

Eleventh Edition

Using Educational Psychology in Teaching

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*To Judy and Kathy,
teachers who have changed many lives.*

Brief Contents

1 Educational Psychology: Understanding Learning and Teaching	2	11 A Classroom Model for Promoting Student Motivation	462
2 Cognitive and Language Development	32	12 Classroom Management: Developing Self-Regulated Learners	496
3 Personal, Social-Emotional, and Moral Development	84	13 Learning and Effective Teaching	546
4 Learner Diversity	142	14 Increasing Learning with Assessment	604
5 Learners with Exceptionalities	184	15 Standardized Testing and Learning	660
6 Behaviorism and Social Cognitive Theory	230	APPENDIX Using <i>Educational Psychology</i> (11th ed.) to Prepare for the Praxis™ <i>Principles of Learning and Teaching</i> Exam	692
7 Cognitive Views of Learning	278		
8 Complex Cognitive Processes	334		
9 Knowledge Construction and the Learning Sciences	384		
10 Motivation and Learning	414		

Contents

1 Educational Psychology: Understanding Learning and Teaching	
Expert Teaching and Student Learning	5
Educational Psychology, Professional Knowledge, and Expert Teaching	6
Professional Knowledge	6
Professional Organizations' Contributions to Professional Knowledge	13
Professional Knowledge and Reflective Practice	18
The Role of Research in Acquiring Professional Knowledge	19
Quantitative Research	20
Qualitative Research	20
Mixed Methods Research	21
Action Research	21
Design-Based Research	22
Teaching in Today's Classrooms	23
Standards and Accountability	24
Teacher Licensure and Evaluation	24
Learner Diversity	25
Technology	26
Using Educational Psychology in Teaching: Suggestions for Applying Professional Knowledge in Your Classroom	27
Chapter 1 Summary	28
Preparing for Your Licensure Exam	28
Questions for Case Analysis	31
Important Concepts	31
2 Cognitive and Language Development	32
What Is Development?	35
Principles of Development	36
Bronfenbrenner's Bioecological Systems Theory of Development	36
The Neuroscience of Learning and Development	40
The Physiology of the Brain and Cognitive Development	41
Controversies and Myths in Neuroscience	44
Neuroscience: Implications for Teaching	45
Piaget's Theory of Cognitive Development	46
The Drive for Equilibrium	47
The Development of Schemes	48
Responding to Experiences: Assimilation and Accommodation	49
Stages of Development	51
Neo-Piagetian Views of Cognitive Development	57
Using Educational Psychology in Teaching: Suggestions for Applying Piaget's Theory with Your Students	57
Vygotsky's Sociocultural Theory of Cognitive Development	60
Learning and Development in a Cultural Context	61
Zone of Proximal Development	63
Scaffolding: Interactive Instructional Support	63
Diversity: Culture and Development	65
Using Educational Psychology in Teaching: Suggestions for Applying Vygotsky's Theory with Your Students	65
Analyzing Vygotsky's Theory of Cognitive Development	70
Language Development	70
Language and Cognitive Development	70
Early Language Development	72
Language Development in the School Years	72
Technology, Learning, and Development: Is Technology Interfering with Cognitive and Language Development?	74
Using Educational Psychology in Teaching: Suggestions for Promoting Students' Language Development	76
Chapter 2 Summary	81
Preparing for Your Licensure Exam	82
Questions for Case Analysis	82
Important Concepts	83
3 Personal, Social-Emotional, and Moral Development	84
Personality Development	86
Temperament	87
Environmental Influences on Personality Development	87
Personality and Achievement in School and the Workplace	90
Using Educational Psychology in Teaching: Suggestions for Supporting Your Students' Personality Development	91
Development of Identity	94
Influences on Identity Development	95
Erikson's Psychosocial View of Identity Development	96

