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21世纪心理学经典原版教材

[美] 安妮塔·伍尔福克（Anita Woolfolk） 著

教育心理学

Educational Psychology

第12版

国际教育心理学领域最具代表性和影响力的教材之一，美国教师资格证书考试主要参考教材。

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清华大学心理学系指定教材

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丛书总序
——清华大学心理学系系主任彭凯平教授寄语

国际学术届常用的社会发展指标中，对人的心理健康和对心理学的关注一直是衡量一个社会是否真正成为了一个以人为本、尚善关心的现代化社会的标志之一。中国社会最近这些年对心理学的关注和支持，实际上标志了我们中国社会已经迈入了现代化国家的门槛，已经不再是一个以衣食温饱为第一奋斗目标的发展中国家。毫无疑问，当今的中国已经进入了关注心理学、学习心理学、应用心理学的时代。

放眼我们的周围，家长们在看儿童心理学，企业家们在听管理心理学，搞教育的在学教育心理学，做市场的在研究消费心理学。中央电视台还推出了“幸福访谈”，国家领导人提出了“中国梦”的美好愿景。人们在日常生活中最常用的词汇不仅仅是“房子”、“股票”，也增加了“心态”和“幸福”。在网上广为播放的“哈佛幸福课”掀起了全国人们讨论“幸福是什么?”的热潮，并且由此催生了诸多的讨论幸福和积极的书籍、讲座、课程。心理学不仅仅走入了寻常百姓的生活，在学校里面的欢迎程度也呈现了指数型的增长。我可以肯定的说，这些热情的心理学爱好者中只有很少一部分人已经或者计划在未来从事临床心理的治疗工作或者其他的与心理学有关的工作，他们中的大多数是感受到了心理学知识的魅力和作用，它会让人在工作和生活的各个方面获益匪浅，因而心理学是和数学、语言一样，属于现代有知识群体的人基本必修的课程和不可或缺的工具。学习心理学不是为了获得一纸文凭，而是为了获得职场的竞争力和生活的幸福力。

然而，心理学是一门严谨的科学。就像学习数学、物理、金融、信息工程一样，希望真正理解和运用心理学，就需要经过系统严谨的科学训练。当今的心理学已经不再是大家心中那种坐而论道，成天讨论“是什么动机让人们这么做?”的心理学；现在的心理学家们也不再是叼着雪茄，坐在沙发后面轻柔地问出“你能回忆起5岁的时候父母的那场争执中，你是什么感受么?”的精神分析师了；历时一百多年，一代代的心理学家们充分吸收了其他学科领域的发展所带来的工具。今天的心理学家们，不仅仅从象牙塔里面走出来进入了日常生活，更拥有了前人不可想象的有力工具：大数据分析、云计算应用、正电子脑部扫描、功能核磁共振成像、电生理分析仪等。今天的心理学家们可以对诸多离奇古怪的心理和精神问题定位到人脑中比针尖还小的位置，也能够预测出大事件之后社会群体的生活和经济行为。心理学少了几分神秘的哲学色彩，成为了方法论科学、工具强大、理论严谨的实证科学。

而流行的话题和爆发的心理学市场会带来很多真伪难辨的信息，以及不严谨的书籍、刊物，而高度复杂的心理学又很容易被人断章取义以致形成误导。正因为这样，我迫切需要经得起科学和生活检验的心理学书籍，来带给我们真正的心理学知识和工具。我非常欣喜地看到清华大学出版社的工作者们引进了这一套原汁原味的英文心理学经典影印教材。这些教材都由欧美大学任教并且在学术领域里声名卓著的心理学家们创作，并且结合心理学研究前沿的发展和社会文化的演变而不断地融入最新的内容，并且多次进行改版更新的大学教材。其严谨性和实用性毋庸置疑，并且作者们的写作风格也贴近生活、幽默风趣。

社会学家和语言学家们已经证明，由于文化传承和进化环境导致的思维结构差异的原因，不同

的语言，尤其是中文和英文这样差异巨大的语言，很难做到完全的转译。对于心理学、哲学这样的复杂学科的著作几乎更是不可能的。因此，阅读几部原汁原味的专业心理学教材，对于大学生们和严肃的心理学爱好者们来说都不仅仅是吸收心理学知识和提升外语水平的良好机会，更是了解西方特别是美国文化和社会的一个有效方式。书中列举的很多生活实例都是直接取自于人们的日常生活，看起来不仅生动有趣，而且回味悠长，“于我心有戚戚焉”。

“纸上得来终觉浅，绝知此事要躬行”。我在2013年清华大学社科学院新生的迎新会上曾经做了“知识是什么？”的演讲。其中我提到“知识不仅仅是教科书，知识也不仅仅是信息的堆积、考试的成绩，或者拿到的学位。大量心理学研究表明，知识就存在于行为中、表现在身体上、蕴蓄在体验里。身心体验便是人类知识的贮存方式。书本是知识的积累、是经验的积累、也是身心体验的积累。密歇根大学的心理学家理查德·尼斯贝特(Richard Nisbett)教授做过一个经典研究，告诉了我们学习社会科学的人与学习物理、化学、生物学等自然科学的人有什么不同。尼斯贝特告诉我们，学习社会科学的人在某种程度上要更加有智慧，他们能看出人生、人心、人性中的美好，也能了解其不足。学习社会科学，就知道了样本的概念，知道了样本不能代替总体，知道了一个细胞不能代替全人类，知道了任何事情、任何案例、任何例子、任何故事都是有偏差的。这是社会科学的境界与思维方式，这也是知识。”心理学的知识要求思想，体会，沟通，积累，升华，创造，看原文就是一个心要领，神要会的机遇与媒介。

