

EDUCATIONAL PSYCHOLOGY

IN THEORY AND PRACTICE

SECOND
EDITION

James W. Vander Zanden

Ohio State University

Ann J. Pace

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University of Missouri - Kansas City

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TO THE INSTRUCTOR

Writing an educational psychology textbook is a serious undertaking because the book provides teachers-to-be with their first introduction to the field. A great deal depends on the nature of their early impressions and experiences. Consequently, it is essential that we seize on the initial eagerness that so many students bring to our classes and channel their enthusiasm in the development of genuine professional competence and commitment.

An educational psychology textbook is a serious undertaking for another reason. We *know* that good teachers *do* matter. Indeed, we aim to be such teachers ourselves and to inspire our students to become capable, resourceful, and self-actualized men and women. For its part, the public has increasingly come to demand of us even higher standards of educational performance as well as improvement in the quality of our schools.

The first edition of *Educational Psychology: In Theory and Practice* aimed for a combination of strengths—both a firm grounding in basic material and the application of this material within the classroom experience. Fortunately, this approach was well received. In this new edition Professor Ann Pace of the University of Missouri - Kansas City has joined the venture. Together with her skills and insights and the feedback provided by users, the second edition builds on and strengthens the integration of theory with practice.

The following features characterize the second edition.

A Solid Foundation in Fundamentals. Good classroom practice is founded on a solid knowledge of learning processes and instructional strategies. Consequently we have carefully surveyed the research literature in psychology and education to identify instructional approaches, techniques, and tools with demonstrated effectiveness. We seek to provide a firm theoretical undergirding so that teachers-to-be can grasp the principles behind various classroom practices. In this manner they can gain the freedom and competence to depart from particular practices and formulate new ones when doing so becomes necessary. Classroom teaching is a complex undertaking that does not lend itself to a set of recipes that will apply to all situations and problems. In fact, teaching derives its professional status from its theoretical body of knowledge. Without such knowledge, teachers become merely technicians. Although technicians have skills, they have little theoretical understanding of what it is that they are doing.

Classroom Applications. We recognize the teachers-to-be, by virtue of their inexperience, are legitimately concerned with their ability to handle typical classroom situations during their first year or so of teaching. Fortunately, through the years experienced classroom teachers have written about their problems and strategies in the *Instructor*, a national magazine for teachers. We have gleaned

twenty-five of the most pertinent of these articles from issues of the past fifteen years and incorporated them as boxed inserts within the appropriate sections of the text. In this manner we seek to bring the full drama, color, and richness of the classroom experience to bear for teachers-to-be. From these selections they can acquire a "hands-on" grasp for key principles and strategies.

Contemporary Issues. In addition to the boxed inserts from the *Instructor*, the text contains other boxed inserts that provide an in-depth examination of topical issues. The focus is on contemporary matters that affect the schools or educational psychology as a discipline. For example, Chapter 2 contains the boxed inserts "Teachers and the Abused Child," "Combatting Sexism in the Classrooms," and "A Classroom Exercise in Prejudice."

Exercises. Professor Philip Langer of the University of Colorado has prepared end-of-chapter exercises for students. These activities consist of review questions, questions requiring the application of principles and concepts, and projects. They provide students with opportunities to explore classroom situations and to identify important themes in a chapter.

Photographs. In keeping with the classroom emphasis of the text, the text contains over 120 photographs showing actual classroom situations with students and teachers. The majority of them were taken in a variety of schools in Ohio and Kentucky by professional photographer Patrick Reddy.

Organization of the Text. We have reordered much of the material and the chapters in the second edition so as to match the sequence used by most instructors. However, there is no one "right" way

to teach educational psychology, and the material that is presented can be adapted to an instructor's teaching objectives. In sum, users of this text should feel free to make it serve their own particular purposes.

Pedagogical Aids. To assist the student in mastering the material, we have used a number of pedagogical aids:

- **To the student:** This section precedes the text itself and introduces students to the philosophy and organization of the book, explaining how best to study and benefit from the material presented.
- **Chapter outlines:** Each chapter begins with an outline of the sections of the chapter, which allows students to review the material to be covered at a glance.
- **Chapter previews:** Each chapter also opens with a brief discussion of the material that is to follow, providing students with a clear introduction and questions to consider as they study the chapter.
- **Chapter summaries:** A numbered summary at the end of each chapter recapitulates the central points. This feature allows students to review what they have read in a systematic manner.
- **Chapter glossaries:** At the end of each chapter there is a glossary that defines all the major terms that appear in the chapter. Thus, students have a convenient vehicle by which to look up and review key concepts.
- **Glossary:** At the end of the text, glossary terms are listed together with the chapter in which the concept is defined and discussed.
- **Appendix:** At the end of the text is an appendix that covers the major statistical concepts and operations commonly needed by the classroom teacher. It can also serve as a handy reference source for the student in the years ahead.