Contemporary Views of Identity Development	97	Using Educational Psychology in Teaching: Suggestions for Responding to Gender Issues with Your Students	164
Sexual Identity	99		
The Development of Self-Concept	102		
Diversity: Ethnic Identity	103	Socioeconomic Status	167
Using Educational Psychology in Teaching: Suggestions for Supporting Your Students’ Identity Development	104	Socioeconomic Status and Inequality	167
Social-Emotional Development	108	Poverty	170
Self-Awareness and Self-Management	109	Students at Risk	173
Social Awareness	111	Students at Risk and Resilience	174
Relationship Skills	113	SES: Cautions and Implications for Teachers	176
Responsible Decision Making	114	Using Educational Psychology in Teaching: Suggestions for Promoting Resilience in Your Students	176
Influences on Social-Emotional Development	115		
Obstacles to Social-Emotional Development	116	Chapter 4 Summary	181
School Violence	121	Preparing for Your Licensure Exam	182
Using Educational Psychology in Teaching: Suggestions for Promoting Social-Emotional Development with Your Students	123	Questions for Case Analysis	183
Development of Morality and Social Responsibility	126	Important Concepts	183
Society’s Interest in Moral Development	126		
Social Domain Theory of Moral Development	127	5 Learners with Exceptionalities	184
Piaget’s Theory of Moral Development	128	Intelligence	186
Kohlberg’s Theory of Moral Development	128	Psychometric View of Intelligence	186
Gender Differences: The Morality of Caring	131	Multi-Trait Views of Intelligence	187
Emotional Factors in Moral Development	132	What Does It Mean to Be Intelligent?	
Using Educational Psychology in Teaching: Suggestions for Promoting Moral Development in Your Students	133	Comparing Theories	190
Chapter 3 Summary	138	Intelligence: Ability Grouping	192
Preparing for Your Licensure Exam	139	Learning Styles	193
Questions for Case Analysis	140	The Legal Basis for Working with Students with Exceptionalities	195
Important Concepts	140	Individuals with Disabilities Education Act (IDEA)	195
		Inclusion	196
4 Learner Diversity	142	Universal Design for Learning	197
Culture	145	The IEP	200
Ethnicity and Race	145	Identifying Students with Exceptionalities	201
Immigrants and Immigration	146	Diversity: Cautions in the Identification Process	202
Culture and Classrooms	147	Exceptionalities and Learning Problems	203
The Cultural Achievement Gap	148	The Labeling Controversy	203
Linguistic Diversity	150	Categories of Exceptionalities	204
English Language Learners	150	Diversity: Are Minorities Over- or Underrepresented in Special Education?	213
Evaluating ELL Programs	151	Students Who Are Gifted and Talented	214
English Dialects	152	Characteristics of Students Who Are Gifted and Talented	215
Using Educational Psychology in Teaching: Suggestions for Capitalizing on Culturally Responsive Teaching with Your Students	152	History of Gifted and Talented Education	215
Culturally Responsive Teaching: The Theoretical Framework	159	Social and Emotional Needs in the Gifted and Talented	215
Gender	160	Identifying Students Who Are Gifted and Talented	216
Differences Between Girls and Boys	160	Programs for Students Who Are Gifted and Talented	216
Gender Identity and Gender Stereotypes	161	Teachers’ Responsibilities in Inclusive Classrooms	218
Sexual Harassment and Sexual Assault	163	Modifying Instruction to Meet Students’ Needs	218
		Collaborating with Other Professionals	221
		Promoting Social Integration and Development	222
		Chapter 5 Summary	225
		Preparing for Your Licensure Exam	226