清华大学作为国内最顶尖的高等学府，曾经是中国心理学的发源地。中国的第一个心理学系，第一本心理学专业杂志，第一个心理学专业学会，都在一百年前的清华园内成立。现在的清华大学心理学系的特色是要彻底改变中国人心目中心理学的印象，使之成为科技的心理学和积极的心理学。自从清华大学心理学系2008年恢复以来，我们开始将清华大学原有的自然科学和工业科技知识体系与当代国际心理学的发展相结合，并且引进了高端的海内外学者来讲授最前沿的心理学知识，并为学生们提供了和新兴心理学一起发展的体验。清华大学心理学系在两个心理学最前沿的分支——研究幸福和成就的积极心理学和结合现代信息技术的应用认知科学技术——走在中国的前沿，两次中国积极心理学大会在清华园召开和中国积极心理学协会即将在清华园成立，以及为中国的海洋战略和信息战略的贡献，都展示着清华大学心理系紧跟时代的步伐，领先中国的责任和境界。

清华大学是中国历史悠久、人才辈出的大学，它又有着中国历史文化丰富的沉淀，来清华大学学习心理学，看清华大学出的心理学，你会有一种与清华人同行的感受。百年清华和百岁的心理学结合在一起，会让我们中国社会真正成为一个以人为本的社会。因为人的本质在于我们有心理活动：人者心之器也。没有心理学指导的社会建设很难说是真正意义上的以人为本，而没有我们中国人参与而贡献的心理学，也很难说是真正意义上的人类的心理学。让我们共同努力，共创人类心理学的新天地！

彭凯平

2013年10月21日，北京清华园

此为试读，需要完整PDF请访问：www.ertongbook.com

PREFACE

Many of you reading this book are enrolled in an educational psychology course as part of your professional preparation for teaching, counseling, speech therapy, nursing, 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. The Twelfth Edition continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. Theory and practice are not separated in the text, but are considered together. The book is written to show how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. To help you explore the connections between research and practice, you will find in these pages a wealth of examples, lesson segments, case studies, guidelines, and even practical tips from experienced teachers. As you read this book, I believe you will see the immense value and usefulness of educational psychology. The field offers unique and crucial knowledge to any who dare to teach and to all who love to learn.

NEW CONTENT IN THE TWELFTH EDITION

Across the book, there is increased coverage of a number of important topics. Some of these include:

- Increased coverage of the **brain, neuroscience, and teaching** emphasized in Chapter 2 and also integrated into several other chapters.
- Increased coverage of **the impact of technology on the lives of students and teachers today**.
- Increased emphasis on **diversity in today's classrooms** (see Chapters 1–6). Portraits of students in educational settings make diversity real and human for readers.
- An emphasis on **integrating across theories** to understand teaching and learning. Examples include:
  Chapter 2: Three questions across the theories.
  Chapter 6: Creating culturally compatible classrooms.
  Chapter 11: Looking across theories of learning.
  Chapter 12: Key concepts in motivation.

Key content changes in each chapter include:

- Chapter 1: Three **new themes** for the text: a discussion of the **context of teaching today,** a focus on **teachers' sense of efficacy**, and an explanation of **differentiated instruction**. My goal is that this text will provide the knowledge and skills that will enable you to build a solid foundation for an authentic sense of efficacy teaching in every context and for every student. Also, there is new information on the reauthorization efforts for the ***Elementary and Secondary Education Act*** and on a model that links personal and contextual factors in school to students' learning.
- Chapter 2: New information on the **brain and cognitive development**.

- Chapter 3: New sections on how **digital media** is affecting the lives and identities of students today.
- Chapter 4: New sections on **biases in the application of labels, multiple intelligences, learning styles cautions, ADHD**, and **student drug use**.
- Chapter 5: NEW CHAPTER ***Language Development, Language Diversity, and Immigrant Education***, including discussions of diversity in language development and bilingualism, dialects in the classroom, teaching immigrant students, and the special challenges in teaching English Language Learners who have learning disabilities or special gifts.
- Chapter 6: Expanded coverage of **opportunity gaps** in education and a new section on **gender development** and **gender differences.**
- Chapter 7: New information about **behavioral interventions for students with autism** and **Bandura's challenge to behaviorism**.
- Chapter 8: New coverage of **cognitive science,** view of learning and memory, attention and multitasking, **cognitive load** and working memory, **imagery,** and **concept formation**.
- Chapter 9: New sections on **metacognition** and **learning strategies, cultural differences** in problem solving and in creativity, and **argumentation**.
- Chapter 10: ***The Learning Sciences and Constructivism:*** New material on **embodied cognition** and learning in a **digital world**.
- Chapter 11: ***Social Cognitive Views of Learning and Motivation:*** Significantly expanded coverage of observational learning and developing self-regulation.
- Chapter 12: Expanded section on **self-determination theory** and **goal theory**.
- Chapter 13: New section on **teaching self-management, creating caring communities,** and **cyber-bullying**.
- Chapter 14: New section on **teacher knowledge,** recent **research on teaching, adaptive** and **differentiated teaching, mentoring**, and **technology**.
- Chapter 15: Updates on **NCLB** and more on **authentic** assessment.

A Crystal Clear Picture of the Field and Where It Is Headed

The Twelfth Edition maintains the lucid writing style for which the book is renowned. The text provides accurate, up-to-date coverage of the foundational areas within educational psychology: learning, development, motivation, teaching, and assessment, combined with intelligent examination of emerging trends in the field and society that affect student learning, such as student diversity, inclusion of students with special learning needs, education and neuroscience, and technology.

Important New Content in Learning and Development

Some of the most significant changes in the new edition involve a reorganization and expansion of the learning and development content.

- The new edition includes expanded coverage of Cognitive Science, Self-Regulated Learning, and Argumentation as well as a new chapter devoted to ***Language Development, Language Diversity, and Immigrant Education*** (Chapter 5).
- Significantly increased coverage of the brain and neuroscience in Chapter 2 and integrated into five chapters—Chapters 3, 6, 7, 8, and 12.
- Increased coverage of technology can be found in Chapters 3, 4, 10, and 13.

