

Educational Psychology in the Classroom Seventh Edition



HENRY CLAY LINDGREN ❖ W. NEWTON SUTER

Educational Psychology in the Classroom *Seventh Edition*

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Educational Psychology
in the Classroom Seventh Edition



*To
Etta and Fred
and
Walter and Thalia*

Preface

Purpose and philosophy

The purpose of this text is to enhance students' understanding of teaching and learning processes by getting them to think about and analyze their own experiences, both in the classroom and in everyday life. As authors of this seventh edition of *Educational Psychology in the Classroom*, we address this purpose by retaining the special quality that has characterized the book since its first edition—that is, its emphasis on *understanding*.

It is understanding, after all, that makes the difference between the amateur and the professional, between the proud parent who snaps endless poses of the newborn infant, and the professional photographer who understands film, cameras, filters, light, and shadow.

The difference between the professional and the amateur is crucial in education. The number of people convinced that they can teach as well as any professional is legion because they, like every adult, have had some kind of teaching experience. As older children, they taught younger ones; as parents they have taught children; and as experienced workers, they have taught fellow employees; and so forth. Although all of these “teachers” have attained some degree of success, this does not mean they are prepared to cope with classroom teaching. Few untrained, inexperienced teachers are able to plan lessons so that a class full of restless students have a sufficient range of learning activities to command their attention and absorb their energies for the span of a six-hour school day. Furthermore, few amateurs are able to understand and help students overcome obstacles to learning. In short, to accomplish these goals, a teacher

must develop the breadth and depth of understanding students' learning processes, thoughts, feelings, anxieties, disabilities, and social background.

New to the Seventh Edition

In the 27 years since the first edition of *Educational Psychology in the Classroom*, there have been a number of changes in the types of understanding required of beginning teachers. (In response to the increased emphasis on the development of students' thinking and reasoning, this *Seventh Edition* draws heavily from psychologists' research on cognitive processes and information processing, and more attention has been given to learning theory and social learning and their applications to teaching strategies.) Retained from past editions* are the more significant discussions of learner-centered aspects of education and the social psychology of the classroom.

Organization of text

The *Seventh Edition* begins with a one-chapter introduction followed by chapters that focus on the development and background of the learner and

*The anecdotal case material that appears in this book is drawn partly from our own experiences and partly from those of our colleagues and students. We have elaborated on these incidents rather generously, changing names and situations, partly to disguise the identity of those involved, and partly to highlight the points we are attempting to illustrate. The anecdotes are to be considered fictional creations, even though they are drawn from life and are as realistic as we can make them.

then shift to a consideration of learning theories—the “why” and “how” of learning. Next in sequence are chapters on the application of learning principles to instructional strategies, and classroom management designed to enhance learning, as well as on the evaluation of teaching and learning, and the measurement of individual differences. The final section deals with special education and problem behavior in the classroom.

Each of the book’s sixteen chapters includes a summary, suggested activities and discussion questions, and a list of suggested readings.)

Special features and supplements

Computer Application Appendix. This sixteen-page addition covers such topics as how computers work; types of hardware; programs and languages; educational computers and models for school use; districtwide planning and implementation of computer-based instruction; and instructional uses of computers. This appendix concludes with a brief discussion of the future, information on where to get additional training, suggested sources of information, and a computer user’s glossary of terms.

Statistical Appendix. For the more research-minded student, this section includes such topics as frequency distributions, descriptive statistics, scattergrams, test reliability, and predictive validity.

Glossary. New for this edition, this reference resource offers comprehensive coverage of the psychological and educational terms found in boldface throughout the book.

Student Study Guide. This supplementary book provides two kinds of review questions: factual questions based on specific information in the text and questions that test whether the student has understood concepts and attitudes consistent with a psychological approach to the study of educational

processes. Also included are suggested projects and problems for each unit.

Instructors’ manual. Multiple-choice questions keyed to each of the chapters in the text are included in this supplement, as well as comments, suggestions, and directions for the projects and problems contained in the Study Guide.

Access to testing services. The two services available are *Micro-Pac*, a software package for authoring, editing, and generating test items that is compatible with the IBM-PC, APPLE II series, TRS-80 Model IV, or any microcomputer compatible with these three, and *Teletesting Service*, which allows you to select the test items you want from the Instructors’ Manual. Phone (415) 593-EXAM (collect), and within 48 hours, the master copy of the test will be mailed to you.

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Henry Clay Lindgren
W. Newton Suter

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