Questions for Case Analysis	228	Metacognition: Knowledge and Regulation of Cognition	316
Important Concepts	228	Research on Metacognition	317
		Developmental Differences in Metacognition	318
		Diversity: Metacognitive Differences in Gender, Culture, and Learners with Exceptionalities	319
		Evaluating Information Processing and the Model of Human Memory	320
		Using Educational Psychology in Teaching: Suggestions for Applying Information Processing and the Model of Human Memory with Students	321
		Conduct Reviews to Activate Schemas and Check Perceptions	322
		Attract and Maintain Students' Attention	324
		Develop Students' Background Knowledge with High-Quality Examples and Other Representations of Content	325
		Interact with Students to Promote Cognitive Activity and Reduce Cognitive Load	326
		Capitalize on Meaningful Encoding Strategies	327
		Model and Encourage Metacognition	328
		Chapter 7 Summary	330
		Preparing for Your Licensure Exam	331
		Questions for Case Analysis	332
		Important Concepts	332
		8 Complex Cognitive Processes	334
		Concept Learning	337
		Theories of Concept Learning	338
		Concept Learning: A Complex Cognitive Process	339
		Using Educational Psychology in Teaching: Suggestions for Helping Your Students Learn Concepts	340
		Problem Solving	344
		Well-Defined and Ill-Defined Problems	344
		The Problem-Solving Process	345
		Creativity	349
		Problem-Based Learning	350
		Using Technology to Promote Problem Solving	351
		Using Educational Psychology in Teaching: Suggestions for Helping Your Students Become Better Problem Solvers	352
		The Strategic Learner	359
		Metacognition: The Foundation of Strategic Learning	360
		Study Strategies	360
		Critical Thinking	366
		Using Educational Psychology in Teaching: Suggestions for Helping our Students Become Strategic Learners and Critical Thinkers	369
		Transfer of Learning	373
		General and Specific Transfer	373
		Factors Affecting the Transfer of Learning	374
6 Behaviorism and Social Cognitive Theory	230		
Behaviorist Views of Learning	232		
Classical Conditioning	232		
Using Educational Psychology in Teaching: Suggestions for Applying Classical Conditioning with Your Students	235		
Operant Conditioning	237		
Using Educational Psychology in Teaching: Suggestions for Applying Operant Conditioning with Your Students	246		
Applied Behavior Analysis	251		
Diversity: Using Behaviorism in Working with Learners from Diverse Backgrounds	254		
Evaluating Behaviorism	255		
Social Cognitive Theory	256		
Comparing Behaviorism and Social Cognitive Theory	257		
Modeling	259		
Vicarious Learning	263		
Nonoccurrence of Expected Consequences	264		
Self-Regulation	264		
Using Educational Psychology in Teaching: Suggestions for Applying Social Cognitive Theory to Increase Your Students' Learning	268		
Evaluating Social Cognitive Theory	271		
Chapter 6 Summary	275		
Preparing for Your Licensure Exam	276		
Questions for Case Analysis	276		
Important Concepts	277		
7 Cognitive Views of Learning	278		
Cognitive Learning Theory	280		
Principles of Cognitive Learning Theory	281		
A Model of Human Memory	287		
Memory Stores	288		
Sensory Memory	288		
Working Memory	289		
Long-Term Memory	295		
Developmental Differences in the Memory Stores	298		
The Cognitive Neuroscience of Memory	298		
Cognitive Processes	301		
Attention	301		
Perception	304		
Encoding and Encoding Strategies	306		
Forgetting	313		
Developmental Differences in Cognitive Processes	314		
Diversity: The Impact of Diversity on Cognition	314		

<i>Diversity: Learner Differences That Influence Transfer of Complex Cognitive Processes</i>	375	<i>Mindset: Beliefs About Intelligence</i>	434
<i>Using Educational Psychology in Teaching: Suggestions for Promoting Transfer with Your Students</i>	376	<i>Self-Efficacy: Beliefs About Capability</i>	435
Chapter 8 Summary	380	<i>Attainment, Utility, and Cost: Beliefs About Value</i>	436
Preparing for Your Licensure Exam	381	<i>Attributions: Beliefs About Causes of Performance</i>	437
Questions for Case Analysis	382	<i>Using Educational Psychology in Teaching: Suggestions for Applying an Understanding of Beliefs to Increase Your Students' Motivation to Learn</i>	439
Important Concepts	383	The Influence of Goal Orientation on Motivation to Learn	442
 		<i>Mastery and Performance Goals</i>	443
9 Knowledge Construction and the Learning Sciences	384	<i>Social Goals</i>	444
Knowledge Construction	386	<i>Work-Avoidance Goals</i>	444
<i>The Transition from Cognitive to Social Constructivism</i>	387	<i>Diversity: Learner Differences in Goal Orientation</i>	445
<i>The Learning Sciences</i>	390	<i>Grit: Commitment to Achieving Long-Term Goals</i>	446
<i>Diversity: Its Influence on Knowledge Construction</i>	393	<i>Using Educational Psychology in Teaching: Suggestions for Capitalizing on Goals to Increase Your Students' Motivation to Learn</i>	446
Misconceptions: When Learners Construct Invalid Knowledge	394	The Influence of Interest and Emotion on Motivation to Learn	450
<i>Misconceptions in Teaching and Learning</i>	394	<i>Personal and Situational Interest</i>	451
<i>The Origin of Misconceptions</i>	395	<i>Emotion and Motivation</i>	451
<i>Misconceptions' Resistance to Change</i>	396	<i>Using Educational Psychology in Teaching: Suggestions for Capitalizing on Interest and Emotion to Increase Students' Motivation to Learn</i>	453
Using Educational Psychology in Teaching: Suggestions for Helping Students Construct Valid Knowledge	398	<i>Summarizing and Evaluating Theories of Motivation</i>	456
<i>Provide Students with Experiences That Promote Deep Understanding</i>	399	Chapter 10 Summary	459
<i>Make Interaction an Integral Part of Instruction</i>	400	Preparing for Your Licensure Exam	460
<i>Connect Content to the Real World</i>	403	Questions for Case Analysis	460
<i>Promote Learning with Formative Assessment</i>	404	Important Concepts	461
<i>Technology, Learning, and Development: Capitalizing on Technology to Provide Meaningful Experiences</i>	405	 	
<i>Evaluating Constructivism</i>	408	11 A Classroom Model for Promoting Student Motivation	462
Chapter 9 Summary	411	Creating a Mastery-Focused Classroom	465
Preparing for Your Licensure Exam	411	<i>A Classroom Model for Promoting Student Motivation</i>	465
Questions for Case Analysis	413	<i>The Teacher–Student Relationship</i>	466
Important Concepts	413	The Teacher: Personal Qualities that Increase Motivation to Learn	467
 		<i>Personal Teaching Efficacy: Beliefs About Teaching and Learning</i>	467
10 Motivation and Learning	414	<i>Modeling and Enthusiasm: Communicating Genuine Interest</i>	469
What Is Motivation?	416	<i>Caring: Meeting Needs for Belonging and Relatedness</i>	469
<i>Extrinsic and Intrinsic Motivation</i>	417	<i>Teacher Expectations: Promoting Competence and Positive Attributions</i>	470
<i>Motivation to Learn</i>	419	<i>Using Educational Psychology in Teaching: Suggestions for Demonstrating Personal Qualities That Increase Students' Motivation to Learn</i>	472
<i>Theoretical Views of Motivation</i>	419	Learning Climate: Creating a Motivating Classroom Environment	475
The Influence of Needs on Motivation to Learn	422	<i>Order and Safety: Classrooms as Secure Places to Learn</i>	475
<i>Maslow's Hierarchy of Needs</i>	423		
<i>The Need for Self-Determination</i>	424		
<i>The Need to Preserve Self-Worth</i>	428		
<i>Using Educational Psychology in Teaching: Suggestions for Capitalizing on Needs to Increase Your Students' Motivation to Learn</i>	429		
The Influence of Beliefs on Motivation to Learn	433		
<i>Expectations: Beliefs About Outcomes</i>	433		

