

An abstract collage artwork featuring various geometric shapes, colors, and textures. It includes a large purple shape, a green circle, a red shape, and a blue shape. The background is a mix of these colors and textures, creating a complex, layered effect.

ANITA  
WOOLFOLK

EIGHTH EDITION

EDUCATIONAL  
PSYCHOLOGY

# EDUCATIONAL PSYCHOLOGY

E I G H T H   E D I T I O N

*Anita Woolfolk*

The Ohio State University



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*To Liz, Wayne K., and Kelly,  
Teachers, Learners, Innovators:  
The future*

*And to Wayne  
For all that is,  
And the best that's yet to be.*

# Preface

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. This edition incorporates new insights and current trends while retaining the best features of the previous work. The eighth 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 seven editions found these features very helpful. But what about the new developments?

The study of teaching continues to focus on the person being taught—the student doing the learning and how that person makes meaning in a social context. In this revision, there is a new chapter on *social cognitive and constructivist views of learning* that examines the role of social processes in learning. This is an exciting and sometimes controversial area in educational psychology, but one that merits consideration by anyone who wants to understand learning.

Over 250 new citations have been added to this edition to bring prospective teachers the most current information. Topics include the following:

the brain and learning	culturally relevant pedagogy
Vygotsky and sociocultural theories of development	learning strategies
the role of adults and peers in cognitive development	social cognitive theory and self-efficacy
personal and collective self-esteem	problem-based learning
bullies and victims	cooperative learning
navigating transitions in school	interest and emotions in learning
person-first language	self-schemas and motivation
emotional intelligence and tacit knowledge	conceptual change teaching in science
ADHD	creating learning communities
stereotype threat	dealing with conflict and violence
dialects and teaching	revised taxonomies for learning
	grading rubrics
	authentic assessment
	portfolios

***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,” looks at learning 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. The new chapter, “Social Cognitive and Constructivist Views of Learning,” explores the role of social and cultural processes in learning. Part Three, “Motivating,” discusses the ever-present, linked issues of motivating and teaching today’s students. Part Four, “Teaching,” looks at instruction from two perspectives: a teacher-focused view that emphasizes the teacher’s role in planning, providing, and monitoring instruction, and a student-centered view that emphasizes the students’ active construction of understanding. This section also examines how teachers can adapt instruction for students with special needs. The material in these chapters is based on the most recent research in real classrooms. Part Five, “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. An *Overview* begins with a question about a subject related to the chapter. Before you read each chapter, take a moment to reflect on the questions raised. Your answers to the questions and the Overview, along with a list of Learning Objectives (also useful for later review), provide an orientation to the chapter topics.

When you turn the page, you confront another 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.

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 *Glossary* at the back of the text. After every major section of the chapter, *Checkpoints* ask you to review and apply your knowledge. Can you answer these questions? If not, you might want to 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 keyed to the *Checkpoint* questions in each main heading and an alphabetical list of the *Key Terms* from the chapter, along with the page number on which each is discussed.

**Other Text Features.** As in previous editions, chapters in the eighth edition include *Guidelines*, the *Teachers' Casebook*, and *Point/Counterpoints* on issues such as inclusion, tracking, “paying” kids to learn, and alternatives to direct teaching.

**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 gives ideas for *working with families and the community*—an area of growing importance today.

**Connect and Extend.** Connect and Extend features appear in the margins several times throughout each chapter, linking content to teaching, students' thinking, research, and the news. They are valuable components for promoting deep level processing and transferring theory to authentic classroom settings.

**Teachers' Casebook.** This highly acclaimed and popular feature from the first seven editions is back. At the end of each chapter, master teachers from across the country, including many Teacher of the Year award winners, as well as teachers from Australia, Papua New Guinea, and Mexico, offer their own solutions to the *What Would You Do?* situation presented at the beginning of the chapter. *Teachers' Casebook: What Would They Do?* gives you insights into the thinking of expert teachers—compare their solutions to the ones you devised. 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.** Every chapter includes a *Point/Counterpoint* debate that examines two contrasting perspectives on an important question or controversy related to research or practice in educational psychology. Many of the topics considered in these *Point/Counterpoints* have “made the news” recently and are central to the discussions of educational reformers.

**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 professional *Certification Tests* you may be



required to take, organizing a professional *Teaching Portfolio*, and developing a *Resource File* for your future classrooms.

**Student Supplements.** A *Study Guide* designed to help you master the material in the text is also available. 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. Finally, with this book you got an *Interactive Companion*, a CD-ROM that has audio and video clips, Websites and interactivities, self-tests and study aids, and the voices of teachers and children to connect and extend your learning through multiple modes and media. The *Interactive Companion* provides many opportunities to learn about teaching. Check it out right away so you can use it with all your education classes.

**Student 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:

Woolfolk  
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Dulacca QLD 4255 - Australia

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Lawton Chiles Elementary School  
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Margaret Doolan  
St. Michael's School  
Gordonvale QLD 4865 Australia

Michael J. Ellis  
Quincy High School  
Quincy, Massachusetts

Aimee Fredette  
Fisher Elementary School  
Walpole, Massachusetts

Frances D. Garland  
Winship School  
Boston, Massachusetts

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Hudson Middle School  
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St. James Episcopal Day School  
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Carol Grosberg  
Bates School  
Wellesley, Massachusetts

Jeff D. Horton  
Colton School  
Colton, Washington

Jeff Hovermill  
Colton School  
Colton, Washington

Kelly L. Hoy  
Faber Elementary School  
Dunellen, New Jersey

Mitchell D. Klett  
A.C. New Middle School  
Springs, Texas

Regina M. LaRose  
Hillside School  
Needham, Massachusetts

Peggy McDonnell  
West Park School  
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Kate McMenemy  
St. Ignatius Primary School  
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Sandra T. McNeice  
Sterling Middle School  
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Sacred Heart High School - Hagita, Alotou  
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Wendy Merefield-Ward  
Payne Road State School  
The Gap QLD 4061- Australia

Sue Middleton  
St. James Episcopal Day School  
Baton Rouge, Louisiana

Brenda Miller  
Yucca Elementary School  
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Julie Mohok  
Ponam Primary School,  
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Snug Harbor Community School  
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Dr. Nancy Sheehan-Melzack  
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