EFFECTIVE TEACHING

Educational Psychology

third edition

ELLIOTT

KRATOCHWILL

LITTLEFIELD COOK

Educational Psychology:
Effective Teaching, Effective Learning

Third Edition

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Dedication

To my parents, Bob and Jean, for their enduring love and support.

Stephen N. Elliott

In loving memory of my parents, Rudy and Marian Kratochwill.

Thomas R. Kratochwill

To my family.

Joan Littlefield Cook

To my wife, Barbara, whose love, support, and encouragement have been a source of inspiration through the years.

John F. Travers

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John F. Travers received his doctorate from Boston College, where he is a professor of educational psychology and child psychology. In a faculty of more than eight hundred, Dr. Travers has been selected as one of the outstanding teachers and has been honored as Teacher of the Year. He is the author or coauthor of fourteen books in the fields of education and child psychology. Writing, teaching, and community service involving children and schools have been constant themes in his professional career.

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PREFACE

Teaching and learning are complex and exciting processes that bring people together in ways that can change their lives. Educational psychologists have been keen observers of the interactions between teachers and learners for nearly a century and have provided many insights into what makes for *effective teaching and effective learning.* In this third edition of *Educational Psychology,* we have created a book that emphasizes how the theoretical and applied work of educational psychologists can help educators achieve their goals of effective teaching and learning. This emphasis on the application of educational psychology will be most evident as you read about the real-life experiences of teachers with classroom challenges woven throughout our chapters. It will also be very clear as you examine nearly one hundred of our TIPS—Teaching Interaction Principles and Strategies—and the practical suggestions we have for improving *communication, motivation, time usage, assessments,* and ultimately *students' learning.*

Individuals entering the education profession are often both excited and anxious, and they may have many questions and ideas about teaching and learning. What shall I teach? How shall I teach it? Will students like me? How will I discipline students who misbehave? Even experienced teachers approach that first class meeting of a new year with similar, though perhaps less intense, feelings and concerns, because education and students constantly change. We recognize you have questions about teaching and learning. We believe **educational psychology** can help answer many of these questions today and provide you insights that will facilitate answering your own questions tomorrow!

About Our Book

Educational psychology textbooks provide insights into the teaching-learning process and student behavior, as well as research data, theories, and illustrations, all concerned with actual classroom application of psychological principles. Consequently, individuals taking an educational psychology course and reading an educational psychology textbook should enter a classroom and other teaching-learning situations with greater confidence in their ability to teach and their understanding of the learning process.

To accomplish these goals, we have presented the basic principles of effective teaching and effective learning in a book that has a *balanced (cognitive and behavioral) theoretical orientation.* Becoming a successful teacher depends to a considerable extent upon acquiring an understanding of students, of how they learn, and of the most effective means of teaching. Since teaching is reaching, that is, reaching students, we—the authors of *Educational Psychology: Effective Teaching, Effective Learning*—have attempted to present the latest and most pertinent data available, to apply those theories that best explain particular classroom situations, and to consistently illustrate with classroom examples how these theories and data "work." In this way, we provide readers with a practical and useful book, based largely on empirical research, that will provide knowledge and guidance now and in the future when teaching others is their priority!

Organization of the Text

Writing an educational textbook that is both practical and useful demands that certain decisions be made. What is to be presented and how is it to be organized? Answering these questions forced us to select and organize the most pertinent and critical information around core concepts of educational psychology as applied to effective teaching. The book starts with an introduction to the teaching-learning enterprise and then focuses first on students, then on learning, and ultimately on teaching. We believe that this organization helps the reader to focus on the learner and development, the learner and learning, and the learner and teaching, with classroom management and assessment being important parts of effective teaching. Thus, the book stresses the interactions between students as learners and teachers and contextualizes these interactions in an increasingly diverse social and technological environment called school. Chapter 13, focusing on effective teaching, is a culmination of the book and emphasizes that the content and themes (communication, learning, motivation, time, and assessment) of the previous chapters are the "building blocks" to effective teacher-student interactions.

NEW TO THIS EDITION

A dynamic field such as educational psychology must incorporate vital facts into heuristic theories as well as offer educators information and teaching suggestions for the changes that any society inevitably experiences. More children of widely different backgrounds are entering our classrooms; therefore, educators must be prepared to recognize and understand the values, beliefs, and behaviors of diverse students and their families. *Teachers must be prepared to apply findings from educational psychology research to enhance their teaching-learning interactions.* Thus, with this third edition of *Educational Psychology: Effective Teaching, Effective Learning,* we have added two new features, **TIPS** and **Case Studies.**

TIPS stands for **T**eaching **I**nteraction **P**rinciples and **S**trategies and are brief summaries of key teaching principles and related instructional actions. Our TIPS focus on five themes that teachers have told us permeate their lives: *communication, learning, motivation, time,* and *assessment.*

The **case studies** found throughout this text are designed to provide rich and frequent opportunities for readers to see connections between the concepts and strategies they are reading about and the practice of teaching. Case studies are comprised of five components: a *Case Description* located in the opening pages of each section, a chapter-opening *Case Box* relating the case to the specific focus of each chapter, *Case Notes* embedded within each chapter, *Case Reflections* at the end of each chapter, and a *Teachers' Case Conference* located on the closing pages of each section.