Success: Developing Student Self-Efficacy	476	Responding to Fighting	539
Challenge: Increasing Perceptions of Competence	476	Responding to Bullying	539
Task Comprehension: Increasing Beliefs About Autonomy and Value	477	Chapter 12 Summary	543
Using Educational Psychology in Teaching: Suggestions for Applying an Understanding of Climate Variables in Your Classroom	478	Preparing for Your Licensure Exam	544
Instructional Variables: Developing Interest in Learning Activities	482	Questions for Case Analysis	545
Introductory Focus: Attracting Students' Attention	483	Important Concepts	545
Personalization: Links to Students' Lives	484	13 Learning and Effective Teaching	546
Involvement: Increasing Situational Interest	485	Planning for Instruction: Backward Design	548
Feedback: Information About Learning Progress	486	How Is Backward Design Different from Traditional Planning?	549
Using Educational Psychology in Teaching: Suggestions for Applying the Instructional Variables with Your Students	486	Identify Desired Results: Specifying Learning Objectives	550
Chapter 11 Summary	493	Determine Acceptable Evidence: Assessment	552
Preparing for Your Licensure Exam	493	Plan Learning Activities	553
Questions for Case Analysis	494	Instructional Alignment	554
Important Concepts	495	Planning in a Standards-Based Environment	554
12 Classroom Management: Developing Self-Regulated Learners	496	Implementing Instruction	560
Goals of Classroom Management	498	Conducting Learning Activities	560
Developing Learner Self-Regulation	499	Personal Qualities of Effective Teachers	562
Creating a Positive Classroom Climate	502	Essential Teaching Skills	563
Maximizing Time for Teaching and Learning	504	Models of Instruction	572
Planning for Classroom Management	505	Direct Instruction	573
Planning for Instruction	505	Lecture–Discussion	577
Planning for Classroom Management in Elementary Schools	506	Guided Discovery	581
Planning for Classroom Management in Middle and Secondary Schools	508	Cooperative Learning	585
Planning for the First Days of School	511	Flipped Instruction	589
Using Educational Psychology in Teaching: Suggestions for Creating and Teaching Your Classroom Rules	512	Differentiating Instruction	591
Communicating with Parents	515	Personalized Learning	592
Strategies for Involving Parents	517	Technology, Learning, and Development: Presentation Software in Classrooms	593
Parent–Teacher Conferences	520	The Neuroscience of Effective Teaching	596
Intervening When Misbehavior Occurs	522	Assessment and Learning: Using Assessment as a Learning Tool	598
Emotional Factors in Interventions	522	Chapter 13 Summary	600
Cognitive Interventions	523	Preparing for Your Licensure Exam	601
Behavioral Interventions	527	Questions for Case Analysis	603
An Intervention Continuum	531	Important Concepts	603
Diversity: Classroom Management with Members of Cultural Minorities	533	14 Increasing Learning with Assessment	604
Using Educational Psychology in Teaching: Suggestions for Responding Effectively to Misbehavior	535	Assessment <i>for</i> Student Learning	608
Serious Management Problems: Defiance and Aggression	538	Why Do We Assess?	608
Responding to Defiant Students	538	Planning for Assessment: Backward Design	609
		Data-Driven Instruction	614
		Designing Quality Assessments	615
		Selected-Response Items	618
		Multiple-Choice Items	618
		Matching Items	621
		True–False Items	622
		Evaluating Selected-Response Items	624