Text Features

With an unswerving emphasis on educational psychology's practical relevance for teachers and students in classrooms, the text is replete with current issues and debates, examples, lesson segments, case studies, and practical ideas from experienced teachers.

"Point/Counterpoint" sections in each chapter present two perspectives on a controversial question related to the field; topics include debates on the kinds of research that should guide education (p. 19), brain-based education (p. 40), the self-esteem movement (p. 98), pills or skills for students with ADHD (p. 141), the best way to teach English language learners (p. 190), tracking (p. 215), using rewards to encourage student learning (p. 274), what's wrong with memorization (p. 310), teaching critical thinking and problem solving (p. 345), problem-based education (p. 370), teacher efficacy (p. 409), the value of trying to make learning entertaining (p. 450), zero tolerance (p. 493), homework (p. 525), and holding children back (p. 569).

454 CHAPTER TWELVE

POINT/COUNTERPOINT **Does Making Learning Fun Make for Good Learning?**

WHEN MANY BEGINNING teachers are asked about how to motivate students, they often mention making learning fun. But is it necessary for learning to be fun?

POINT

Teachers should make learning fun. When I searched "making learning fun" on Google.com, I found 10 pages of resources and references. Clearly, there is interest in making learning fun. Research shows that passages in texts that are more interesting are remembered better (Schunk, Pintrich, & Meece, 2008). For example, students who read books that interested them spent more time reading, read more words in the books, and felt more positively about reading (Guthrie & Alao, 1997). Games and simulations can make learning more fun, too.

For example, when my daughter was in the 8th grade, all the students in her grade spent three days playing a game her teachers had designed called ULTRA. Students were divided into groups and formed their own "countries." Each country had to choose a name, symbol, national flower, and bird. They wrote and sang a national anthem and elected government officials. The teachers allocated different resources to the countries. To get all the materials needed for the completion of assigned projects, the countries had to establish trade with one another. There was a monetary system and a stock market. Students had to work with their fellow citizens to complete cooperative learning assignments. Some countries "cheated" in their trades with other nations, and this allowed debate about international relations, trust, and war. Liz says she had fun—but she also learned how to work in a group without the teacher's supervision and gained a deeper understanding of world economics and international conflicts.

A highly motivating 3rd grade teacher in another study had her class set up a post office for the whole school. Each classroom in the school had an address and zip code. Students had jobs in the post office, and everyone in the school used the post office to deliver letters to students and teachers. Students designed their own stamps and set postal rates. The teacher said that the system "improves their creative writing without them knowing it" (Dolezal, Welsh, Pressley, & Vincent, 2003, p. 254).

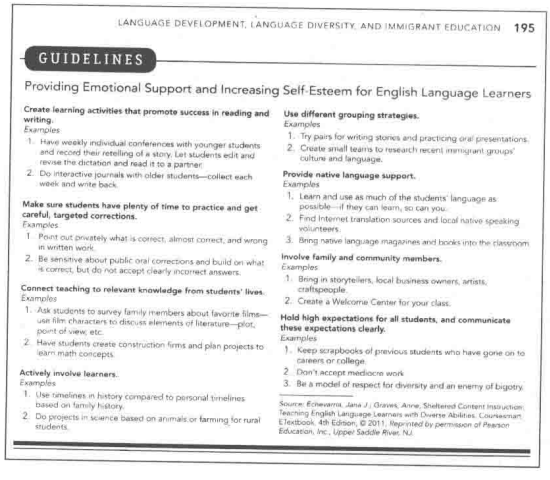
COUNTERPOINT

Fun can get in the way of learning. As far back as the early 1900s, educators warned about the dangers of focusing on fun in learning. None other than John Dewey, who wrote extensively about the role of interest in learning, cautioned that you can't make boring lessons interesting by mixing in fun like you can make bad chili good by adding some spicy hot sauce. Dewey wrote, "When things have to be made interesting, it is because interest itself is wanting. Moreover, the phrase itself is a misnomer. The thing, the object, is no more interesting than it was before" (Dewey, 1913, pp. 11–12).

There is a good deal of research now indicating that adding interest by incorporating fascinating but irrelevant details actually gets in the way of learning the important information. These "seductive details," as they have been called, divert the readers' attention from the less interesting main ideas (Harp & Mayer, 1998). For example, students who read biographies of historical figures remembered more very interesting—but unimportant—information compared to interesting main ideas (Wade, Schraw, Buxton, & Hayes, 1993).

Shannon Harp and Richard Mayer (1998) found similar results with high school science texts. These texts added emotional interest and seductive details about swimmers and golfers who are injured by lightning to a lesson on the process of lightning. They concluded that, "in the case of emotional interest versus cognitive interest, the verdict is clear. Adjuncts aimed at increasing emotional interest failed to improve understanding of scientific explanations" (p. 100). The seductive details may have disrupted students' attempts to follow the logic of the explanations and thus interfered with their comprehending the text. Harp and Mayer conclude that "the best way to help students enjoy a passage is to help them understand it" (p. 100).

"Guidelines" appear throughout each chapter, providing concrete applications of theories or principles discussed.



LANGUAGE DEVELOPMENT, LANGUAGE DIVERSITY, AND IMMIGRANT EDUCATION 195

GUIDELINES

Providing Emotional Support and Increasing Self-Esteem for English Language Learners

Create learning activities that promote success in reading and writing.
Examples
1. Have weekly individual conferences with younger students and record their retelling of a story. Let students edit and revise the dictation and read it to a partner.
2. Do interactive journals with older students—collect each week and write back.

Make sure students have plenty of time to practice and get careful, targeted corrections.
Examples
1. Point out privately what is correct, almost correct, and wrong in written work.
2. Be sensitive about public oral corrections and build on what is correct, but do not accept clearly incorrect answers.

