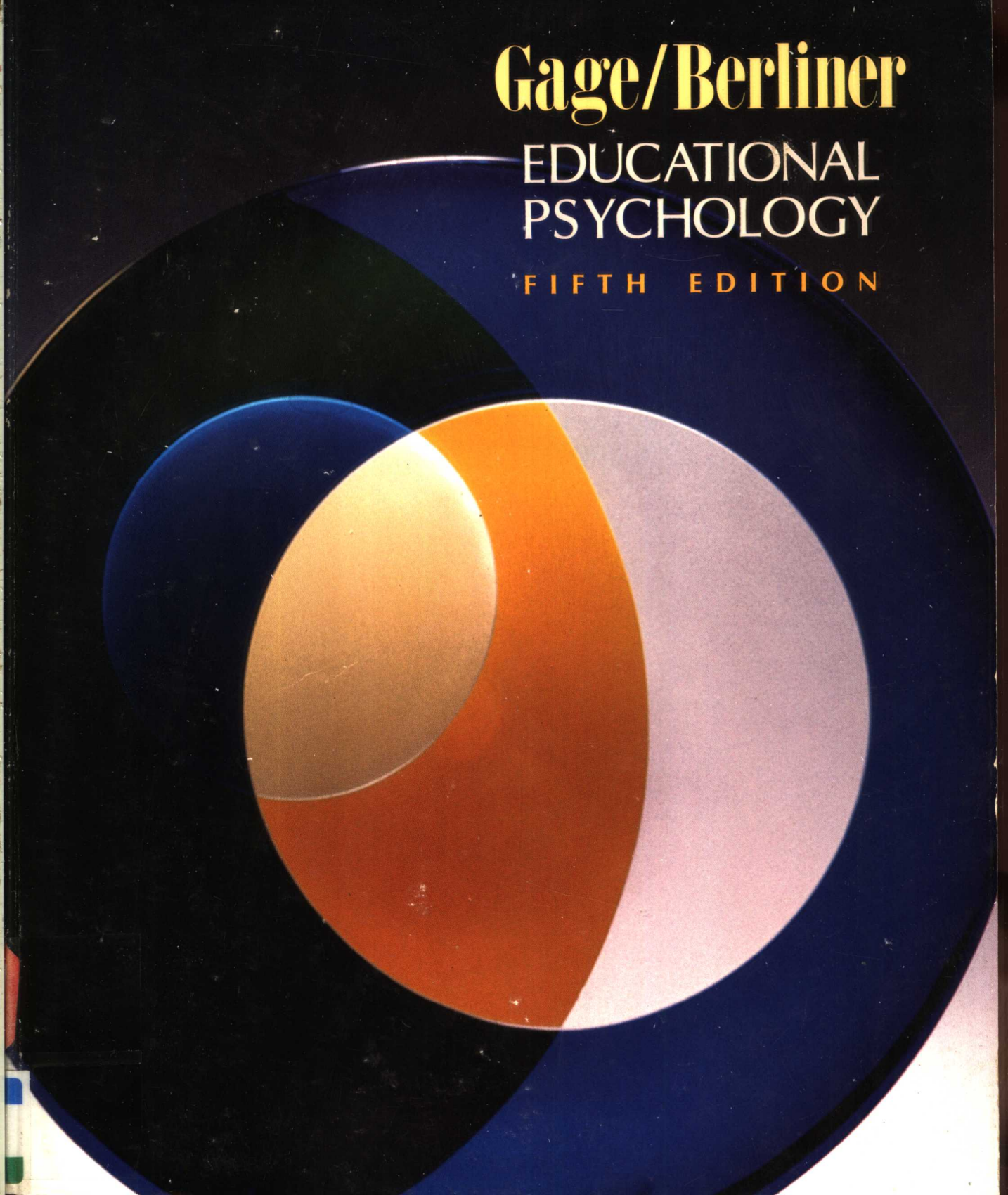


Gage/Berliner

**EDUCATIONAL
PSYCHOLOGY**

FIFTH EDITION



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FIFTH EDITION

Educational Psychology

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To our children and their partners and our grandchildren:

Elizabeth	BethAnn, Todd
Tom, Jenni, Julia	Lisa, Bob, Kevin
Sarah, Shelley	Brett, Sharon, Zoe
Anne, Barbara	Carlos, Anne
	Leticia, Mark, Sasha

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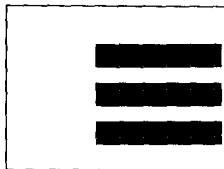
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Preface

Purpose

The excellent reception given our first four editions by instructors and students, as reflected in their abundant use and approval of those editions, has encouraged us to prepare this fifth edition. The basic purpose of our book remains the same: to give prospective and practicing educators—primarily teachers, but also administrators, counselors, and specialists of all kinds—an introduction to what educational psychology can provide by way of facts, concepts, principles, and research methods that will be both theoretically enlightening and practically useful. We want our students to take what we present as theory and put it into use in their classrooms.

Organization

This book is organized around a model of the teaching process. Beginning with objectives and student characteristics, the model then presents ideas about learning and motivation, the choice and use of teaching methods, practices, and styles, and concludes with a consideration of the assessment process. Although the sequence of this book's sections and chapters reflects this logical model, we have not assumed that the actual sequence of any teaching performance or episode follows such a logical order.

To make *Educational Psychology* more accessible and useful we've streamlined and reorganized coverage, reducing the chapter total from 24 to 14. In addition, we've restructured the text into five parts focusing on background, student characteristics, learning and motivation, teaching methods and practices, and assessment. We feel that this new organization condenses content into a more useful form for most instructors and their students.

