their study.
   - *Elementary:* A fourth-grade teacher says, "Let's summarize what we've found now about chemical and physical changes. Picture the differences between the two, give me two new examples of each, and explain why they're chemical or physical changes."
   - *Middle School:* A geography teacher encourages her students to visualize flat parallel lines on the globe as they think about latitude and vertical lines coming together at the North and South Poles as they think about longitude. She then asks them to describe the similarities and differences between longitude and latitude.
   - *High School:* An English teacher asks students to imagine the appearance of the characters in the books they read. He asks them to describe the characters in detail, including their facial features, the way they wear their hair, how they're dressed, and how they act.

Retrieval

5. To prevent interference and aid retrieval, teach closely related ideas together, stressing similarities and differences.



Developing Strategic Learning in Students: Instructional Strategies

Teachers can help learners improve their strategy use by using effective instructional scaffolding while teaching strategies, having students practice them, and providing feedback throughout the process. The following principles can guide teachers in their efforts:

- Describe the strategy and explain why it is useful.
- Explicitly teach the strategy by modeling its use.
- Model metacognition by describing your thinking as you work through the strategy.
- Provide opportunities for students to practice the strategy in a variety of contexts.
- Provide feedback as students practice. (Carpenter, Levi, Fennema, Ansell, & Franke, 1995; Rickards, Fajen, Sullivan, & Gillespie, 1997)

Let's see how the principles guide Donna Evans, a middle school geography teacher, as she works with her students.

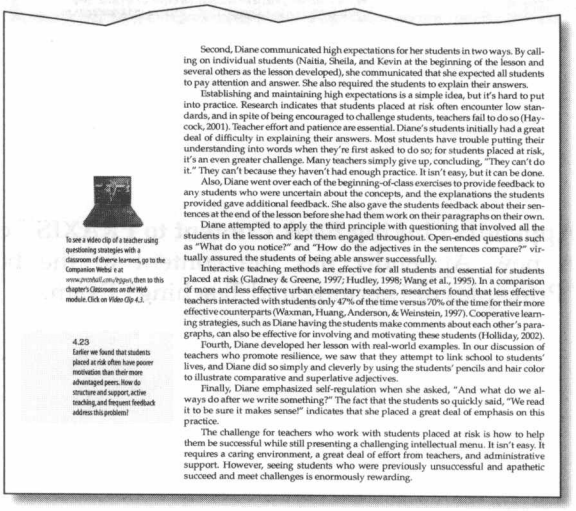
Donna began her geography class by giving each of her middle schoolers a blank transparency and a nonpermanent marking pen.

"We need to read the section of our text that describes the low-latitude, middle-latitude, and high-latitude climates," she said. "Let's talk for a few minutes about how we can help ourselves remember and understand what we've read.

"One way to become more effective readers is to summarize the information we read in a few short statements that capture its meaning. This is useful because it makes the information

Instructional Strategies. New *Instructional Strategies* sections lay out very concrete guidelines for applying key chapter content. These sections, which are situated in case studies that run through the text, explicitly show teachers' efforts to apply the guidelines. This helps readers bridge the gap between theories and classroom practice.

Web Clips. Brief video clips on the Companion Website offer a front-row seat to real classrooms of students and teachers. Authentic examples of chapter content are identified in the margins of each chapter so that students can link directly to a clip illustrating an educational psychology concept and understand what that concept looks like in an authentic setting. See the *Classrooms on the Web* module on the Website.



To see a video clip of a teacher using questioning strategies with a classroom of diverse learners, go to the Companion Website at www.prenhall.com/pigott, then to this chapter's *Classrooms on the Web* module. Click on *Video Clip 4.3*.

4.23 Earlier we found that students placed at risk often have poorer motivation than their more advantaged peers. How do structure and support, active teaching, and frequent feedback address this problem?

Second, Diane communicated high expectations for her students in two ways. By calling on individual students (Naitia, Sheila, and Kevin at the beginning of the lesson and several others as the lesson developed), she communicated that she expected all students to pay attention and answer. She also required the students to explain their answers.

Establishing and maintaining high expectations is a simple idea, but it's hard to put into practice. Research indicates that students placed at risk often encounter low standards, and in spite of being encouraged to challenge students, teachers fail to do so (Haycock, 2001). Teacher effort and patience are essential. Diane's students initially had a great deal of difficulty in explaining their answers. Most students have trouble putting their understanding into words when they're first asked to do so; for students placed at risk, it's an even greater challenge. Many teachers simply give up, concluding, "They can't do it." They can't because they haven't had enough practice. It isn't easy, but it can be done.