Connect teaching to relevant knowledge from students' lives.
Examples
1. Ask students to survey family members about favorite films—use film characters to discuss elements of literature—plot, point of view, etc.
2. Have students create construction firms and plan projects to learn math concepts.

Actively involve learners.
Examples
1. Use timelines in history compared to personal timelines based on family history.
2. Do projects in science based on animals or farming for rural students.

Use different grouping strategies.
Examples
1. Try pairs for writing stories and practicing oral presentations.
2. Create small teams to research recent immigrant groups' culture and language.

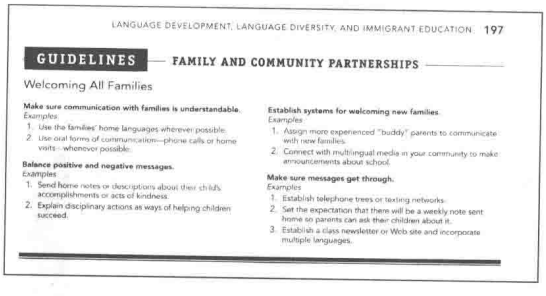
Provide native language support.
Examples
1. Learn and use as much of the students' language as possible—if they can learn, so can you.
2. Find Internet translation sources and local native speaking volunteers.
3. Bring native language magazines and books into the classroom.

Involve family and community members.
Examples
1. Bring in storytellers, local business owners, artists, craftspeople.
2. Create a Welcome Center for your class.

Hold high expectations for all students, and communicate these expectations clearly.
Examples
1. Keep scrapbooks of previous students who have gone on to careers or college.
2. Don't accept mediocre work.
3. Be a model of respect for diversity and an enemy of bigotry.

Source: Echevarria, Jana J.; Graves, Anne; Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities, Courseasmart E-Textbook, 4th Edition, © 2011. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

"Guidelines/Family and Community Partnerships" sections offer specific guidelines for involving families—especially relevant now, when demand for parental involvement is at an all-time high—in the various aspects of children's learning.



LANGUAGE DEVELOPMENT, LANGUAGE DIVERSITY, AND IMMIGRANT EDUCATION 197

GUIDELINES — FAMILY AND COMMUNITY PARTNERSHIPS

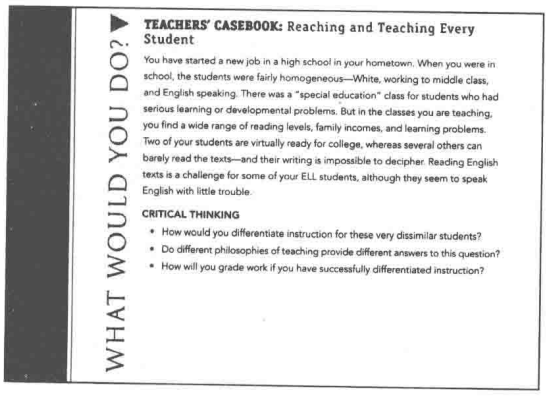
Welcoming All Families

Make sure communication with families is understandable.
Examples
1. Use the families' home languages wherever possible.
2. Use oral forms of communication—phone calls or home visits—whenever possible.

Balance positive and negative messages.
Examples
1. Send home notes or descriptions about their child's accomplishments or acts of kindness.
2. Explain disciplinary actions as ways of helping children succeed.

Establish systems for welcoming new families.
Examples
1. Assign more experienced "buddy" parents to communicate with new families.
2. Connect with multilingual media in your community to make announcements about school.

Make sure messages get through.
Examples
1. Establish telephone trees or texting networks.
2. Set the expectation that there will be a weekly note sent home so parents can ask their children about it.
3. Establish a class newsletter or Web site and incorporate multiple languages.



WHAT WOULD YOU DO?

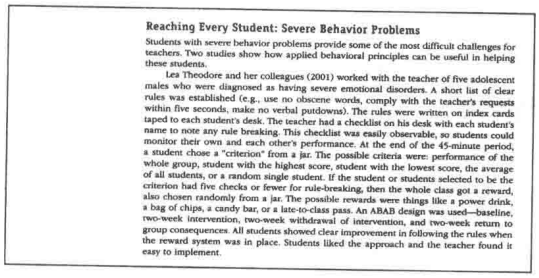
TEACHERS' CASEBOOK: Reaching and Teaching Every Student

You have started a new job in a high school in your hometown. When you were in school, the students were fairly homogeneous—White, working to middle class, and English speaking. There was a "special education" class for students who had serious learning or developmental problems. But in the classes you are teaching, you find a wide range of reading levels, family incomes, and learning problems. Two of your students are virtually ready for college, whereas several others can barely read the texts—and their writing is impossible to decipher. Reading English texts is a challenge for some of your ELL students, although they seem to speak English with little trouble.

CRITICAL THINKING

- How would you differentiate instruction for these very dissimilar students?
- Do different philosophies of teaching provide different answers to this question?
- How will you grade work if you have successfully differentiated instruction?

"Teachers' Casebook" sections present students with realistic classroom scenarios at the beginning of each chapter and ask "What Would You Do?"—giving students the opportunity to apply all the important topics of the chapter to these scenarios via application questions. Students may then compare their responses to those of veteran teachers appearing at the end of each chapter.

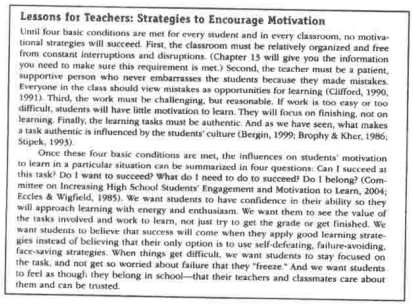


Reaching Every Student: Severe Behavior Problems

Students with severe behavior problems provide some of the most difficult challenges for teachers. Two studies show how applied behavioral principles can be useful in helping these students.

