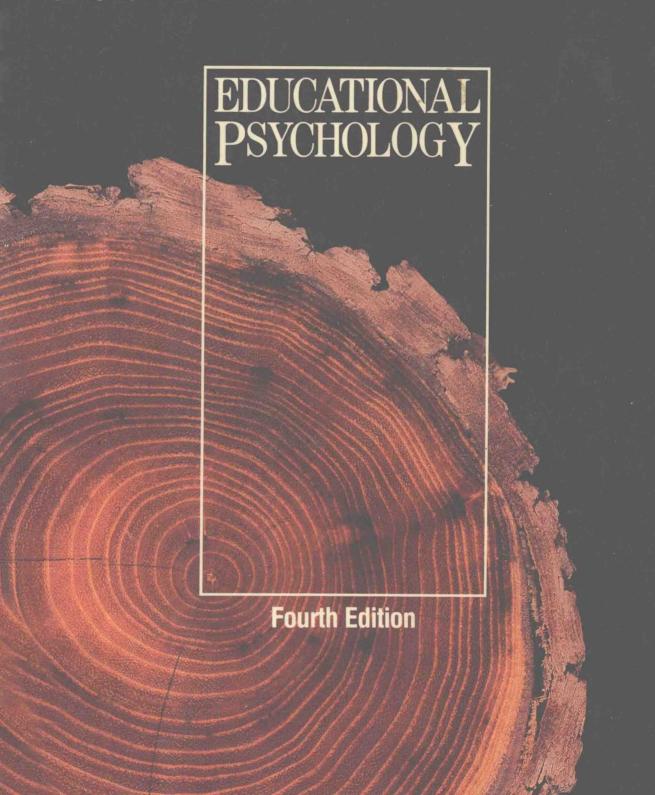
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For Nate's brother, Alan, and David's wife, Ursula Casanova, with love

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PREFACE

Purpose

The excellent reception given to our first three editions by instructors and students, as reflected in their abundant use and approval of those editions, has encouraged us to prepare this fourth 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.

Organization

The 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 evaluation process. Although the sequence of the 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.

Features of the Revision

This new edition incorporates many of the exciting and useful results of research and development that have emerged since the third edition. Treatments of intelligence and child development are extended and updated. The effects of cultural differences on learning and teaching are explored. We present findings on the long-term value of preschool experiences and discuss the effects of mainstreaming and other aspects of special education. The new work on information processing, cognitive structures, and schemata (insights derived from cognitive psychology) is also examined. Other key areas addressed include the ways in which learning can be transferred, the research on teachers' and students' attributions about learning, the role of teacher expectations in student achievement, and the improvements in teaching methods (such as cooperative learning) and criterion-referenced evaluation. We have also added

a glossary to help students learn the technical language that distinguishes professionals from lay people.

We have retained features that have been designed to strengthen the instructional effectiveness of the book: Chapter overviews and outlines presented at the beginning of each chapter, marginal notes that highlight key terms and ideas, photographs that illustrate the roles of teachers and students, and chapter summaries.

Study Guide

This edition, like its predecessors, continues to be supported by the *Study Guide*, which has been favorably received by students, who have often advised their successors to use the *Study Guide*. The new version reflects, of course, the changes in the text. The *Study Guide* is also available in a computerized version called *Microstudy*.

We hope this edition does its job, and we shall welcome and be grateful for any comments that its users, either instructors or students, may be kind enough to send to us. We thank the many researchers, scholars, teachers, instructors in educational psychology, and students of this book—all those whose ideas have helped us produce what we believe to be a significantly improved textbook in educational psychology.

N. L. Gage Stanford University David C. Berliner University of Arizona

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Finally, we thank the editors at Houghton Mifflin for their efforts in producing this improved fourth edition.

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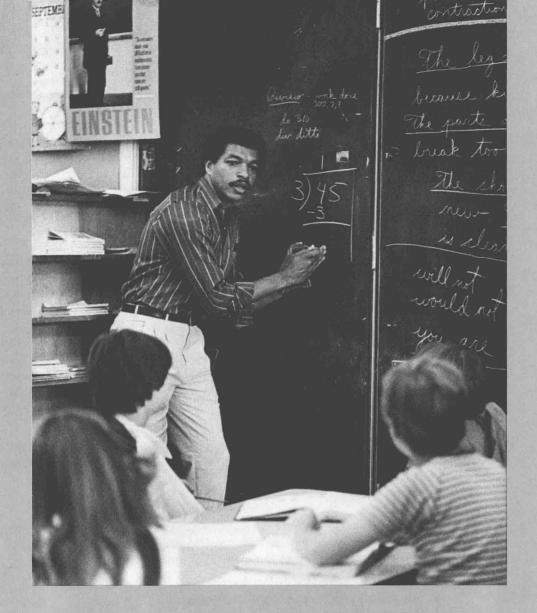
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EDUCATIONAL PSYCHOLOGY Fourth Edition

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Educational Psychology: Some Background