Features of the Revision

This new edition incorporates many of the exciting and useful results of research and development that have emerged since the fourth edition. The text has been revised and updated throughout to keep up with advances in research, theory, and practice.

Part I, “Educational Psychology: Some Background.” In Chapter 1, “Educational Psychology’s Purposes and Methods,” we expand our explanation of levels of correlation and create new examples of “obvious” research results. In Chapter 2, “The Tasks and Objectives of Teaching,” we address the debate on knowledge versus higher-order objectives and its resolution: the dependence of thinking on knowledge.

Part II, “Student Characteristics.” We’ve added coverage of research on the heritability and changeability of intelligence and its relationship to job success in Chapter 3, “Intelligence.” In Chapter 4, “The Development of Cognition, Language, and Personality,” we cover revisions of Piaget’s theory and the role of bilingualism in developing cognitive competence. Findings revealing fewer differences in ability associated with gender and the latest estimates of students with exceptionalities across the categories have been added to Chapter 5, “Human Diversity and the Schools.”

Part III, “Learning and Motivation: Theories and Applications.” In Chapter 6, “Operant and Social Learning,” we expand our discussion on the role of punishment in education and explore the form of social learning that takes place in mentoring. Chapter 7, “Memory, Cognitive Processing, and the Transfer of Learning,” contains new material on the use of semantic maps, elaboration on the generative theory of learning, and increased attention to the role of cognitive strategies and conceptual maps in learning. In Chapter 8, “Motivation and Learning,” we’ve expanded our section on attribution and its role in motivation.

Part IV, “Teaching Methods and Practices.” We believe that our three-chapter section on teaching methods is unique to texts in this field, providing concrete advice on putting theory into practice. Additions in Chapter 9, “Lecturing, Explaining, and Small-Group Methods,” include expanded coverage of the nature, values, and pitfalls of low-inference variables in thinking about teaching, more on rhetorical devices in lecturing and explaining and the value of note-taking, more research on guided peer-questioning in small-group teaching, and expanded discussion of the effectiveness of cooperative learning. Chapter 10, “Individual Instruction and Humanistic Education,” highlights new information on learning strategies, intelligent tutoring systems, and an evaluation of the current status of humanistic education. In Chapter 11, “Classroom Teaching,” we focus on planning for the use of pedagogical content knowledge, teaching

scaffolds (instructional supports), the flexibility of classroom recitation, the instructional conversation, and cross-cultural differences in academic learning time.

Part V, “Assessment.” Chapter 12, “Basic Concepts in Assessment,” Chapter 13, “Assessment and Standardized Tests,” and Chapter 14, “The Teacher’s Assessments and Grades,” provide new information applicable to real classroom situations. These chapters expand their coverage of the importance of construct validity, offer further information on interpreting standardized tests, and discuss the possible effects of “high-stakes” standardized testing on the educational system. We also discuss the role of informal assessment—in particular the place of performance tests and portfolios in student assessment.

Features of the Text

The text includes the following features to help students fully understand content and make the best use of material in each chapter:

Chapter Outlines

Each chapter opens with an outline of major content headings. These outlines serve as advance organizers that preview chapter content. Students can use these as a brief structuring of material to come and as a study aid in reviewing chapters.

Chapter Overviews

The chapter overviews provide a concise introduction to the most important topics in each chapter. The authors pose questions about the material to be covered and encourage students to start thinking about what they already know in each area and what they can expect to learn from each chapter.

Recaps

These in-text summaries gather, condense, and clarify research and findings in relevant areas of educational psychology. They provide pauses in which students can briefly review important portions of a chapter.

Marginal Notes

Notes highlighting important points appear in color in the margins of each page. Students can use the marginal notes as quick guides to key ideas and issues in each chapter.

Chapter Summaries

Each chapter closes with a condensed restatement of the most important ideas in that chapter.

Glossary

A glossary providing brief definitions of key terms appears at the end of the text.

Author/Reference Index

This index lists and describes the sources used in preparation of this text. It provides an excellent list of resources for further study in every area of educational psychology.

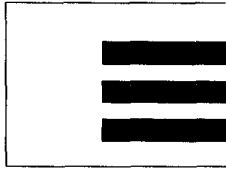
Instructional Components That Accompany the Text

Study Guide. This edition, like its predecessors, is supported by a *Study Guide* designed to direct students to the most important points of each chapter. Each *Study Guide* chapter provides chapter objectives, chapter overviews, definitions of key concepts, projects and activities that call for application of key concepts, multiple-choice tests for students to use in monitoring their understanding of each chapter, and suggestions for term papers. All these *Study Guide* features call on students to make active use of the material they have learned in each chapter. Students can use the *Study Guide* as an ongoing aid to understanding text and lecture material and as a review of the whole course.

Instructor's Resource Manual. The *Instructor's Resource Manual* has been developed as a separate resource to accompany the fifth edition of *Educational Psychology*. It begins with a discussion of the field of educational psychology and of the introductory course. Next, it provides a checklist of things to think about and do in managing an educational psychology course, and provides suggestions on how to use textbooks to define and teach the course. The authors also provide a sample syllabus to be adapted for classroom use and a list of films and readings addressing selected topics in educational psychology.

Test Bank. Multiple-choice questions and essay questions are provided for each text chapter and are keyed to important topic areas within each chapter. Answers and feedback for each answer, as well as cross-references to text pages, are provided for each correct answer.

Computerized Ancillaries. A test bank data disk is available in Apple and



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