Lea Theodore and her colleagues (2001) worked with the teacher of five adolescent males who were diagnosed as having severe emotional disorders. A short list of clear rules was established (e.g., use no obscene words, comply with the teacher's requests within five seconds, make no verbal putdowns). The rules were written on index cards taped to each student's desk. The teacher had a checklist on his desk with each student's name to note any rule breaking. This checklist was easily observable, so students could monitor their own and each other's performance. At the end of the 45-minute period, a student chose a "criterion" from a jar. The possible criteria were: performance of the whole group, student with the highest score, student with the lowest score, the average of all students, or a random single student. If the student or students selected to be the criterion had five checks or fewer for rule-breaking, then the whole class got a reward, also chosen randomly from a jar. The possible rewards were things like a power drink, a bag of chips, a candy bar, or a late-to-class pass. An ABAB design was used—baseline, two-week intervention, two-week withdrawal of intervention, and two-week return to group consequences. All students showed clear improvement in following the rules when the reward system was in place. Students liked the approach and the teacher found it easy to implement.

"Reaching Every Student" sections present ideas for assessing, teaching, and motivating ALL of the students in today's inclusive classrooms.

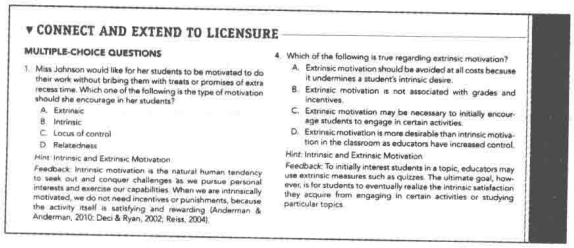


Lessons for Teachers: Strategies to Encourage Motivation

Until four basic conditions are met for every student and in every classroom, no motivational strategies will succeed. First, the classroom must be relatively organized and free from constant interruptions and disruptions. (Chapter 13 will give you the information you need to make sure this requirement is met.) Second, the teacher must be a patient, supportive person who never embarrasses the students because they made mistakes. Everyone in the class should view mistakes as opportunities for learning (Clifford, 1990, 1991). Third, the work must be challenging, but reasonable. If work is too easy or too difficult, students will have little motivation to learn. They will focus on finishing, not on learning. Finally, the learning tasks must be authentic: And as we have seen, what makes a task authentic is influenced by the students' culture (Bergin, 1999; Brophy & Kher, 1986; Stipek, 1993).

Once these four basic conditions are met, the influences on students' motivation to learn in a particular situation can be summarized in four questions: Can I succeed at this task? Do I want to succeed? What do I need to do to succeed? Do I belong? (Committee on Increasing High School Students' Engagement and Motivation to Learn, 2004; Eccles & Wigfield, 1985). We want students to have confidence in their ability so they will approach learning with energy and enthusiasm. We want them to see the value of the tasks involved and work to learn, not just try to get the grade or get finished. We want students to believe that success will come when they apply good learning strategies instead of believing that their only option is to use self-defeating, failure-avoiding, face-saving strategies. When things get difficult, we want students to stay focused on the task, and not get so worried about failure that they "freeze." And we want students to feel as though they belong in school—that their teachers and classmates care about them and can be trusted.

"Lessons for Teachers" are succinct and usable principles for teaching based on the research.



▼ **CONNECT AND EXTEND TO LICENSURE**

MULTIPLE-CHOICE QUESTIONS

1. Miss Johnson would like for her students to be motivated to do their work without bribing them with treats or promises of extra recess time. Which one of the following is the type of motivation should she encourage in her students?
   A. Extrinsic
   B. Intrinsic
   C. Locus of control
   D. Relatedness

   Hint: Intrinsic and Extrinsic Motivation

   Feedback: Intrinsic motivation is the natural human tendency to seek out and conquer challenges as we pursue personal interests and exercise our capabilities. When we are intrinsically motivated, we do not need incentives or punishments, because the activity itself is satisfying and rewarding (Anderman & Anderman, 2010; Deci & Ryan, 2002; Reiss, 2004).

4. Which of the following is true regarding extrinsic motivation?
   A. Extrinsic motivation should be avoided at all costs because it undermines a student's intrinsic desire.
   B. Extrinsic motivation is not associated with grades and incentives.
   C. Extrinsic motivation may be necessary to initially encourage students to engage in certain activities.
   D. Extrinsic motivation is more desirable than intrinsic motivation in the classroom as educators have increased control.

   Hint: Intrinsic and Extrinsic Motivation

   Feedback: To initially interest students in a topic, educators may use extrinsic measures such as quizzes. The ultimate goal, however, is for students to eventually realize the intrinsic satisfaction they acquire from engaging in certain activities or studying particular topics.

"Connect and Extend to Licensure" exercises appear at the end of every chapter, consisting of case studies with constructed-response questions, and multiple-choice questions, all mimicking the types of questions found on licensure exams such as the Praxis tests published by the Educational Testing Service (ETS).

SUPPLEMENTS

This Twelfth Edition of *Educational Psychology* provides a comprehensive and integrated collection of supplements to assist students and professors alike in maximizing learning and instruction. Together, these materials immerse students in the content of the text, allowing them and their instructors to benefit from a deeper and more meaningful learning experience. All of the instructor supplements are available at the Instructor Resource Center. To access the Instructor's Resource Manual, the PowerPoint lecture presentation, and the Assessment Package, go to the Instructor Resource Center at www.pearsonhighered.com and click on the "Educators" link. Here you will be able to login or complete a one-time registration for a user name and password.

ABOUT THE AUTHOR

So you will know your author a bit better, here is some information.

