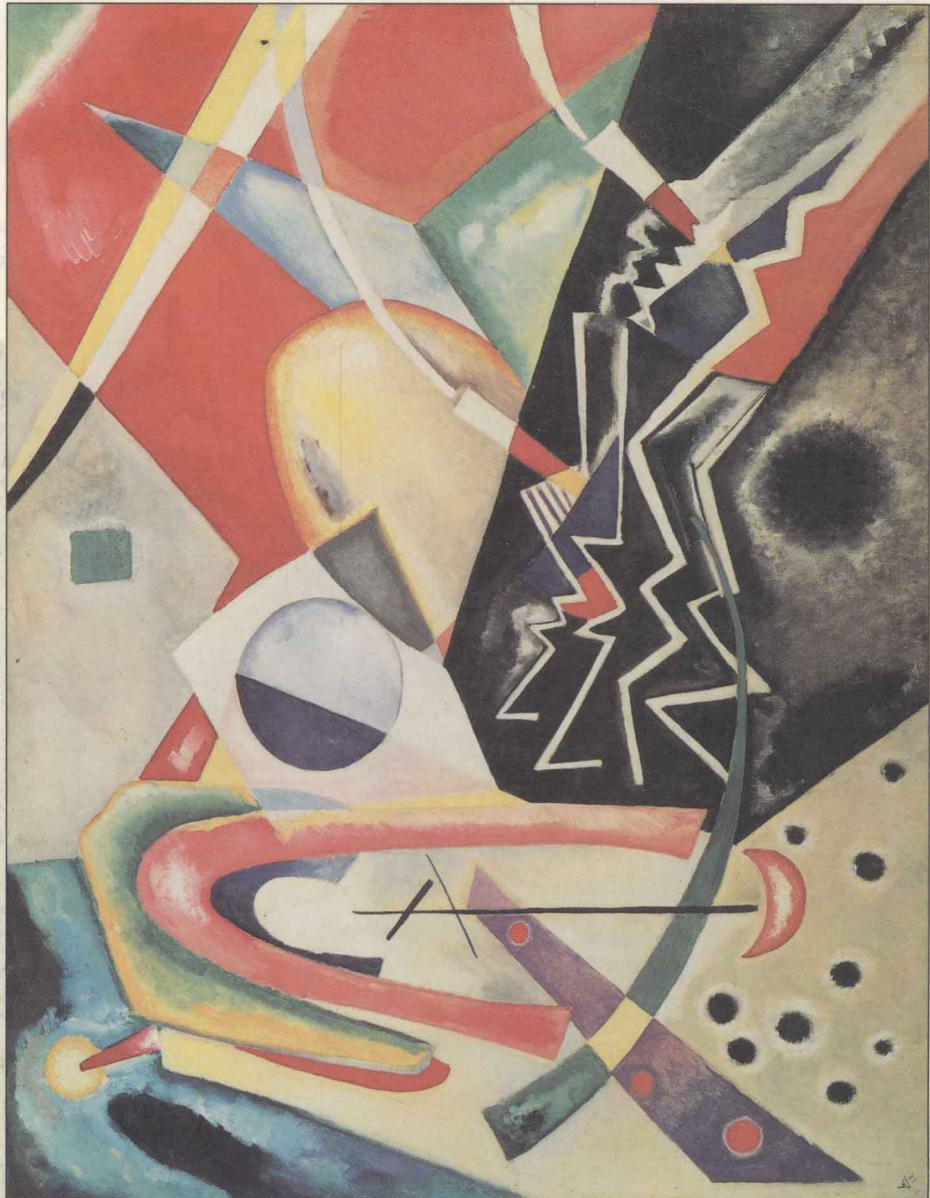


# EDUCATIONAL PSYCHOLOGY

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## CLASSROOM CONNECTIONS

PAUL D.  
EGGEN  
  
DON  
KAUCHAK





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# EDUCATIONAL PSYCHOLOGY

Classroom Connections

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Paul Eggen

University of North Florida

Don Kauchak

University of Utah

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# Preface

We wrote this book to introduce you to the dynamic field of educational psychology. As we worked in this area we became convinced of the need for a book that would help students see how educational psychology connects to their lives as both teachers and learners. This is that book—an applied text designed to translate psychological concepts and principles into workable solutions for real-life teaching problems.

We've tried very hard to prepare this text with you, the reader, uppermost in our minds. While educational psychology focuses primarily on factors that influence learning in school-age students, it has much to offer learners of all ages. For example, we've all heard expressions such as "Tie a string around your finger so you won't forget" and "That was a very rewarding experience." Memory and motivation are processes that affect all learners. In addition to examining learning in school-age children, this text will help you understand how principles of learning influence your life.

## FEATURES OF THIS TEXT

This text focuses on learning and what we as teachers can do to promote it in our students. In writing the text, we've tried to incorporate design features that promote the process. Although learning is extremely complex, we know quite a lot about it. For instance, research shows that examples are critical in learning and that concrete examples are more effective than abstract ones. The following features build upon these powerful ideas.

