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ANITA WOOLFOLK



EDUCATIONAL PSYCHOLOGY

NINTH EDITION

Educational Psychology

Ninth Edition



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The Ohio State University



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Educational Psychology

In memory of my grandmother

Anita Marie Wieckert

1902–2002

She gave us all a century of wisdom.

Many of you reading this book will be enrolled in an educational psychology course as part of your professional preparation for teaching, counseling, speech therapy, or psychology. The material in this text should be of interest to everyone who is concerned about education and learning, from the nursery school volunteer to the instructor in a community program for adults with disabilities. No background in psychology or education is necessary to understand this material. It is as free of jargon and technical language as possible, and many people have worked to make this edition clear, relevant, and interesting.

Since the first edition of *Educational Psychology* appeared, there have been many exciting developments in the field. The ninth edition continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, and teaching. Theory and practice are not separated, but are considered together; the text shows how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. To explore the connections between knowledge and practice, there are many examples, lesson segments, case studies, guidelines, and practical tips from experienced teachers. Throughout the text you will be challenged to think about the value and use of the ideas in each chapter, and you will see principles of educational psychology in action. Professors and students who used the first eight editions found these features very helpful. But what about the new developments?

New in the Ninth Edition

New Chapter: In this edition there is a new chapter on “Teaching for Self-Regulation, Creativity, and Tolerance.” Educators are recognizing what parents have known for years—there is more to schooling than academics, and educational psychologists have quite a bit to say about these important nonacademic outcomes. This chapter looks at research on self-regulation and learning to learn, creativity and how to foster it, social-emotional learning and the development of life-coping skills, and finally, teaching for tolerance. The chapter examines cooperative learning, conflict resolution, and classroom communities. The next decade promises to challenge our ability to keep our schools both safe and compassionate. I hope this chapter will help new teachers meet these challenges.

New Topics: Over 430 new citations have been added to this edition to bring prospective teachers the most current information. Topics include the following:

- the brain and learning
- bullying and relational aggression
- working memory and implicit memory
- Section 504 accommodations
- diversity and giftedness
- culture and classroom management
- self-regulation
- goal theory
- culturally relevant pedagogy
- learning strategies
- social cognitive theory and self-efficacy
- problem-based learning and cooperative learning
- interest and emotions in learning
- self-schemas and motivation
- dealing with conflict and violence
- authentic assessment
- high-stakes testing

The Plan of the Book

The introductory chapter begins with you, the prospective teacher, and the questions you may be asking yourself about a teaching career. What is good teaching, and what does it take to become an excellent teacher? How can educational psychology help you to become such a teacher?

Part One, “Students” focuses on the learners. How do they develop mentally, physically, emotionally, and socially, and how do all these aspects fit together? Where do individual differences come from, and what do they mean for teachers? What does it mean to create a culturally compatible classroom, one that makes learning accessible to all students?

Part Two, “Learning and Motivation” looks at learning and motivation from three major perspectives—behavioral, cognitive, and constructivist—with an emphasis on the last two. Learning theories have important implications for instruction at every level. Cognitive research is particularly vital right now and promises to be a wellspring of ideas for teaching in the immediate future.

Part Three, “Teaching” examines how to create learning environments and, then, how to teach, both for academic learning and for self-regulation, creativity, and tolerance. The material in these chapters is based on the most recent research in *real* classrooms.

Part Four, “Assessing” examines many types of testing and grading, providing a sound basis for determining how well students have learned.

Aids to Understanding

At the beginning of each chapter you will find an **Outline** of the key topics with page numbers for quick reference. Then you are confronted with the question “What would you do?” about a real-life classroom situation related to the information in the chapter. By the time you reach the end of the chapter, you should have even more ideas about how to solve the problem raised, so be alert as you read. The chapter then begins with a quick **Overview** along with a list of **Questions** to focus your thinking about the upcoming pages.

Within the chapter, headings point out themes, questions, and problems as they arise, so you can look up information easily. These can also serve as a quick review of important points. When a new term or concept is introduced, it appears in boldface type along with a brief margin definition. These **Key Terms** are also defined in a newly designed **Summary Table** at the end of each chapter. After every major section of the chapter, **Check Yourself** questions ask you to review and apply your knowledge. Can you answer these questions? If not, you might reexamine the material. Throughout the book, graphs, tables, photos, and cartoons have been chosen to clarify and extend the text material—and to add to your enjoyment.

Each chapter ends with a *Summary* of the main ideas and terms keyed to the *Check Yourself* questions in each main heading. This *Summary* is an excellent resource for study and review.

let's examine three broad areas. Most contemporary explanations of motivation include a discussion of goals, interests and emotions, and self-perceptions (Murphy & Alexander, 2000).