Anita Woolfolk Hoy was born in Fort Worth, Texas, where her mother taught child development at TCU and her father was an early worker in the computer industry. She is a Texas Longhorn—all her degrees are from the University of Texas, Austin, the last one a Ph.D. After graduating, she was a psychologist working with children in elementary and secondary schools in 15 counties of central Texas. She began her career in higher education as a professor of educational psychology at Rutgers University, and then moved to The Ohio State University in 1994. Anita's research focuses on motivation and cognition, specifically students' and teachers' sense of efficacy and teachers' beliefs about education. She is the editor of *Theory Into Practice,* a journal that brings the best ideas from research to practicing educators. With students and colleagues, she has published over 80 books, book chapters, and research articles. Anita has served as Vice-President for Division K (Teaching & Teacher Education) of the American Educational Research Association and President of Division 15 (Educational Psychology) of the American Psychological Association. Just before completing this 12th edition of *Educational Psychology,* she collaborated with Nancy Perry, University of British Columbia, to write the first edition of *Child Development* (Pearson, 2012), a book for all those who work with and love children. Her next project is the 4th edition of *Instructional Leadership: A Research-Based Guide to Learning in School* (Pearson), written with her husband, Wayne K. Hoy, the Novice Fawcett Chair of Educational Administration at The Ohio State University.

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简明目录

第 1 章　学习、教学与教育心理学 …… 2

第一部分　学生的特点

第 2 章　认知发展 …… 28
第 3 章　个性、社会性与道德发展 …… 68
第 4 章　学习者差异与学习需要 …… 114
第 5 章　语言发展、语言多样化以及移民教育 …… 166
第 6 章　文化与多元化 …… 204

第二部分　学习与动机

第 7 章　学习的行为主义观点 …… 244
第 8 章　学习的认知观点 …… 280
第 9 章　复杂认知过程 …… 316
第 10 章　学习科学和建构主义 …… 354
第 11 章　学习和动机的社会认知观 …… 396
第 12 章　学习动机与教学 …… 428

第三部分　教学与评估

第 13 章　学习环境的创设 …… 470
第 14 章　为每个学生而教 …… 506
第 15 章　教学评估、评分以及标准化考试 …… 546

BRIEF CONTENTS

1 Learning, Teaching, and Educational Psychology 2

PART I STUDENTS

2 Cognitive Development 28
3 The Self, Social, and Moral Development 68
4 Learner Differences and Learning Needs 114
5 Language Development, Language Diversity, and Immigrant Education 166
6 Culture and Diversity 204

PART II LEARNING AND MOTIVATION

7 Behavioral Views of Learning 244
8 Cognitive Views of Learning 280
9 Complex Cognitive Processes 316
10 The Learning Sciences and Constructivism 354
11 Social Cognitive Views of Learning and Motivation 396
12 Motivation in Learning and Teaching 428

PART III TEACHING AND ASSESSING

13 Creating Learning Environments 470
14 Teaching Every Student 506
15 Classroom Assessment, Grading, and Standardized Testing 546

CONTENTS

Special Features 19

Preface 21

About The Author 27

CHAPTER 1

LEARNING, TEACHING, AND EDUCATIONAL PSYCHOLOGY 2

Teachers' Casebook—Leaving No Student Behind: What Would You Do? 2

Overview and Objectives 3

Learning and Teaching Today 4

Students Today: Dramatic Diversity and Remarkable Technology 4

Confidence in Every Context 5

High Expectations for Teachers and Students 6

Do Teachers Make a Difference? 7

Teacher–Student Relationships 7 • The Cost of Poor Teaching 7

What Is Good Teaching? 8

Inside Four Classrooms 8

A Bilingual 1st Grade 8 • A Suburban 5th Grade 8 • An Inclusive Class 8 • An Advanced Math Class 9 • So What Is Good Teaching? 9

Differentiated Instruction 10

Why Do We Need Differentiated Instruction? 10 • Elements of Differentiation 10

Beginning Teachers 11

The Role of Educational Psychology 12

In the Beginning: Linking Educational Psychology and Teaching 12

Educational Psychology Today 12

Is It Just Common Sense? 13

Taking Turns 13 • Helping Students 13 • Skipping Grades 13 • Obvious Answers? 13

Using Research to Understand and Improve Learning 14

Descriptive Studies 14 • Correlation Studies 14 • Experimental Studies 15 • Single-Subject Experimental Designs 16 • Microgenetic Studies 16 • The Role of Time in Research 16 • Teachers as Researchers 16

What Is Scientifically Based Research? 18

Theories for Teaching 18

POINT/COUNTERPOINT: What Kind of Research Should Guide Education? 19

Supporting Student Learning 21

Summary and Key Terms 23

Connect and Extend to Licensure 24

Teachers' Casebook—Leaving No Child Behind: What Would They Do? 25

PART I STUDENTS

CHAPTER 2

COGNITIVE DEVELOPMENT 28

Teachers' Casebook—Symbols and Cymbals: What Would You Do? 28

Overview and Objectives 29

A Definition of Development 30

Three Questions Across the Theories 30

What Is the Source of Development? Nature versus Nurture 30 • What Is the Shape of Development? Continuity versus Discontinuity 31 • Timing: Is It Too Late? Critical versus Sensitive Periods 31 • Beware of Either/Or 31

General Principles of Development 32

The Brain and Cognitive Development 32

The Developing Brain: Neurons 33

The Developing Brain: Cerebral Cortex 35

Adolescent Development and the Brain 36

Putting it All Together: How the Brain Works 37

Neuroscience, Learning, and Teaching 37

Instruction and Brain Development 37

The Brain and Learning to Read 38

Emotions, Learning, and the Brain 39

POINT/COUNTERPOINT: Brain-Based Education 40

Lessons for Teachers: General Principles 40

Piaget's Theory of Cognitive Development 42

Influences on Development 43

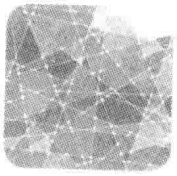
Basic Tendencies in Thinking 43

Organization 43 • Adaptation 43 • Equilibration 44

Four Stages of Cognitive Development 44

Infancy: The Sensorimotor Stage 44 • Early Childhood to the Early Elementary Years: The Preoperational Stage 45 • Later Elementary to the Middle School Years: The Concrete-Operational Stage 47