Written-Response Items	626	Standardized Tests	669
Completion Items	626	Functions of Standardized Tests	669
Essay Items: Measuring Complex Outcomes	628	Norm- Versus Criterion-Referenced Standardized Tests	670
Evaluating Written-Response Formats	631	Types of Standardized Tests	670
Performance Assessments	632	Evaluating Standardized Tests: Validity Revisited	674
Designing Performance Assessments	633	Understanding and Interpreting Standardized Test Scores	675
Tools for Assessing Learner Performance: Systematic Observation, Checklists, and Rating Scales	635	Scaled Scores	676
Portfolio Assessment: Developing Self-Regulation	637	The Normal Distribution	677
Evaluating Performance Assessments	639	Percentile Rank and Stanine	678
Effective Summative Assessments	640	Normal Curve Equivalent	679
Preparing Students	641	Grade Equivalents	679
The Summative Assessment Process	644	Standard Error of Measurement	679
Increasing the Efficiency of Assessment Practices	647	Diversity and Standardized Testing	681
Designing a Grading System	648	Student Diversity and Assessment Bias	681
Technology, Learning, and Development: Using Technology to Improve Your Assessment System	652	Standardized Testing and English Language Learners	683
Diversity: Effective Assessment Practices with Students from Diverse Backgrounds	653	Accommodating Students with Disabilities	684
Chapter 14 Summary	656	Using Educational Psychology in Teaching: Suggestions for Fulfilling Your Role in Standardized Testing	684
Preparing for Your Licensure Exam	657	Chapter 15 Summary	689
Questions for Case Analysis	659	Preparing for Your Licensure Exam	690
Important Concepts	659	Questions for Case Analysis	690
		Important Concepts	691
15 Standardized Testing and Learning	660	Appendix Using <i>Educational Psychology</i> (11th ed.) to Prepare for the Praxis™ <i>Principles of Learning and Teaching Exam</i>	692
Standardized Testing and Accountability	663	Glossary	696
The Federal Role in Accountability Systems	664	References	706
High-Stakes Tests	665	Name Index	746
Teacher Evaluation and the Accountability Movement	666	Subject Index	762
The Backlash Against High-Stakes Evaluations	667		

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Preface

Welcome to the eleventh edition of our text. As in all fields, educational psychology rapidly advances, and our goal in this edition is to capitalize on these advances to produce a book that meets three goals: to provide the most conceptually sound theory possible, to include up-to-date research, and to prepare a text that provides the most concrete and specific suggestions in the field for applying the content of Educational Psychology in PreK–12 classrooms. Upon the advice of Kevin Davis, our editor, to reflect the third goal and symbolize an essential thrust of our text, we have changed its name to *Using Educational Psychology in Teaching*. Many students can describe and explain the topics included in an educational psychology text, but far fewer know how, as teachers, to apply these topics to increase their students' learning.

The Most Applied Text in the Field Applications in Classrooms

We attempt to reach our third goal above in several ways. First, we introduce each chapter with a case study in which a teacher is applying the content of the chapter to increase student learning and development.

We then integrate the case studies throughout the chapters in attempts to make the content of each meaningful for readers and further illustrate how educational psychology can be used in teaching to increase student learning.

We expand on this process by including one or more sections in each chapter titled “Using Educational Psychology in Teaching: Suggestions for Applying . . . with Your Students.” In these sections we include specific suggestions for applying, for instance, Vygotsky’s theory of cognitive development, social-emotional learning, culturally responsive teaching, universal design for learning, social constructivist views of learning, theories of motivation, formative assessment, and so on, in classrooms. We then illustrate each of these suggestions with concrete examples taken from the real world of PreK–12 teaching. As a further illustration, the video episodes on which the case studies integrated throughout chapters 2, 9, 11, 13, and 14 are based are included with the MyLab Education component that accompanies this text. These episodes show the actual classroom lessons and provide students with authentic, real-world insights into learning and teaching, and they will hopefully make the written case studies and chapter content more meaningful for readers.