Check Yourself What are the key factors in motivation according to a behavioral viewpoint? A humanistic viewpoint? A cognitive viewpoint? A sociocultural viewpoint?

Distinguish between deficiency needs and being needs in Maslow's theory.

What are the three dimensions of attributions in Weiner's theory?

What are expectancy x value theories?

What is legitimate peripheral participation?

Goal Orientation and Motivation

On a scale from 1 (Strongly Agree) to 5 (Strongly Disagree). How would you answer these questions: I feel really pleased in school when . . .

- I solve problems by working hard
- I know more than the others
- I don't have to work hard
- I keep busy
- I finish first
- All the work is easy
- I learn something new
- I am the only one who gets an A
- I am with my friends

Summary Table

Social Processes in Learning
(pp. 314–315)

What are some of the social factors that influence learning in school? Parents, peers, and teachers influence norms and values about school achievement. Children tend to select friends that share their orientations and interests, and these peer groups, in turn, influence children's academic motivation. But parents and teachers play a role, too. Students with authoritative parents are more likely to choose positive peer groups and to resist peer pressure for antisocial behaviors such as drug use. If students have few or no friends, being liked by the teacher can be especially important.

Social Learning and Social Cognitive Theories
(pp. 315–322)

Distinguish between social learning and social cognitive theories. Social learning theory was an early neobehavioral theory that expanded behavioral view of reinforcement and punishment. In behavioral views, reinforcement and punishment directly affect behavior. In social learning theory, seeing another person, a model, reinforced or punished can have similar effects on the observer's behavior. Social cognitive theory expands social learning theory to include cognitive factors such as beliefs, expectations, and perceptions of self.

Distinguish between enactive and vicarious learning. Enactive learning is learning by doing and experiencing the consequences of your actions. Vicarious learning is learning by observing, which challenges the behaviorist idea that cognitive factors are unnecessary in an explanation of learning. Much is going on mentally before performance and reinforcement can even take place.

What are the elements of observational learning? In order to learn through observation, we have to pay attention to aspects of the situation that will help us learn, we have to retain the behavior of a model, you have to retain the information. This involves mentally representing the model's actions in some way, probably as verbal steps. In the production phase, practice makes the behavior smoother and more expert. Sometimes we need a great deal of practice, feedback, and coaching about subtle points before we can reproduce the behavior of the model. Finally, motivation shapes observational learning through incentives and reinforcement. We may not perform a learned behavior until there is some motivation or incentive to do so. Reinforcement can focus attention, encourage reproduction of practice, and maintain the new learning.

What is reciprocal determinism? Personal factors (beliefs, expectations, attitudes, and knowledge), the physical and social environment (resources, consequences of actions, other people, and physical settings), and behavior (individual actions, choices, and verbal statements) all influence and are influenced by each other.

Social Learning Theory: Theory that emphasizes learning through observation of others.

Social Cognitive Theory: Theory that adds concern with cognitive factors such as beliefs, self-perceptions, and expectations to social learning theory.

Observational Learning: Learning by observation and imitation of others.

Vicarious Reinforcement: Increasing the chances that we will repeat a behavior by observing another person being reinforced for that behavior.

Self-Efficacy: A person's sense of being able to deal effectively with a particular task.

Ripple Effect: “Contagious” spreading of behaviors through imitation.

Modeling: Changes in behavior, thinking, or emotions that occur through observing another person—a model.

Reciprocal Determinism: An explanation of behavior that emphasizes the mutual effects of the individual and the environment on each other.

Constructivism and Situated Learning
(pp. 322–328)

Describe three kinds of constructivism. Psychological constructions such as Piaget are concerned with how individuals make sense of their world, based on individual knowledge, beliefs, self-concept, or identity—also called *first wave constructivism*. Social constructivists such as Vygotsky believe that social interaction, cultural tools, and activity shape individual development and learning—also called *second wave constructivism*. By participating in a broad range of activities with others, learners appropriate the outcomes produced by working together; they acquire new strategies and knowledge of their world. Finally, constructivists are interested in how public knowledge in academic disciplines is constructed as well as how everyday beliefs about the world are communicated to new members of a sociocultural group.

In what ways do constructivist views differ about knowledge sources, accuracy, and generality? Constructivists debate whether knowledge is constructed by mapping external reality by adapting and changing internal understandings, or by an interaction of external forces and internal understandings. Most psychologists posit a role for both internal and external factors, but differ in how much they emphasize one or the other. Also, there is discussion about whether knowledge can be constructed in

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Summary Table 343

Text Features

As in the previous editions, chapters in the ninth edition include **Guidelines**, the **Teachers' Casebook**, and **Point/Counterpoints**.