### Case Studies

We introduce each chapter with a **Case Study**—an example taken directly from a teacher's classroom experience—which illustrates the important topics being presented. The case study provides a frame of reference to which the ideas in the chapter are attached, making them more concrete and meaningful. Additional case studies are included within the chapters to provide further illustrations of the topics being discussed.

## Margin Notes

We know that students learn more effectively when they are actively involved in the learning process. To increase your involvement with the content of the text and to help you relate it to your personal experiences, we have placed questions in the margins. These **Margin Notes** encourage you to reflect on the content, link topics from different chapters to each other, apply the content to real-life classroom problems, and relate the content to your present life.

## Exercises

To further foster your involvement with the topics you're studying, **Exercises** appear at various locations in each chapter. They present problems and encourage you to apply the information you've studied to classroom situations. As with the margin questions, the exercises are designed to make you an active learner rather than a passive receiver of the information in the text.

## Classroom Connections

Throughout the chapters you will find that we have included sections that give you guidelines and extend the principles of the chapter so you can see how they directly apply to teaching situations. These **Classroom Connections** demonstrate exactly how teachers incorporate successful teaching practices into their own classrooms. We have included samples from all grade levels to show you the variety of applications that are appropriate for these classrooms. These concrete suggestions will certainly help you generate ideas for other successful techniques as you develop your own teaching strategies based on these principles of educational psychology.

## Figures, Tables, and Outlines

Learning is more efficient when information is organized so that relationships are apparent, rather than when it is presented in isolated segments. To help organize the content of each chapter, **Figures, Tables, and Outlines** are used frequently to summarize important information and provide additional examples of a chapter's topics.

## Chapter Endings

We know that learning is enhanced by summaries and reviews of important topics. Therefore, we close each chapter with a **Summary** that succinctly describes the important ideas in the chapter. It is intended to help you find additional links between the ideas you've studied in a particular chapter.

In addition to the summaries, the **Important Concepts** in each chapter are listed at the end, together with the numbers of the pages where they're first introduced. These important concepts lists will allow you to monitor your own understanding and progress as you study.



Finally, a list of **Suggested Readings** is provided at the end of each chapter. These allow you to study the text topics in greater depth if you choose to do so.

## Text Ending

At the end of the text, additional features designed to assist you in your learning are included. A **Glossary** defines all the important concepts listed at the ends of the chapters. A **Reference List** provides bibliographic information for all the sources we cite, and a detailed **Index** allows quick access to specific topics.

## CLASSROOM APPLICATION

You're probably studying this text because you're now a teacher or you're planning to become one. In a further attempt to make the information you study more usable, we've made classroom application a central theme of our writing. This text is useful to the extent that it helps you apply what you've learned to understand and improve your own teaching. Each of the text features we outlined in the preceding paragraphs exists for this reason. They're designed to help you understand text content and how it can be applied in real classrooms with real students.

## SUPPLEMENTS

To further aid your learning and development as a teacher, supplements have been provided for your instructor's use.

## Transparencies

The most obvious of these supplements will be the **Transparencies** that you'll see displayed as your instructor teaches. As with the figures and tables that appear in the text, the transparencies are designed to help you organize the information you're studying so that it's learned in a meaningful and connected manner.

## Video Segments

In chapter 1, we discuss the work of experts who suggest that teachers should think critically, practically, and artistically. They suggest that teachers should critically examine research, their own work, and the work of other teachers. To help you develop your critical thinking, you will have the opportunity to study videotaped segments of actual teachers working with students in actual classrooms. The **Video Segments**—dealing with Piaget, classroom management, cooperative learning, information processing, metacognition, and other examples of teaching—are intended to illustrate reality, not perfection. You will be encouraged to examine the teachers' work in each case with this thought in mind. Questions such as "What are the important strengths and weaknesses of this lesson?" and "How could this have been done more effectively?" will be encouraged.



This process of analysis will help develop your ability to critically examine your own work.

## Test Items

Research consistently indicates that learning is enhanced when teachers have high expectations for their students and when they ask them to think critically and analytically about the content they are learning. Therefore, many of the **Test Items** you'll see on quizzes will require you to carefully analyze information taken from classrooms and to make decisions based on the evidence provided. With practice, your ability to think critically and analytically will develop. Instead of memorizing strings of words, you'll apply what you have learned to new situations. This is a challenging experience and, as your abilities develop, you will find it a rewarding one.

To help you develop your analytical skills, you will be given classroom opportunities to practice responding to items that will challenge you in the same way as those on the tests.

All the elements included in this text are designed to be consistent with what we know about learning and motivation. We believe that the entire text reflects a realistic view of learners in the 1990s and what we as teachers can do to make learning effective.

## Student Study Guide

A **Student Study Guide** is also available to accompany your text. This guide is designed to supplement your main text and provides you with additional practice in reviewing chapter content, key concepts, and the applications of the principles of educational psychology. Self-check quizzes are also included for you to monitor your understanding of the content of the chapters.

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Paul Eggen  
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