In addition to these specific suggestions we include *Classroom Connections*, which provide additional suggestions for applying the content of each section at the elementary, middle school, and high school levels, and we include *Developmentally Appropriate Practice* sections in each chapter that offer suggestions for adapting the content for different developmental levels.

Also, in each chapter we include two, three, or four Application Exercises, placed throughout the chapter, that ask readers to apply the chapter content to the real world of teaching. A total of 47 exercises are included in the book’s 15 chapters, 38 of which are based on video episodes of approximately five minutes or less, leaving 9 that are based on written case studies. Feedback for all the Application Exercises is included.

In the eText we include Video Examples, ranging from approximately 40 seconds to 2 minutes in length, that provide brief, concrete illustrations of the chapter content. The Video Examples are placed next to the topics they illustrate.

Finally, at the end of each major section of every chapter, we include Self-Check Practice and Quiz-Me exercises designed to help readers acquire a deep understanding of the content in the chapters. The exercises are all written at higher cognitive levels, they focus on classroom application, and readers can respond to the practice exercises as often as they want. Feedback is provided for all the exercises.

As authors, we continue to spend a great deal of time in PreK–12 classrooms, working directly with teachers and students, and we believe this experience helps us provide the most realistically applied textbook in educational psychology. If you want a book that is truly applied, we believe this is the book for you.

Applications in Today's World

In addition to our attempts to help readers apply the content of educational psychology in their teaching, we also provide short sections throughout the text titled *Ed Psych and You*, which ask one or more questions about personal experiences that can be explained with topics in educational psychology. For instance, we ask questions such as:

Are you bothered when something doesn't make sense? Are you more comfortable in classes where the instructor specifies the requirements, outlines the grading practices, and consistently follows through? "Yes" is the answer for most people. Why do you think this is the case?

Theories of cognitive development help answer this question.

Think about some of your friends and acquaintances. Are those who seem happiest and have the greatest sense of well-being also the most intelligent or academically successful? If not, why do you think that's the case?

These questions can be answered with research examining social-emotional development.

Do you like to play games? Do you like playing all games or only certain ones? Why do you enjoy some and not others? Is succeeding in some games more important to you than succeeding in others?

We can answer these questions with theories of motivation.

We discuss and explain questions such as these in each chapter. This feature is our attempt to remind readers that educational psychology, in addition to providing essential applications in PreK–12 classrooms, can be applied in our daily lives. It is one of the most attractive aspects of the field.

Conceptually Sound Theory and Up-to-Date Research

Educational psychology has enormous implications for the way we teach and help students learn. To capitalize on these implications and reach the first two goals we identified at the beginning of the preface, we are including much new and updated content. We outline it below.

In Every Chapter

Top 20 Principles from Psychology—The American Psychological Association has identified 20 principles that are particularly applicable for PreK–12 teaching and learning. We describe the principles in Chapter 1; at the beginning of each chapter we identify the principles that are particularly emphasized in that chapter, and we specify the location in the chapter where the principle is applied with a callout.

The National Council on Teacher Quality (NCTQ)—The NCTQ has identified six essential teaching strategies that all new teachers need to know. As with the top 20 principles from psychology, we discuss the strategies in Chapter 1, identify those that are particularly emphasized at the beginning of each chapter, embed examples of their applications in the chapters, and identify the example with a callout.

Diversity

Diversity and immigration—Our students are the most diverse in the history of our nation, and immigrant students are making up an increasing proportion of school populations. We devote Chapter 4 to the topic and we include sections in each of the other chapters that examine the implications of diversity for our work with students. Unlike some representatives of today’s political world, we sincerely believe that diversity enriches us all, and we express this optimistic view throughout the text.

The theoretical framework for culturally responsive teaching—Research indicates that “Culturally Responsive Teaching” can increase achievement for all students and particularly members of cultural minorities. We significantly expand our discussion of culturally responsive teaching in Chapter 4 of this edition, and we include new content that offers a theoretical framework that supports the practice.

Discriminatory classroom management policies—Research consistently indicates that racial disparities exist in teachers’ classroom management practices. We examine this research in detail in Chapter 12 and offer specific suggestions for developing equitable classroom management policies.