Guidelines

An important reason for studying educational psychology is to gain skills in solving classroom problems. Often, texts give pages of theory and research findings but little assistance in translating theory into practice. This text is different. Included in every chapter after the first one are several sets of *Guidelines*. These are teaching tips and practical suggestions based on the theory and research discussed in the chapter. Each suggestion is clarified by two or three specific examples. Although the *Guidelines* cannot cover every possible situation, they do provide a needed bridge between knowledge and practice and should help you transfer the text's information to new situations. In addition, every chapter after the first has one set of *Guidelines* that focuses on *Family and Community Partnerships*—an area of growing importance today.

Teachers' Casebook: What Would You Do? What Would They Do?

This highly acclaimed and popular feature from the first eight editions is back. At the end of each chapter, master teachers from all over the country, including many Teacher of the Year award winners, as well as teachers from around the world, offer their own solutions to the problem you encountered at the beginning of each chapter. *Teachers' Casebook: What Would They Do?* gives you insights into the thinking of expert teachers and allows you to compare their solutions to the ones you came up with. Their ideas truly show educational psychology at work in a range of everyday situations. The *Teachers' Casebook* brings to life the topics and principles discussed in each chapter.

Point/Counterpoint

In every chapter, a debate called *Point/Counterpoint* examines two contrasting perspectives on an important question or controversy related to research or practice in educational psychology; issues such as inclusion, tracking, "paying" kids to learn, zero-tolerance, and character education are examples. Many of the topics considered in these *Point/Counterpoints* have "made the news" recently and are central to the discussions of educational reformers. NEW to this edition are video connections between *Point/Counterpoint* topics and the *ABC News/Allyn & Bacon Video: Point/Counterpoint*, which provide news clips from ABC's premier news shows.

- Chapter 1 What Is Good Teaching?
- Chapter 2 Brain-Based Education
- Chapter 3 What Should Schools Do to Encourage Students' Self-Esteem?

GUIDELINES ENCOURAGING EMOTIONAL COMPETENCE

Create a climate of trust in your classroom.

Examples

1. Avoid listening to "lame tale" stories about students.
2. Follow through with fair consequences.
3. Avoid unnecessary complaints and give students opportunities to improve their work.

Help students recognize and express their feelings.

Examples

1. Provide a vocabulary of emotions and note descriptions of emotions in characters or stories.
2. For older students, use readings, films, or role reversals to help them identify the emotions of others.

Provide strategies for coping with emotions.

Examples

1. Discuss or practice alternatives such as stepping to think how the other person feels, seeking help, anger management such as self-talk or leaving the scene.
2. Model strategies for students. Talk about how you handle anger, disappointment, or anxiety.

Help students recognize cultural differences in emotional expression.

Family and Community Partnerships

Promoting Literacy

Communicate with families about the goals and activities of your program.

Examples

1. At the beginning of school, send home a description of the goals to be achieved in your class—make sure it is in a clear and readable format.
2. As you start each unit, send home a newsletter describing what students will be studying—give suggestions for home activities that support the learning.

Involve families in decisions about curriculum.

Examples

1. Have planning workshops at times family members can attend—provide child care for younger siblings, but let children and families work together on projects.
2. Invite parents to come to class to read to students, take

Provide home activities to be shared with family members.

Examples

1. Encourage family members to work with children to read and follow simple recipes, play language games, keep diaries or journals for the family, and visit the library. Get feedback from families or students about the activities.
2. Give families feedback sheets and ask them to help evaluate the child's school work.
3. Provide lists of good children's literature available locally—work with libraries, clubs, and churches to identify sources.

SOURCE: From Literacy Development in the Early Years: Helping Children

Teachers' Casebook

What Would You Do?

When a terrible tragedy strikes, such as the events of 9/11 or a shooting in a school, how would you handle the situation? Assume you are in class on Tuesday in the winter. It is late morning and you have just gone to lunch when you hear that a few students in a nearby high school have taken some teachers and other students hostage. Rumors are flying about whether the students have guns, what they want, who is involved, how many hostages there are, and when the incident began. Some students and teachers in your school have friends and relatives in this troubling district.

Critical Thinking

What is your immediate response? What will you do over the next few weeks and months to respond to the students' concerns and fears about such frightening events?

Collaboration

With 2 other members of your class, draft what you would say to your class.

Teachers' Casebook

What Would They Do?

Here is how some practicing teachers responded to the situation presented at the beginning of this chapter about helping students deal with traumatic situations.

William Rodney Allen
11th and 12th grades, Louisiana School for Math, Science, and the Arts, Natchitoches, Louisiana

I had a class on the morning of September 11, and I made the decision to take my students to our auditorium, where we saw on our large-screen TV the World Trade Center towers collapse. In the days ahead, we talked about the terrorist need and our reactions to it. Some students seemed deeply troubled by September 11, while others seemed to take it in stride. I found that my discussions of tragic events in America's past—slavery, the horrors in the trenches of World War I, the pandemic of AIDS in Africa—seemed to be more affecting to students who had just lived through a great national tragedy of their own.