FAMILY AND COMMUNITY PARTNERSHIPS GUIDELINES: Helping Families Care for Preoperational Children 47
GUIDELINES: Teaching the Concrete-Operational Child 49
High School and College: Formal Operations 50 • Do We All Reach the Fourth Stage? 51
GUIDELINES: Helping Students to Use Formal Operations 51
Information Processing, Neo-Piagetian, and Neuroscience Views of Cognitive Development 52
Some Limitations of Piaget's Theory 53
The Trouble with Stages 53 • Underestimating Children's Abilities 54 • Cognitive Development and Culture 54
Vygotsky's Sociocultural Perspective 55
The Social Sources of Individual Thinking 55
Cultural Tools and Cognitive Development 56
Technical Tools in a Digital Age 57 • Psychological Tools 57
The Role of Language and Private Speech 58
Private Speech: Vygotsky's and Piaget's Views Compared 58
The Zone of Proximal Development 59
Private Speech and the Zone 59 • The Role of Learning and Development 60
Limitations of Vygotsky's Theory 60
Implications of Piaget's and Vygotsky's Theories for Teachers 60
Piaget: What Can We Learn? 60
Understanding and Building on Students' Thinking 61 • Activity and Constructing Knowledge 61
Vygotsky: What Can We Learn? 62
The Role of Adults and Peers 62 • Assisted Learning 62
Reaching Every Student: Teaching in the "Magic Middle" 63
GUIDELINES: Applying Vygotsky's Ideas in Teaching 63
Cognitive Development: Lessons for Teachers 64
Summary and Key Terms 64
Connect and Extend to Licensure 66
Teachers' Casebook—Symbols and Cymbals: What Would They Do? 67



CHAPTER 3
THE SELF, SOCIAL, AND MORAL DEVELOPMENT 68

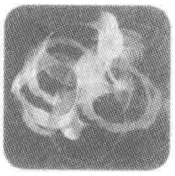
Teachers' Casebook—Mean Girls: What Would You Do? 68
Overview and Objectives 69
Physical Development 70
Physical and Motor Development 70
Young Children 70 • Elementary School Years 70 • The Adolescent Years 71 • Early and Later Maturing 71
GUIDELINES: Dealing with Physical Differences in the Classroom 72
Play, Recess, and Physical Activity 72
Physical Exercise and Recess 73
Challenges in Physical Development 73
Obesity 73 • Eating Disorders 74
GUIDELINES: Supporting Positive Body Images 75
Bronfenbrenner: The Social Context for Development 75
The Importance of Context and the Bioecological Model 75
Families 77
Family Structure 77 • Parenting Styles 78 • Culture and Parenting 78
FAMILY AND COMMUNITY PARTNERSHIPS GUIDELINES: Connecting with Families 79
Attachment 80 • Divorce 80
Peers 80
GUIDELINES: Helping Children of Divorce 81
Crowds 81
Peer Cultures 82 • Cliques and Friendships 82 • Popularity 82 • Who Is Likely to Have Problems with Peers? 83
Reaching Every Student: Teacher Support 83
Academic and Personal Caring 84
Teachers and Child Abuse 85
Society and Media 85
Identity and Self-Concept 87
Erikson: Stages of Psychosocial Development 87
The Preschool Years: Trust, Autonomy, and Initiative 88 • The Elementary and Middle School Years: Industry versus Inferiority 89
GUIDELINES: Encouraging Initiative and Industry 90
Adolescence: The Search for Identity 90
GUIDELINES: Supporting Identity Formation 92
Identity and Technology 92 • Beyond the School Years 93
Racial-Ethnic Identity 93
Ethnic Identities: Outcome and Process 93 • Racial Identity: Outcome and Process 94 • Racial and Ethnic Pride 94
Self-Concept 95
The Structure of Self-Concept 95 • How Self-Concept Develops 95 • Self-Concept and Achievement 96
Self-Esteem 97
Sex Differences in Self-Concept and Self-Esteem 97
POINT/COUNTERPOINT: What Should Schools Do to Encourage Students' Self-Esteem? 98
Understanding Others and Moral Development 99
Theory of Mind and Intention 99
Moral Development 99
Kohlberg's Theories of Moral Development 100 • Criticisms of Kohlberg's Theory 101 • Gender Differences: The Morality of Caring 101
Moral Judgments, Social Conventions, and Personal Choices 102

Moral versus Conventional Domains 103 • Implications for Teachers 103
Diversity in Moral Reasoning 103
Moral Behavior: Aggression and Cheating 104
Aggression 104 • Relational Aggression 105 • Media, Modeling, and Aggression 106 • Video Games and Aggressive Behavior 106 • Cheating 106
GUIDELINES: Dealing with Aggression and Encouraging Cooperation 107
Personal/Social Development: Lessons for Teachers 108
Summary and Key Terms 109
Connect and Extend to Licensure 111
Teachers' Casebook—Mean Girls: What Would They Do? 112