Also, Diane went over each of the beginning-of-class exercises to provide feedback to any students who were uncertain about the concepts, and the explanations the students provided gave additional feedback. She also gave the students feedback about their sentences at the end of the lesson before she had them work on their paragraphs on their own.

Diane attempted to apply the third principle with questioning that involved all the students in the lesson and kept them engaged throughout. Open-ended questions such as "What do you notice?" and "How do the adjectives in the sentences compare?" virtually assured the students of being able answer successfully.

Interactive teaching methods are effective for all students and essential for students placed at risk (Gladney & Greene, 1997; Hudley, 1998; Wang et al., 1995). In a comparison of more and less effective urban elementary teachers, researchers found that less effective teachers interacted with students only 47% of the time versus 70% of the time for their more effective counterparts (Waxman, Huang, Anderson, & Weinstein, 1997). Cooperative learning strategies, such as Diane having the students make comments about each other's paragraphs, can also be effective for involving and motivating these students (Holliday, 2002).

Fourth, Diane developed her lesson with real-world examples. In our discussion of teachers who promote resilience, we saw that they attempt to link school to students' lives, and Diane did so simply and cleverly by using the students' pencils and hair color to illustrate comparative and superlative adjectives.

Finally, Diane emphasized self-regulation when she asked, "And what do we always do after we write something?" The fact that the students so quickly said, "We read it to be sure it makes sense!" indicates that she placed a great deal of emphasis on this practice.

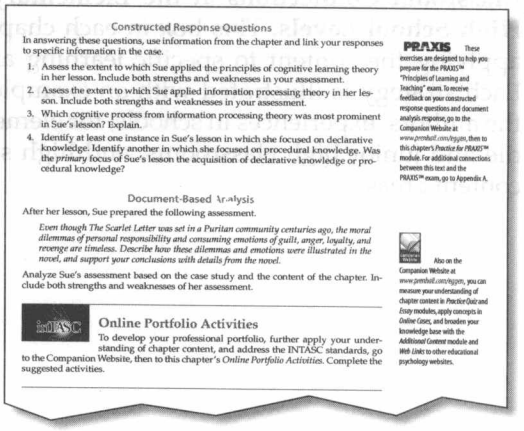
The challenge for teachers who work with students placed at risk is how to help them be successful while still presenting a challenging intellectual menu. It isn't easy. It requires a caring environment, a great deal of effort from teachers, and administrative support. However, seeing students who were previously unsuccessful and apathetic succeed and meet challenges is enormously rewarding.

Margin Questions. Readers are placed in active learning roles by reading margin questions encouraging them to: a) explain a specific aspect of the content on the basis of theory and/or research, b) relate the immediate topic to one studied in an earlier chapter, or c) relate a topic to a real-life experience.

A BOOK THAT HELPS STUDENTS PRACTICE FOR THE PRAXIS™

PRAXIS™ has moved to a greater emphasis on case-based questions, so the entire text will help students with the PRAXIS™ by helping them become more familiar and comfortable with cases. In addition, a number of features aimed at getting students ready for the PRAXIS™ "Principles of Learning and Teaching" Exam have been added to the text and its accompanying website.

Constructed Response Questions & Document-Based Analysis. New Constructed Response and Document-Based Analysis questions following each end-of-chapter case provides students with experiences in responding to items similar to those they will find on the PRAXIS™ exam.



Constructed Response Questions

In answering these questions, use information from the chapter and link your responses to specific information in the case.

1. Assess the extent to which Sue applied the principles of cognitive learning theory in her lesson. Include both strengths and weaknesses in your assessment.
2. Assess the extent to which Sue applied information processing theory in her lesson. Include both strengths and weaknesses in your assessment.
3. Which cognitive process from information processing theory was most prominent in Sue's lesson? Explain.
4. Identify at least one instance in Sue's lesson in which she focused on declarative knowledge. Identify another in which she focused on procedural knowledge. Was the *primary* focus of Sue's lesson the acquisition of declarative knowledge or procedural knowledge?

PRAXIS These exercises are designed to help you prepare for the PRAXIS™ "Principles of Learning and Teaching" exam. To receive feedback on your constructed response questions and document analysis response, go to the Companion Website at www.prenhall.com/eggen, then to this chapter's *Practice for PRAXIS™* module. For additional connections between this text and the PRAXIS™ exam, go to Appendix A.

Document-Based Analysis

After her lesson, Sue prepared the following assessment.