If there were a hostage situation at a near-by school, I would have to get a sense of how much and how immediately my students need to know about the situation. Our students, being mostly from other cities, would be fairly unlikely to know anyone involved. I can't see much in the way of "historical interest" in a local hostage situation, in contrast to the events of 9/11, so I would probably be less likely to discuss class and have students discuss this on CNN. After the fact, I would encourage students, both in class and during my office hours, to express any concern or they had about the event. We also have three counselors who are available to help students deal with emotional problems. As the parent of two daughters, I know that teenagers sometimes like to act as though nothing can bother them too much—even when that is far from the case. It helps them a great deal just to have a sympathetic adult listen to their problems.

Suzi E. Young
5th Grade Teacher, York Middle School, York, Maine

direction from her to see what I am allowed to say or not say for that day.

After that initial response from the school, I would try to gather all of the facts that I could about the incident. Then, if my 5th grade students were to ask me questions directly or wish to discuss the matter, I would make sure that they understood the event. I have found in the past that my 5th graders just usually want clarification because they just don't understand what happened. I tell them everything that I know and point out anything that may be an opinion. Because we study facts and opinions, I point out facts versus opinions in news reporting and others telling the events as they see them. I tell them my opinion when they want it. Fifth graders want truth, honesty, and they also want to move on. I feel that when I have shared my fears with them, they tend to be grateful because they may be feeling the same way, or they have heard their parents say some of the same things. They are not as scared when they know that others may be having the same feelings that they are.

Students don't like to believe the situation, no matter how tragic it may be. They like normalcy. I have found that if I make any conversation safe to talk about, we talk about anything they need to discuss for as long as they need to discuss it, and then move on.

Keith J. Boyle
English Teacher, grades 9–12, Danville, New Jersey

Such a situation warrants a firm voice of reason amid what would likely be an extremely intense atmosphere. I would attempt to quell any dissemination of further rumors and find out the facts as quickly as possible. In the aftermath of the event, communication is paramount. The best way to try to gain some understanding of the event and its emotional or psychological impact upon one's students is simply to talk things out. Also, allow students to take any path of vocalizing their concerns, be that through written exercises or just allowing students to vent. Everyone needs an outlet; allow the students a level of freedom to exercise their outlets.

Point/Counterpoint

Brain-Based Education

Education is learning more and more about brain-based education, the importance of early stimulation for brain development, the "Mozart effect," and right- and left-brain activities. In fact, based on some research findings that listening to 10 minutes of Mozart can briefly improve spatial reasoning (Rauscher & Shaw, 1998; Steele, Bass, & Crook, 1999), a former governor of Georgia established a program to give a Mozart CD to every newborn (Meece, 2002). Are there clear educational implications from the neuroscience research on the brain?

Point

No, the implications are not clear.

John Bruer, president of the James S. McDonnell Foundation, has written articles that are critical of the brain-based education craze (Bruer, 1999). He notes that many so-called applications of brain research begin with solid science, but then move to unwarranted speculation. He suggests that for each claim, the educator should ask, "Where does the science end and the speculation begin?" For example, one claim that Bruer questions is the notion of right-brain, left-brain learning.

"Right brain versus left brain" is one of those popular ideas that will not die. Speculations about the educational significance of brain laterality have been circulating in the education literature for 50 years. Although repeatedly criticized and dismissed by psychologists and brain scientists, the speculation continues. David Sousa devotes a chapter of *How the Brain Learns* to explaining brain laterality and presents classroom strategies that teachers might use to ensure that both hemispheres are involved in learning. . . . Now let's consider the brain science and how or whether they offer support for some of the particular teaching strategies Sousa recommends. To involve the right hemisphere in learning, Sousa writes, teachers should encourage students to generate and use mental imagery. . . . What brain scientists currently know about spatial reasoning and mental imagery provides counterexamples to such simplistic claims as these. Such claims arise out of a folk theory about brain laterality, not a neuroscientific one. . . . Different brain areas are specialized for

Counterpoint

Yes, teaching should be brain-based.

If you want to read about programs, strategies, and approaches that have been developed to be consistent with brain research, type "brain-based education" into an Internet search engine. For example, this is the case made on the Jensen Learning Corporation website (<http://www.jlbrain.com/truth.html>):

Brain-based learning is not a panacea nor magic bullet to solve all of education's problems. Anyone who represents that to others is misleading them. It is not a program, a model or package for schools to follow. One critic of brain-based learning said "It will at least be 25 years before the benefits from brain research reach the classroom." I'd like just one example to show you why I disagree.