In Chapter 1, readers are introduced to our three cases which focus on a teacher and his or her interactions with students. Each case is then expanded on in one of the sections of the book. In the opening of Section 1, "The Development of Students," readers study the case of Marsha Warren, an experienced third-grade teacher who has a heterogeneous class of students, some of whom challenge her. Then throughout each of the four chapters in this section, readers will find case notes where we offer *observations, hypotheses, and possible actions* designed to illustrate how the content of each chapter applies to Marsha Warren and her class. In Section 2, "Learning Theories and Implications for Practice," readers are introduced to the case of Mark Siegel, a fourth-grade teacher who is puzzled by the learning problems of one of his students and also challenged by the student's parent to do more to help the child. The four chapters in this section afford many perspectives on learning. Finally, in Section 3, "Effective Teaching and the Evaluation of Learning," readers meet Melissa Williams, a novice seventh-grade teacher at a high-achieving school who is feeling pressure to maintain the superior end-of-year test scores that the previous teacher had accomplished

with similar students. The four chapters in this section result in numerous case notes that document ideas for successfully solving the problems confronting Melissa. These three case studies and their treatment throughout the text illustrate how students can apply knowledge from this course to their future teaching challenges.

Supplementary Materials for the Instructor

We have worked with the publisher and some very talented individuals led by Joan Littlefield Cook, to put together a quality set of supplementary materials to assist instructors and students who use this text. These include the following.

Instructor's Manual and Test Item Bank

The key to this teaching package was created by Joan Littlefield Cook, one of the text's authors. This flexible planner provides a variety of useful tools to enhance your teaching efforts, reduce your workload, and increase your enjoyment of teaching. For each chapter of the text, the manual provides an outline, overview, learning objectives, and key terms. These items also are contained in the Student Study Guide. The manual contains lecture suggestions, classroom activities, discussion questions, integrative essay questions, suggestions for using the Educational Psychology video series, a film list, and a transparency guide.

The instructor's manual also includes sections on "Using the Cases" and "Big Ideas" in Educational Psychology". The first section is to help you use the cases (the ones in the text as well as other suggested for every chapter) as contexts for students to identify concepts, and as contexts for applying the text information to solve realistic classroom problems. The "Big Ideas" section helps students identify important text concepts, state them as teaching and learning principles, and develop specific teaching and learning strategies. Both the principles and strategies are tied to the five themes of the text (assessment, communication, learning, motivation, and time) to help students organize their knowledge around these themes.

The comprehensive test bank includes more than one thousand multiple-choice and true/false questions that are keyed to the text and learning objectives. Computerized test banks are also available.

Student Study Guide

This guide for students was also created by Joan Littlefield Cook. For each chapter of the text, the student is provided with an outline, an overview, learning objectives, key terms, a guided review, study questions (with answers provided for self-testing), and integration and application questions. The study guide begins with a section on developing good study habits, to help students study more effectively and efficiently. The "Using the Cases" and "Big Ideas in Education" section from the Instructors Manual are modified for the Study Guide.

Videotapes

The final component of the supplementary materials package for *Educational Psychology* is its newest and most exciting component: an integrative series of videotapes. These videotapes draw upon the book's knowledge base and bring to life the content from each of the major sections of the text. The videotapes provide students with opportunities to observe

a variety of classroom practices and to hear from some of the leading educational psychology researchers in the country. Please ask your local McGraw-Hill sales representative for other instructional resources to accompany this book.

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Happy reading and learning!

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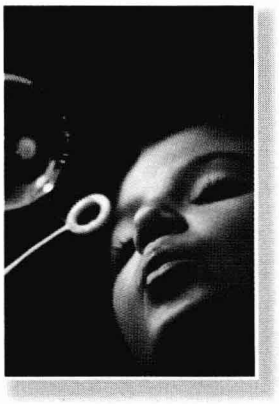

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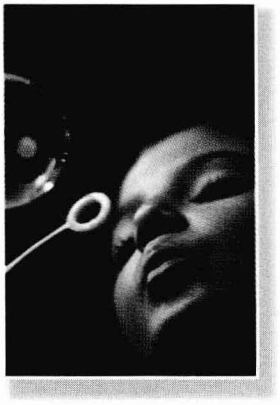

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