Even though The Scarlet Letter was set in a Puritan community centuries ago, the moral dilemmas of personal responsibility and consuming emotions of guilt, anger, loyalty, and revenge are timeless. Describe how these dilemmas and emotions were illustrated in the novel, and support your conclusions with details from the novel.

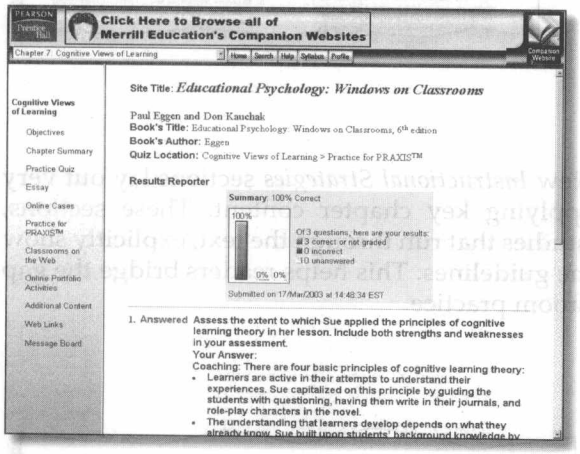
Analyze Sue's assessment based on the case study and the content of the chapter. Include both strengths and weaknesses of her assessment.

Also on the Companion Website at www.prenhall.com/eggen, you can measure your understanding of chapter content in *Practice Quiz* and *Essay* modules, apply concepts in *Online Cases*, and broaden your knowledge base with the *Additional Content* module and *Web Links* to other educational psychology websites.

INTASC

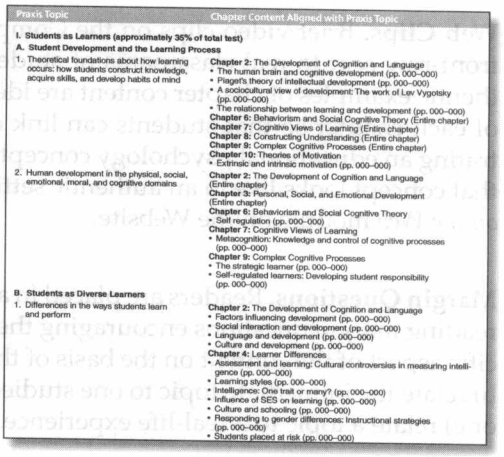
Online Portfolio Activities

To develop your professional portfolio, further apply your understanding of chapter content, and address the INTASC standards, go to the Companion Website, then to this chapter's *Online Portfolio Activities*. Complete the suggested activities.



Feedback on the Companion Website. The "Practice for PRAXIS™" module on the Companion Website provides feedback for the Constructed Response and Document-Based Analysis questions.

Appendix Linking Book Content to PRAXIS™ content. A new Appendix ties the content in the book to the PRAXIS™ "Principles of Learning and Teaching" Exam.



Praxis Topic	Chapter Content Aligned with Praxis Topic
I. Students as Learners (approximately 35% of total test)	
A. Student Development and the Learning Process	
1. Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind	**Chapter 2:** The Development of Cognition and Language • The human brain and cognitive development (pp. 000–000) • Piaget's theory of intellectual development (pp. 000–000) • A sociocultural view of development: The work of Lev Vygotsky (pp. 000–000) • The relationship between learning and development (pp. 000–000) **Chapter 6:** Behaviorism and Social Cognitive Theory (Entire chapter) **Chapter 7:** Cognitive Views of Learning (Entire chapter) **Chapter 8:** Constructing Understanding (Entire chapter) **Chapter 9:** Complex Cognitive Processes (Entire chapter) **Chapter 10:** Theories of Motivation • Extrinsic and intrinsic motivation (pp. 000–000)
2. Human development in the physical, social, emotional, moral, and cognitive domains	**Chapter 2:** The Development of Cognition and Language (Entire chapter) **Chapter 3:** Personal, Social, and Emotional Development (Entire chapter) **Chapter 6:** Behaviorism and Social Cognitive Theory • Self regulation (pp. 000–000) **Chapter 7:** Cognitive Views of Learning • Metacognition: Knowledge and control of cognitive processes (pp. 000–000) **Chapter 9:** Complex Cognitive Processes • The strategic learner (pp. 000–000) • Self-regulated learners: Developing student responsibility (pp. 000–000)
B. Students as Diverse Learners	
1. Differences in the ways students learn and perform	**Chapter 2:** The Development of Cognition and Language • Factors influencing development (pp. 000–000) • Social interaction and development (pp. 000–000) • Language and development (pp. 000–000) • Culture and development (pp. 000–000) **Chapter 4:** Learner Differences • Assessment and learning: Cultural controversies in measuring intelligence (pp. 000–000) • Learning styles (pp. 000–000) • Intelligence: One trait or many? (pp. 000–000) • Influence of SES on learning (pp. 000–000) • Culture and schooling (pp. 000–000) • Responding to gender differences: Instructional strategies (pp. 000–000) • Students placed at risk (pp. 000–000)