The reading improvement product FastForward, was developed by two neuroscientists, Stanfield Dr. Michael Merzenich and Dr. Paula Tallal from Rutgers. That product is already in use today in thousands of classrooms around the country. Many students have been helped by it. It specifically uses discoveries in neural plasticity to change the brain's ability to read the printed word.

Schools should not be run based solely on the biology of the brain. However, to ignore what we do know about the brain would be equally irresponsible. Brain-based learning offers some direction for educators who want more purposeful, informed teaching.

What do you think? Visit online at www.ablongman.com/woolfolk

- Chapter 4 Is Tracking an Effective Strategy?
- Chapter 5 Do Boys and Girls Learn Differently?
- Chapter 6 Should Students Be Rewarded for Learning?
- Chapter 7 What's Wrong with Memorizing?
- Chapter 8 Should Students Be Allowed to Use Calculators and Spell-Checkers?
- Chapter 9 Should Schools Teach Critical Thinking and Problem Solving?
- Chapter 10 Does Making Learning Fun Make for Good Learning?
- Chapter 11 Is Zero Tolerance a Good Idea?
- Chapter 12 Is Homework a Valuable Use of Time?
- Chapter 13 Should Schools Teach Character and Compassion?
- Chapter 14 Should Tests Be Used to Hold Teachers Accountable?
- Chapter 15 Which is Better—Traditional or Authentic Tests?

Connect and Extend

Connect and Extend features appear in the margins several times throughout each chapter, linking content to teaching, research, professional journals, students' thinking and prior knowledge, students' teaching philosophy, and to other chapters in the book.

NEW to this edition are *Connect and Extend to Your Teaching Portfolio*, and *Connect and Extend to PRAXIS™*.

New Text Features

In addition to these popular features from previous editions, I have added several new elements to every chapter: These features will help you really connect with the knowledge in educational psychology—understanding the information now and also recognizing its value for your future.

Stop/Think/Write

These prompts provide “minds-on” experiences. They are connected to possible assignments such as interactive journals. The Companion Website allows students to jot down their responses to these prompts and email them to their instructor.

What Would You Say?

Two or three times in every chapter, you are asked how you would answer possible job interview questions based on the text material. These questions were suggested by practicing principals and superintendents around the country.

Stories of Learning/Tributes to Teaching

Every chapter contains a brief story about how a real teacher made a difference in the life of a student. My daughter, a 3rd grade teacher, recently got a phone call from the parents of a former student. The young girl was not expected to live and had asked for Kelly—one of only two people she wanted to see.

CONNECT & EXTEND

TO THE RESEARCH
Turner, M. D., Baldwin, L., Kleiner, H. L., & Korman, J. F. (2000). The relation of a statewide alternate assessment for students with severe disabilities to other measures of instructional effectiveness. *Journal of Special Education, 34*, 69-76.

CONNECT & EXTEND

TO PRAXIS™
INTERPRETING ACHIEVEMENT TESTS (II, C4)
Accurate information from the teacher is essential for students' academic progress. The ERIC Digest Explaining Test Results to Parents (http://www.eric.org/digests/ERIC_Digest30259.html) will help with this task.

Using information from a Norm-Referenced information can teachers expect from a usually provide individual profiles for each Figure 14.5 is an example of an individual TerraNova, Second Edition. Note that the first page (Performance on Objective) student's mastery of different objectives in Reading Social Studies. For example, under Reading, "analyze text," "evaluate/extend" mean. Beside each objective are several different number of items (out of 100) that Ken be aware, the test probably did not have an adjusted number based on the number Ken got right. If there were 10 got 5 of them right, his raw score for many standardized tests, some of these only a few items each, and the fewer the can be with reliability.

National OPI: The average number of group.

- find some supporting information for each big idea, and
- delete any redundant information or unnecessary details.

Ask students to compare their summaries and discuss what ideas they thought were important and why—what's their evidence?

Two other study strategies that are based on identifying key ideas are underlining texts and taking notes.

THINK How do you make notes as you read? Look back over the past several pages of this chapter. Are my words highlighted yellow or pink? Are there marks or drawing in the margins and if so, do the notes pertain to the chapter or are they grocery lists and phone numbers?

Underlining and Highlighting: Do you underline or highlight key phrases in textbooks? Underline strategies among ways to take notes effectively.

Beliefs about Self-Efficacy

What Would You Say? The last question in your interview for the 8th grade position is, "We have some pretty discouraged students and parents because our scores were so low last year. What would you do to help students believe in their ability to learn?"

Albert Bandura (1986, 1997) suggests that predictions about possible outcomes of behavior are critical sources of motivation. "Will I succeed or fail? Will I be liked or laughed at?" These predictions are affected by **self-efficacy**—our beliefs about our personal competence or effectiveness in a given area. Bandura (1997) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action to achieve a particular goal."