Are members of cultural minorities over- or underrepresented in special education? Research indicates that, in contrast with popular beliefs, members of cultural minorities are underrepresented in special education, which deprives them of services that can help them succeed and thrive. We examine this issue in detail in Chapter 5.

Learning, Development, and Motivation

Critical thinking and the Internet—Critical thinking has become a major issue in today’s world of “conspiracy theories,” “post truth,” and “fake news.” Research indicates that today’s students have difficulty separating fake news from real news and conspiracy theories from facts. In our discussion of critical thinking in Chapter 8, we examine these issues in detail, and we offer suggestions for what we, as teachers, can do to help students develop the critical thinking abilities that will help them deal effectively with these issues.

Technology, learning, and development—Technology is ubiquitous, and the impact of technology/social media/smartphones on learning and development is widely discussed in the research literature. We provide detailed discussions of both the positive and negative influences of technology on learning and development, and particularly social-emotional development, throughout the text.

The cognitive neuroscience of learning and development—Neuroscience is expanding our understanding of learning and development, and this understanding has important implications for our teaching. We examine these implications in detail, and provide

suggestions for what we, as teachers, can do to capitalize on our increasing understanding of neuroscience to improve learning for all students.

Executive functioning—Executive functioning is essential for both learning and daily living. It is so important that strategies for measuring it are included on tests of intelligence and school readiness. We include a detailed description of this important process in our discussion of cognitive views of learning in Chapter 7, and we offer suggestions teachers can use to help students develop their executive functioning abilities.

Universal design for learning (UDL)—UDL designs instructional materials and activities to make content accessible to all learners. UDL is the process designed to ensure that inclusion is successful for learners with exceptionalities. We examine UDL in detail in our discussion of learners with exceptionalities in Chapter 5.

Should students be taught to code?—A move to teach middle and high school students to *code*—learn to use the language programmers employ to design apps, websites, and software—is now sweeping through our nation’s schools. The goal is to, in the language of Timothy Cook, CEO of Apple, help solve a “huge deficit in the skills that we need today.” This initiative is controversial. We examine the initiative, its implications for learning and teaching, and the controversies involved in Chapter 8.

Grit: Sustained commitment to achieving long-term goals—Grit is an essential motivation concept associated with growth mindsets, mastery goals, high levels of perseverance, delay of gratification, and an absence of pleasure seeking. It has come into widespread prominence as the result of work by psychologist Angela Duckworth. We significantly expand our discussion of this important concept in our study of motivation, and we offer suggestions for developing “grit” in students.

Social-Emotional Learning and Development

Social-emotional development—Social-emotional development is receiving a great deal of research attention, and some experts believe it’s even more important than cognitive development. We devote a major section to this topic in our discussion of personal, social, and moral development in Chapter 3, and we refer to the topic at various locations throughout the chapters.

LGBTQ students—Research consistently indicates that LGBTQ students have a myriad of problems in both school and life outside of school. And their issues have been exacerbated by the political controversies surrounding transgender youth. We examine the issues involved and what teachers can do to promote the social-emotional development of these young people and help them overcome the many challenges they now face.

School shootings—In the wake of an increase in school shootings and particularly the massacre at Marjory Stoneman Douglas high school in Parkland, Florida, teachers and students across our country have been traumatized, and the trauma is impacting teaching, learning, and students’ social-emotional development. We examine the issue, its implications for learning and teaching, and the political controversies surrounding the idea that teachers be armed.

Sexual assault and sexual harassment in schools—Sexual harassment has a long history, but the “Me Too” movement, which gained prominence in late 2017, gave it widespread publicity. Sexual harassment and sexual assault are more common than would be expected in schools. We discuss this issue and what can be done to prevent both in our discussion of gender and gender issues in Chapter 4.

The opioid crisis—The opioid crisis is ravaging our country, it’s impacting our schools, and it has important implications for teachers and schools. We examine this topic in detail together with the implications it has for learning, teaching, and social-emotional development.

Instruction and Assessment

Backward design—Backward design is a prominent approach to planning for instruction. We use this conceptual framework in our discussion of instructional planning in Chapter 13 and classroom assessment in Chapter 14, and we offer specific suggestions for ways teachers can capitalize on this planning approach to increase learning in their students.

Case studies linked to standards—Learning standards are now a part of teachers' lives, and many new teachers are uncertain about how to plan and implement instruction designed to help students meet the standards. In a further commitment to our emphasis on application, we link many of our case studies throughout the text to standards, and we provide a detailed discussion of instruction grounded in standards.