This text has benefitted from the kind and talented help of a number of people in the Random

House College Division. We are indebted to Judith Rothman, acquisitions editor; Leslie Carr, developmental editor; Laurel Miller and Marion Corkett, project editors; Karin Kincheloe and Barbara Grodsky, designers; Brian Hogley and Linda Goldfarb, production supervisors; and R. Lynn Goldberg, photo editor.

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James W. Vander Zanden
Ann J. Pace

TO THE STUDENT

Welcome to educational psychology, the study of learning and teaching. In this textbook we have two primary goals. First, we seek to pass along to you some of what educational psychologists have discovered about the process of learning and about various instructional strategies. Second, we want to assist you in applying these principles to deal effectively with life in the classroom.

Incorporated in the main text are a number of features that we hope will help you to learn the material and make practical use of it. If you take advantage of these aids, you will get more out of the book and find it a beneficial tool. They include the following:

Organization. The opening chapter introduces you to the field of educational psychology. The book is then divided into three parts: the learner, learning, and teaching. The first part—the learner—focuses on what students bring with them as individuals to the classroom situation. The second part—learning—examines those processes by which relatively permanent changes occur in a person's behavior as the result of experience. The final part—teaching—considers those activities and strategies that promote learning, especially in classroom settings.

Chapter Outlines and Previews. Each chapter opens with a "bird's-eye" view of what lies ahead

of you. Educational psychologists find that procedures that make the organization of material more obvious facilitate the learning of the material.

Definitions. Educational psychology, like other academic disciplines, employs a variety of technical terms as part of its professional language. Words, especially everyday words that refer to behavior, vibrate with many overtones and even double and triple meanings. Hence a professional language is a definite asset in scientific work, for it provides a more precise and condensed form of communication. We have employed a two-tier system in the use of technical terms. Those concepts that typically assume top priority within the field of educational psychology appear in bold type. Somewhat less critical but nonetheless significant terms are in italics.

Chapter Summaries. At the end of each chapter we have provided a summary that repeats the main points of the chapter in the form of numbered paragraphs. The summary should help you mentally to rehearse what you have learned and hence facilitate the retention process. The summary should also prove of help in reviewing the material for examinations.

Chapter and Book Glossaries. At the end of each chapter we have placed all the first-tier, or bold-

type, terms and definitions that we introduced in the chapter. As a further aid to your study, at the end of the text we have listed all the glossary terms and definitions together with the chapter in which the concept is defined and discussed. We did not include italicized words in the glossaries because we wish to avoid a dictionary mentality. Instead we focus on those strategies that are useful in promoting classroom learning.

Boxed Inserts. Scattered throughout the chapters are boxed inserts, many of which present articles from the *Instructor*, a national magazine for teachers. In these selections classroom teachers share with you their experiences, problems, and educational strategies. Other boxed inserts deal with contemporary issues that affect the schools and education. These are designed to provide you with

in-depth information on matters that you will encounter as professional teachers.

Exercises. At the end of each chapter a number of exercises have been prepared for your use. These activities are designed to give you opportunities for analyzing classroom situations and to assist you in identifying the important themes of the chapter.

We wish you well on your journey in educational psychology. You will have the opportunity to learn more about yourself and about the teaching experience. You are proceeding down the road of a very demanding yet exceedingly rewarding profession.

James W. Vander Zanden
Ann J. Pace

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CHAPTER OUTLINE

THE NATURE OF EDUCATIONAL PSYCHOLOGY

The Boundaries of Educational
Psychology
Knowledge and Application

EDUCATIONAL ORGANIZATION AND OBJECTIVES

Organizational Structure
Objectives of Education

THE HUMAN CONTEXT

Rewards in Teaching
Teacher Morale
The Health of Teachers

THE ROLE OF TEACHER

Elements of the Role
Teaching: Profession or Job?
The Choice of Teaching as a
Career
Attractions
Ease of Entry
Career Patterns
Gender-Related Differences in
Teacher Placement