Entity view of ability: Belief that ability is a fixed characteristic that cannot be changed.

Incremental view of ability: Belief that ability is a set of skills that can be changed.

Self-efficacy: Beliefs about personal competence in a particular situation.

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Stories of Learning/Tributes to Teaching

Years after inventing the Jigsaw strategy, Elliot Aronson received the following letter:

Dear Professor Aronson:

I am a senior at — University. Today I got a letter admitting me to the Harvard Law School. This may not seem odd to you but, let me tell you something. I am the sixth of seven children my parents had—and I am the only one who ever went to college, let alone graduate, or go to law school.

By now, you are probably wondering why this stranger is writing to you and bragging to you about his achievements. Actually, I'm not a stranger although we never met. You see, last year I was taking a course in social psychology and we were using a book you wrote called *The Social Animal*, and when I read about prejudice and jigsaw it all sounded very familiar—and then, I realized that I was in that very first class you ever did jigsaw in—when I was in the 5th grade in Austin. And as I read on, it dawned on me that I was the boy that you called **Carlos**. And then I remembered you when you first came to our classroom and how I was scared and how I hated school and how I was so stupid and didn't know anything. And you came in—it all came back to me when I read your book—you were very tall—about 6'6" feet—and you had a big black beard and you were funny and made us all laugh.

And, most important, when we started to do work in jigsaw groups, I began to realize that I wasn't really that stupid. And the kids I thought were cruel and hostile became my friends and the teacher acted friendly and nice to me and I actually began to love school, and I began to love to learn things and now I'm about to go to Harvard Law School.

You must get a lot of letters like this but I decided to write anyway because let me tell you something. My mother tells me that when I was born I almost died. I was born at home and the cord was wrapped around my neck and the midwife gave me mouth to mouth and saved my life. If she were still alive, I would write to her now to tell her that I grew up smart and good and I'm going to law school. But she died a few years ago. I'm writing to you because, no less than her, you saved my life too.

COPYRIGHT: From "Slightly off base" teaching comparison after Columbian by E. Aronson, 2003, New York: North pp. (86-93).

The good news is that the girl received a heart transplant and is doing well. The other good news is that her teacher was and is a central part of her life. Each chapter in this book has a story of learning that demonstrates the importance of teachers like Kelly.

Reaching Every Student

In every chapter, this feature provides ideas for assessing, teaching, and motivating all of the students in today's classroom. Some describe teaching strategies to reach students with learning problems. Some explain ways of using technology to reach every student. Others present creative ways to teach complex concepts.

- Chapter 1 Creativity in an Urban School
- Chapter 2 Scaffolding Learning
- Chapter 3 Safety on the Internet
- Chapter 4 Higher-Order Comprehension and Severe Learning Disabilities
- Chapter 5 Recognizing Giftedness in Bilingual Students
- Chapter 6 Students with Learning and Behavior Problems
- Chapter 7 A Picture and a Few Hundred Words
- Chapter 8 Teaching Them How to Learn
- Chapter 9 Lunch Learning
- Chapter 10 Bounded Choice
- Chapter 11 Culturally Relevant Management
- Chapter 12 Resource Rooms, Collaborative Consultation, and Cooperative Teaching
- Chapter 13 Learning to Listen
- Chapter 14 Accommodations in Testing
- Chapter 15 Using Technology to Recognize Improvement

Enhancing Your Expertise with Technology: Professional Development

One section in every chapter describes how to use the World Wide Web to continue learning after you have completed the course and throughout your teaching career; it includes carefully chosen web-sites and guidance for using them. As a teacher, your education never ends, and with the resources of the Web, you can stay current. This text gives you an excellent library of professional development resources.

- Chapter 1 Professional Development
- Chapter 2 Language and Literacy Development
- Chapter 3 Emotional and Social Development
- Chapter 4 Learning about Learning Disabilities
- Chapter 5 Teaching Every Student
- Chapter 6 Self-Regulation
- Chapter 7 Memory Techniques
- Chapter 8 Problem Solving
- Chapter 9 Thinking Skills
- Chapter 10 Motivation to Learn

Reaching Every Student

Culturally Responsive Management

Carle Monroe and Jennifer Obidah (2002) studied Ms. Simpson, an African American teacher working with her 8th grade science class. She describes herself as having high expectations for academics and behavior in her classes—no much so that she believed her students perceived her as “mean.” Yet she often used humor and dialogue to communicate her expectations, as in the following exchange:

Ms. Simpson (addressing the class): If you know you’re going to act the fool just come to me and say, “I’m going to act the fool at the pep rally, so I can go ahead and send you to wherever you need to go.” (Class laughs.)