Data-driven instruction—Data-driven instruction is a teaching approach that relies on information about student performance to inform teaching and learning. It emphasizes clear objectives, baseline data, frequent assessment, and instruction grounded in assessment data. We examine data-driven instruction in our discussion of assessment in Chapter 14.

Personalized learning—Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Commonly linked to technology, this approach to learning has both strong proponents and equally strong critics. The approach has important implications for teaching, and we examine both the implications and the controversies in our discussion of instruction in Chapter 13.

Formative assessment—Formative assessment is the process of gathering information about student learning with the goal of informing next steps in teaching. It is one of the most powerful learning tools we have. We significantly expand the discussion of this process and its counterpart, summative assessment, in our discussion of classroom assessment in Chapter 14.

ESSA—The Every Student Succeeds Act (ESSA) is the most recent federal effort to improve education in our country. Accountability remains its central component, but the definition of achievement goes beyond standardized test results to include other measures of student learning, such as motivation and self-regulation. We describe the act in our discussion of standardized testing in Chapter 15, together with its implications for teaching and learning in our nation's schools.

The backlash against high-stakes testing—High-stakes testing and particularly value-added modeling are highly controversial. We discuss these controversies, and the implications they have for teaching and learning, in detail in our examination of standardized testing in Chapter 15.

edTPa—edTPa (Educational Teacher Performance Assessment) is a high-stakes pre-service assessment process designed to answer the question, "Is a new teacher ready for the job?" As its use becomes more widespread, it will have increasingly important implications for teacher preparation. We examine this assessment process in our discussion of accountability in Chapter 15.

This new content adds to our detailed descriptions of traditional theories combined with the latest research. Our goal is to make the content in this text as comprehensive and up-to-date as any in the field. Combined with our emphasis on application, we believe this is a text that can help prepare teachers who are truly professionals.

MyLab Education

One of the most visible changes in the eleventh edition, and also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an

online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of K–12 classrooms and to help them see the real and powerful impact of educational psychology concepts covered in this book, the online resources in MyLab Education with the Enhanced eText include:

- **Video Examples.** About 3 or 4 times per chapter, an embedded video provides an illustration of an educational psychology principle or concept in action. These video examples most often show students and teachers working in classrooms. Sometimes they show students or teachers describing their thinking or experiences.
- **Self-Checks.** In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading, multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly, but also provide rationales for both correct and incorrect answers.
- **Application Exercises.** These exercises give learners opportunities to practice applying the content and strategies from the chapters. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

Supplementary Materials

This edition of *Using Educational Psychology in Teaching* provides a comprehensive and integrated collection of supplements to assist students and professors in maximizing learning and instruction. The following resources are available for instructors to download from www.pearsonhighered.com/educator. Enter the author, title of the text, or the ISBN number, then select this text, and click on the “Resources” tab. Download the supplement you need. If you require assistance in downloading any resources, contact your Pearson representative.

Instructor’s Resource Manual

The Instructor’s Resource Manual includes chapter overviews and outcomes, lists of available PowerPoint® slides, presentation outlines, teaching suggestions for each chapter, and questions for discussion and analysis along with feedback.

PowerPoint® Slides

The PowerPoint® slides highlight key concepts and summarize text content. The slides also include questions and problems designed to stimulate discussion, encourage students to elaborate and deepen their understanding of the topics in each chapter, and apply the content of the chapter to both the real world of teaching and their daily lives. The slides are further designed to help instructors structure the content of each chapter to make it as meaningful as possible for students.

Test Bank

The Test Bank provides a comprehensive and flexible assessment package. The Test Bank for this edition has been revised and expanded to make it more applicable to students. To provide complete coverage of the content in each chapter, all multiple-choice and essay items are grouped under the chapters’ main headings and are balanced between knowledge/recall items and those that require analysis and application.

TestGen®

TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material. Assessments may be created for both print and testing online.

The tests can be downloaded in the following formats:

TestGen Testbank file—PC

TestGen Testbank file—MAC

TestGen Testbank—Blackboard 9 TIF

TestGen Testbank—Blackboard CE/Vista (WebCT) TIF

Angel Test Bank (zip)

D2L Test Bank (zip)

Moodle Test Bank

Sakai Test Bank (zip)

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Finally, we would sincerely appreciate any comments or questions about anything that appears in the book or any of its supplements. Please feel free to contact either of us at any time. Our e-mail addresses are: peggen@unf.edu and don.kauchak@gmail.com.

Good luck and best wishes.

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Don Kauchak

Using Educational Psychology in Teaching