CHAPTER 4

LEARNER DIFFERENCES AND LEARNING NEEDS 114

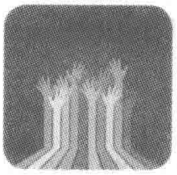
Teachers' Casebook—Including Every Student: What Would You Do? 114
Overview and Objectives 115
Intelligence 116
Language and Labels 116
Disabilities and Handicaps 116 • Person-First Language 117 • Possible Biases in the Application of Labels 117
What Does Intelligence Mean? 119
Intelligence: One Ability or Many? 119
Multiple Intelligences 120
What Are These Intelligences? 120 • Critics of MI Theory 120 • Gardner Responds 121 • Multiple Intelligences Go to School 122
Multiple Intelligences: Lessons for Teachers 122
Intelligence as a Process 123
Measuring Intelligence 124
Binet's Dilemma 124
GUIDELINES: Interpreting IQ Scores 125
What Does an IQ Score Mean? 125 • Group versus Individual Tests 125 • The Flynn Effect: Are We Getting Smarter? 126 • Intelligence and Achievement 126
Gender Differences in Intelligence 126
Heredity or Environment? 127 • Being Smart About IQ Tests 128
Learning and Thinking Styles 128
Learning Styles/Preferences 128
Cautions about Learning Styles 129 • The Value of Considering Learning Styles 129
Beyond Either/Or 130
Individual Differences and the Law 130
IDEA 131
Least Restrictive Environment 132 • Individualized Education Program 132
FAMILY AND COMMUNITY PARTNERSHIPS: Productive Conferences 133
The Rights of Students and Families 133
Section 504 Protections 135
Students with Learning Challenges 136
Neuroscience and Learning Challenges 136
Students with Learning Disabilities 136
Student Characteristics 137 • Teaching Students with Learning Disabilities 139
Students with Hyperactivity and Attention Disorders 139
Definitions 140 • Treating ADHD with Drugs 140
POINT/COUNTERPOINT: Pills of Skills for Children with ADHD? 141
Alternatives/Additions to Drug Treatments 141
Lessons for Teachers: Learning Disabilities and ADHD 142
Students with Communication Disorders 142
Speech Disorders 143 • Language Disorders 143
Students with Emotional or Behavioral Difficulties 144
GUIDELINES: Disciplining Students with Emotional Problems 146
Suicide 146 • Drug Abuse 147 • Prevention 149
Students with Intellectual Disabilities 149
GUIDELINES: Teaching Students with Intellectual Disabilities 150
Students with Health Impairments 150
Cerebral Palsy and Multiple Disabilities 150 • Seizure Disorders (Epilepsy) 151 • Other Serious Health Concerns: Asthma, HIV/AIDS, and Diabetes 152 • Students with Vision Impairments 152 • Students Who Are Deaf 153
Autism Spectrum Disorders and Asperger Syndrome 153
Theory of Mind 154 • Interventions 154
Response to Intervention (RTI) 155
Students Who Are Gifted and Talented 155
Who Are These Students? 156
What Is the Origin of These Gifts? 156 • What Problems Do the Gifted Face? 157
Identifying Gifted Students 158
Recognizing Gifts and Talents 158
Teaching Gifted Students 158
Acceleration 158 • Methods and Strategies 159
Summary and Key Terms 161
Connect and Extend to Licensure 163
Teachers' Casebook—Including Every Student: What Would They Do? 164



CHAPTER 5

LANGUAGE DEVELOPMENT, LANGUAGE DIVERSITY, AND IMMIGRANT EDUCATION 166

Teachers' Casebook—Cultures Class in the Classroom: What Would You Do? 166
Overview and Objectives 167
The Development of Language 168
What Develops? Language and Cultural Differences 168
The Puzzle of Language 168
When and How Does Language Develop? 169
Sounds and Pronunciation 169 • Vocabulary and Meaning 169 • Grammar and Syntax 170 • Pragmatics: Using Language in Social Situations 170 • Metalinguistic Awareness 171
Emergent Literacy 171
Inside-Out and Outside-In Skills 172 • Building a Foundation 172
Emergent Literacy and Bilingual Children 173
GUIDELINES: Supporting Language and Promoting Literacy 174
Diversity in Language Development 175
Dual Language Development 175
Second Language Learning 175 • Benefits of Bilingualism 176 • Language Loss 176
Signed Languages 178
What Is Involved in Being Bilingual? 178
Contextualized and Academic Language 180
GUIDELINES: Promoting Language Learning 181
Dialect Differences in the Classroom 182
Dialects 182
Dialects and Pronunciation 182 • Dialects and Teaching 183
Genderlects 184
Teaching Immigrant Students and English Language Learners 184
Immigrants and Refugees 185
Classrooms Today 186
Four Student Profiles 186
Generation 1.5: Students in Two Worlds 188
Bilingual Education and English Learners 189
Two Approaches to English Language Learning 189 • Research on Bilingual Education 189 • Bilingualism for All: Two-Way Immersion 189
POINT/COUNTERPOINT: What Is the Best Way to Teach English Language Learners? 190
Sheltered Instruction 191
Affective and Emotional/Social Considerations 194
GUIDELINES: Providing Emotional Support and Increasing Self-Esteem for English Language Learners 195
Working with Families: Using the Tools of the Culture 196
FAMILY AND COMMUNITY PARTNERSHIPS GUIDELINES: Welcoming All Families 197
Special Challenges: English Language Learners with Disabilities and Special Gifts 197
English Language Learners with Disabilities 197
Reaching Every Student: Recognizing Giftedness in Bilingual Students 198
Summary and Key Terms 199
Connect and Extend to Licensure 201
Teachers' Casebook—Culture Class in the Classroom: What Would They Do? 202



CHAPTER 6

CULTURE AND DIVERSITY 204

Teachers' Casebook—White Girls Club: What Would You Do? 204
Overview and Objectives 205
Today's Diverse Classrooms 206
American Cultural Diversity 206
Meet Four More Students 207
Cautions: Interpreting Cultural Differences 210
Cultural Conflicts and Compatibilities 210 • Dangers in Stereotyping 210
Economic and Social Class Differences 211
Social Class and SES 211
Poverty and School Achievement 211
Health, Environment, and Stress 213 • Low Expectations—Low Academic Self-Concept 213 • Peer Influences and Resistance Cultures 213 • Home Environment and Resources 214 • Summer Setbacks 214
POINT/COUNTERPOINT: Is Tracking an Effective Strategy? 215
Tracking: Poor Teaching 215
GUIDELINES: Teaching Students Who Live in Poverty 216
Ethnicity and Race in Teaching and Learning 216
Terms: Ethnicity and Race 216
Ethnic and Racial Differences in School Achievement 217
The Legacy of Discrimination 219
What Is Prejudice? 220 • The Development of Prejudice 220 • Continuing Discrimination 221

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