Ms. Simpson: I’m real serious. If you know you’re having a bad day, you don’t want anybody touching you, you don’t

went nobody saying nothing to you, somebody bump into you you’re going to snap—you need to come up to me and say, “I’m going to snap and I can’t go to the pep rally.” (The students start to call out various comments.)

Ms. Simpson: Now I just want to say I expect you to have the best behavior because you’re the most mature students in the building. . . . don’t make me stop the pep rally and ask the 8th graders to leave.

Edward: We’ll have direct lunch won’t we? (Class laughs.)

Ms. Simpson: You don’t want to dream about what you’re going to have. (Class laughs.) Ok, 15 minutes for warm ups. (The students begin their warm-up assignment.)

See the Reaching Every Student feature for an example.

Communicating with Families about Classroom Management

As we have seen throughout this book, families are important partners in education. This statement applies to classroom management as well. When parents and teachers share the same expectations and support each other, they can create a more positive classroom environment and more time for learning. The *Family and Community Partnerships Guidelines* on page 424 provide ideas for working with families and the community.

Besides prevention, schools can also establish mentoring programs, conflict resolution training, social skills training, more relevant curricula, and parent and community involvement programs (Padilla, 1992; Parks, 1995). One intervention that seems to be helpful is peer mediation, discussed in Chapter 15.

Check Yourself What does research say about different discipline approaches?

How does culture affect classroom management?

Enhancing Your Expertise with Technology

Teaching Every Student

The incident was a small one, but it exemplified many of the issues that teachers face as a result of the nation's demographic changes. Five-year old Emrah, who qualified for the free lunch program, told his teacher that he could eat neither of the two offerings in the school cafeteria that day: sausage with pancakes or deli sub sandwiches—because of religious reasons. The teacher contacted the cafeteria manager. The manager said that no accommodations could be made because no other foods were available. (One of the cafeteria workers remarked that “they” should learn to eat what “we” eat.) The increased teacher finally reached the school district dietitian, who resolved the dispute by pointing out that the “ham” in the deli sub sandwich was actually turkey ham that Emrah could eat. “I am glad we were able to take care of that problem,” said the dietitian. “But we can’t make accommodations for every ethnic or religious group in the district.”

As the nation's school population continues to diversify, incidents like this one (and others far less easily resolved) will certainly arise more and more often. Teachers with expertise about and respect for cultural differences will be able to face these challenges in ways that help students experience genuine acceptance by the school community, leading to increased ethnic pride and motivation to succeed in school.

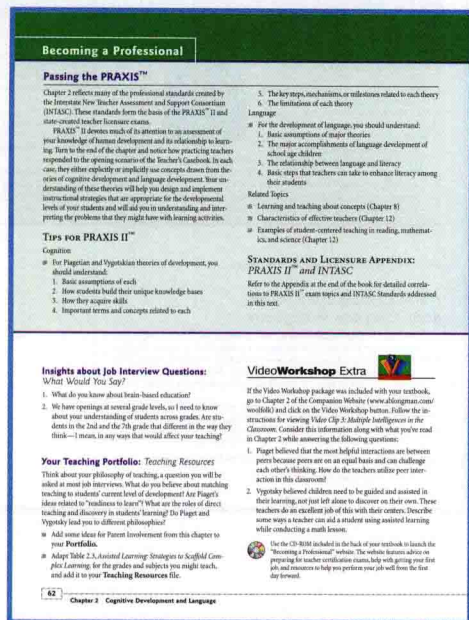
The Southern Poverty Law Center sponsors the Teaching Tolerance education project (www.tolerance.org) that helps “teachers foster equity, respect and understanding in the classroom and beyond.” Its major concern is fair treatment

of all people regardless of religious affiliation, gender, race, age, ethnicity, sexual orientation, or physical status. Teaching Tolerance takes a comprehensive approach to achievement of that goal. Here you will find information and resources including:

- current events,
- classroom lesson plans,
- activities to foster teacher self-reflection about tolerance,
- a teacher's forum to share ideas about fostering tolerance in the classroom,
- guidelines and tips for responding to intolerant incidents inside the school, and
- links to other Web sites that promote tolerance.

Perhaps Teaching Tolerance's most interesting—as well as unsettling—feature is its set of Implicit Association Tests (IAT) that measure unconscious bias. These tests might offer you some insight into your own possible hidden biases about race, homosexuality, age, gender, and body image. Teachers alone, of course, cannot create an atmosphere of equity and respect. The sponsors of Teaching Tolerance also provide numerous resources to engage parents and students in efforts to foster tolerance and equity. See what you think of this site. You may very well find it the most disturbing, but useful site that you encounter through this textbook.