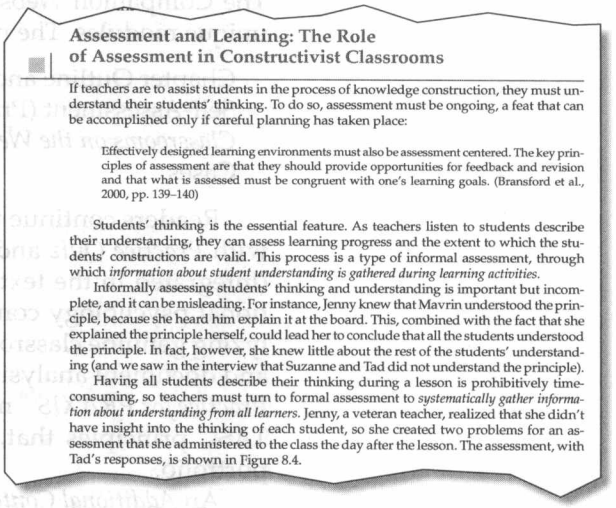
KEY CONTENT IN THIS EDITION

New Chapter on Motivation

This edition's coverage of motivation has been expanded to two chapters. Included are the latest theoretical advances in areas such as goal theory, self-determination theory, expectancy x value theory, attribution theory, and self-worth theory, as well as deeper looks at behaviorist and humanistic views of motivation. See Chapters 10 and 11.

New Chapter on the Construction of Understanding

Constructivist, and particularly social constructivist, views of learning are increasingly emphasized as a framework for guiding instruction, and this edition includes an entire chapter devoted to these theories and their implications for teaching. See Chapter 8.



Assessment and Learning: The Role of Assessment in Constructivist Classrooms

If teachers are to assist students in the process of knowledge construction, they must understand their students' thinking. To do so, assessment must be ongoing, a feat that can be accomplished only if careful planning has taken place:

> Effectively designed learning environments must also be assessment centered. The key principles of assessment are that they should provide opportunities for feedback and revision and that what is assessed must be congruent with one's learning goals. (Bransford et al., 2000, pp. 139–140)

Students' thinking is the essential feature. As teachers listen to students describe their understanding, they can assess learning progress and the extent to which the students' constructions are valid. This process is a type of informal assessment, through which *information about student understanding is gathered during learning activities.*

Informally assessing students' thinking and understanding is important but incomplete, and it can be misleading. For instance, Jenny knew that Mavrin understood the principle, because she heard him explain it at the board. This, combined with the fact that she explained the principle herself, could lead her to conclude that all the students understood the principle. In fact, however, she knew little about the rest of the students' understanding (and we saw in the interview that Suzanne and Tad did not understand the principle).

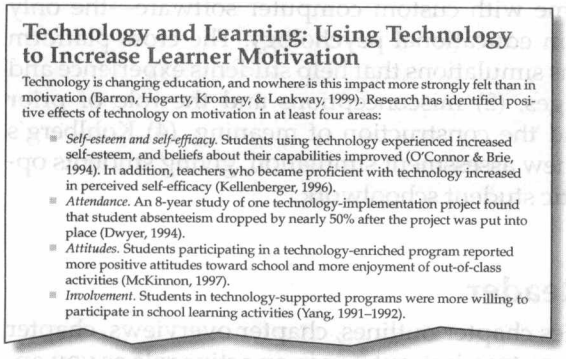
Having all students describe their thinking during a lesson is prohibitively time-consuming, so teachers must turn to formal assessment to *systematically gather information about understanding from all learners.* Jenny, a veteran teacher, realized that she didn't have insight into the thinking of each student, so she created two problems for an assessment that she administered to the class the day after the lesson. The assessment, with Tad's responses, is shown in Figure 8.4.

New Chapter on Assessment Through Standardized Testing

Testing and accountability are increasingly emphasized in today's schools, and a new chapter has been added to help teachers prepare for these real-world aspects of teaching. See Chapter 15.

New Assessment Feature

Assessment research indicates that classroom environments that promote as much learning as possible are assessment centered. To be consistent with this research, each chapter of the text has a section titled *Assessment and Learning* that is devoted to a discussion of assessment related to chapter topics. These sections include suggestions for developing assessments that increase learning and explore issues involved in the assessment process.