Chapter 11	Classroom Management
Chapter 12	Questioning Techniques
Chapter 13	Cooperative Learning
Chapter 14	Standardized Testing
Chapter 15	Assessment



Becoming a Professional

At the end of every chapter, beginning with Chapter 2, is a section called “Becoming a Professional” that gives you guidance for developing a personal study guide for *Passing the PRAXIS™*, or other professional *Licensure Tests* you may be required to take. Marginal notes also direct your attention to material that will be very important in passing licensure examinations. In addition, in *Becoming a Professional*, you will see tips for organizing a professional *Teaching Portfolio* and developing a *Resource File* for your future classrooms.

Standards and Licensure Appendix: Praxis II™ and INTASC

You can refer to this Appendix at the end of the book for detailed correlations to PRAXIS II™ exam topics addressed in the 9th edition of the text.

Student Supplements

Study Guide Designed to help students master the material in the text, the Study Guide includes concept maps, case study applications, lists of key points, exercises with key terms and concepts, practice tests, and explanations of why answers are correct.

Companion Website Students who visit the Companion Website that accompanies the text (ablongman.com/woolfolk) will find many features and activities to help them in their studies: web links and journaling activities; practice tests; an interactive glossary; and vocabulary flash cards. The website features an extended “Teacher’s Casebook” with additional audio, video, and text-based cases and activities. The site also contains examples of classroom work created by children in many content areas. Students will be able to assess these artifacts by linking to the discussion and ideas from the main text.

CD Connection to the “Becoming a Professional” Website A new CD-ROM at the back of the text acts as a launcher to the “Becoming a Professional” website. Connected to the text feature of the same name, the website is a tool to help students succeed in the classroom and beyond. The website will help students prepare for teacher certification exams, get their first job, and perform that job well from the first day forward. In addition, the CD-ROM builds on the Appendix in the text by featuring an invaluable set of weblinks correlated to each part of the PRAXIS II™ PLT licensure exam.

VideoWorkshop for Educational Psychology: A Course-Tailored Video Learning System www.ablongman.com/videoworkshop 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—both with textbook-specific Correlation Grids. 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.

PRAXIS™ Guide Provides information about the PRAXIS II™ tests, which many states require for student certification. The Guide features ten case histories with a series of multiple-choice and short-answer questions echoing those in the actual PRAXIS™ exams.

Research Navigator™ Allyn & Bacon's new Research Navigator™ is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and three exclusive databases of credible and reliable source material including EBSCO's ContentSelect Academic Journal Database, *New York Times* Search by Subject Archive, and "Best of the Web" Link Library, Research Navigator™ helps students quickly and efficiently make the most of their research time.

iSearch: Education This free reference guide includes tips, resources, activities, and URLs to help students use the Internet for their research projects. The first part introduces students to the basics of the Internet and the World Wide Web. The second part includes over thirty Net activities that tie into the content of the text. The third part lists hundreds of education-specific Internet resources. The guide also includes information on how to correctly cite research, and a guide to building an online glossary.

Instructor Supplements

Instructor's Resource Manual The Instructor's Resource Manual includes many ideas and activities to help instructors teach the course. For each chapter it provides: teaching outline, learning objectives, learning activities and handouts (including technology activities and activities for field experiences), discussion questions, and video/Internet resources.

Assessment Package Contains hundreds of challenging questions in multiple-choice, fill-in-the-blank, true/false, short-answer, and case study formats, along with a detailed answer key.

Computerized Test Bank 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.

PowerPoint™ Presentation Ideal for lecture presentations or student handouts, the PowerPoint™ presentation created for this text provides dozens of ready-to-use graphic and text images (available on the Web at ablongman.com/ppt).

ABC News/Allyn & Bacon Video: Point/Counterpoint Containing fifty minutes of ABC News clips from ABC's premier news shows, the video provides a starting point to discuss the issues raised in the *Point/Counterpoint* feature of the main text. An accompanying instructor's guide outlines teaching strategies and provides discussion questions to use with the clips.

Classroom Insights IV Video This two-hour video contains classroom footage illustrating key concepts from *Educational Psychology*.

Allyn & Bacon Transparencies for Educational Psychology IV This updated package includes over 150 full-color acetates.

Digital Media Archive for Education This CD-ROM contains a variety of media elements that instructors can use to create electronic presentations in the classroom. It includes hundreds of original images, as well as selected art from Allyn & Bacon educational psychology texts, providing instructors with a broad selection of graphs, charts, and tables. For classrooms with full multimedia capability, it also contains video segments and Web links.

Student and Instructor Responses You are invited to respond to any aspect of this text. We welcome your feedback. You may wish to criticize the solutions in the *Teachers' Casebook*, for example, or suggest topics or materials you think should be added to future editions. We would also like to know what you think of the text features and student supplements. Please send letters to:

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