Technology and Learning: Using Technology to Increase Learner Motivation

Technology is changing education, and nowhere is this impact more strongly felt than in motivation (Barron, Hogarty, Kromrey, & Lenkway, 1999). Research has identified positive effects of technology on motivation in at least four areas:

- *Self-esteem and self-efficacy.* Students using technology experienced increased self-esteem, and beliefs about their capabilities improved (O'Connor & Brie, 1994). In addition, teachers who became proficient with technology increased in perceived self-efficacy (Kellenberger, 1996).
- *Attendance.* An 8-year study of one technology-implementation project found that student absenteeism dropped by nearly 50% after the project was put into place (Dwyer, 1994).
- *Attitudes.* Students participating in a technology-enriched program reported more positive attitudes toward school and more enjoyment of out-of-class activities (McKinnon, 1997).
- *Involvement.* Students in technology-supported programs were more willing to participate in school learning activities (Yang, 1991–1992).

Improved Technology Feature

Technology and its implications for student learning are explored and utilized, first in a regular chapter feature, "Technology and Learning," that looks closely at the way technology can be and *is* used in K–12 classrooms, and again in Chapters 2, 3, and 7 as we ask you to use the CD-ROM experiments and exercises on the "Simulations in Educational Psychology CD-ROM" that accompanies this text. Completing these activities will increase students' understanding of educational psychology concepts.

Increased Coverage of Action Research.

Teacher professionalism is increasing as teachers learn to conduct action research projects in their own classrooms. To reflect this emphasis, a detailed section on the conduct and application of action research is included in Chapter 1.

Focus on Learner Diversity

Teachers are encountering increasingly diverse student populations. To reflect this trend, learner diversity is a theme for this text. Each chapter contains a section on diversity, with its own set of *Classroom Connections,* and Chapter 4 is devoted to this topic.

Supplementary Materials

To further aid your learning and development as a teacher, several supplements have been provided for you and your instructor's use. The entire package—text, video cases, and supplements—is thoroughly integrated. We have written our own supplements, making every effort to ensure that all the components complement each other.

For Students

Expanded Companion Website

The Companion Website for this edition has been considerably expanded with some unique modules. The modules include:

- Chapter Outline and Summary
- Self-Assessment (Practice Quiz and Essay)
- *Classrooms on the Web*/Video Clips
- Cases
- Practice for PRAXIS™
- Portfolio Activities and INTASC
- Additional Content and Web Links
- Message Board

Readers continue to have access to an interactive study guide, in *Self-Assessments* with *Practice Quiz* and *Essay*, to help prepare for tests and quizzes. Brief video clips (integrated in the textbook) appear in *Classrooms on the Web* to illustrate key educational psychology concepts. *Cases* provide additional opportunities to practice analyzing genuine classroom scenarios. Feedback for the constructed-response questions and document analysis sections following end-of-chapter cases are provided in a new *Practice for PRAXIS™* module. *Portfolio Activities* are activities designed to support INTASC principles that, once completed, will contribute meaningfully to a teaching portfolio.

An *Additional Content* module provides readers with more detailed coverage of topics that go beyond the scope of the content presented in the text. Annotated *Web Links* related to chapter content encourage further investigation on the Internet. *Message Board* is a forum for discussing theories, educational practice, and other topics with educational psychology students and instructors. Go to *www.prenhall.com/eggen*

Simulations in Educational Psychology CD-ROM

All copies of the Sixth Edition will come with custom computer software—the only problem-solving simulations available in educational psychology. The cross-platform CD-ROM packaged with the text contains simulations that help students experience and explore (1) Piaget's developmental stages, (2) misconceptions and the role of prior knowledge in learning, (3) schemas and the construction of meaning, (4) Kohlberg's stages of moral development, and (5) a new assessment simulation, giving students opportunities to practice assessing authentic student schoolwork.

Student Study Guide and Reader

Organized by chapter, this guide includes chapter outlines, chapter overviews, chapter objectives, and application exercises. These exercises put you in an active role as you apply concepts to authentic classroom situations. Feedback is provided for the application exercises.

Each chapter also includes a Self-Help Quiz, using the same format as the items in the *Test Bank* that accompanies the text, answers to the Self-Help Quiz, and suggested responses to the margin questions in the chapters. These items will help you to master course content.

This revised guide also includes an extensive look at learning and teaching in reading, writing, math, and science; this is the former "Learning in the Content Areas" full-length chapter in the previous edition of the textbook.