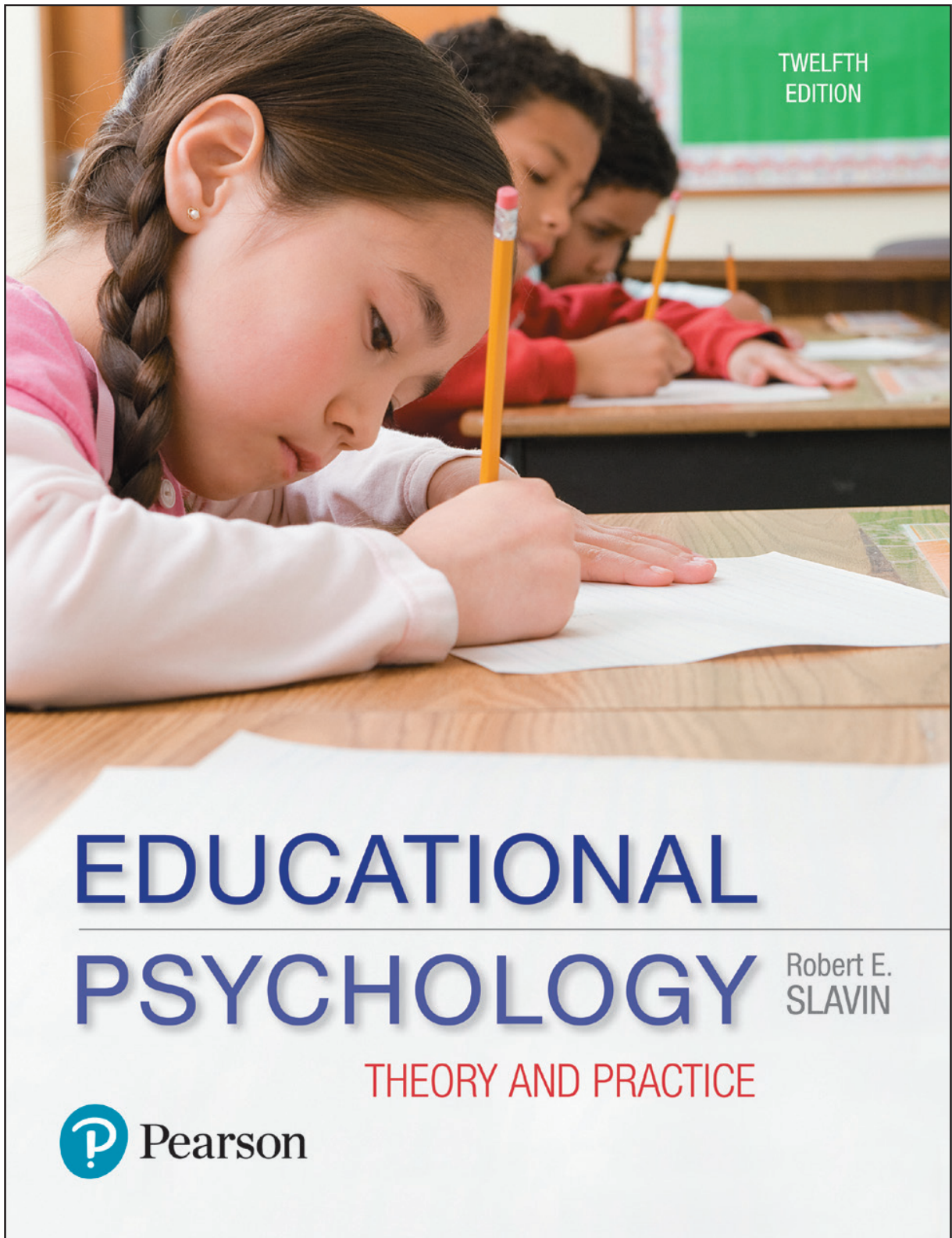


LOOSE-LEAF VERSION



EDUCATIONAL PSYCHOLOGY

THEORY AND PRACTICE

twelfth edition

ROBERT E. SLAVIN

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ROBERT SLAVIN is director of the Center for Research and Reform in Education, Johns Hopkins University and chairman of the Success for All Foundation. He received his Ph.D. in Social Relations from Johns Hopkins in 1975, and since that time he has authored more than 300 articles and book chapters on such topics as cooperative learning, comprehensive school reform, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. Dr. Slavin is the author or coauthor of 20 books, including *Cooperative Learning*, *School and Classroom Organization*, *Effective Programs for Students at Risk*, *Preventing Early School Failure*, *Show Me the Evidence: Proven and Promising Programs for America's Schools*, *Two Million Children: Success for All*, *Effective Programs for Latino Students*, and *Educational Research in the Age of Accountability*. In 1985 Dr. Slavin received the Raymond Cattell Early Career Award for Programmatic Research from the American Educational Research Association. In 1988 he received the Palmer O. Johnson Award for the best article in an AERA journal. In 1994 he received the Charles A. Dana Award, in 1998 he received the James Bryant Conant Award from the Education Commission of the States, and in 2000 he received the Distinguished Services Award from the Council of Chief State School Officers. He again received the Palmer O. Johnson award for the best article in an AERA journal in 2008 and received the AERA Review of Research award in 2009. He was elected an AERA Fellow in 2010.



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PREFACE

When I first set out to write *Educational Psychology: Theory and Practice*, I had a very clear purpose in mind. I wanted to give tomorrow's teachers the intellectual grounding and practical strategies they will need to be effective instructors. Most of the textbooks published then, I felt, fell into one of two categories: stuffy or lightweight. The stuffy books were full of research but were ponderously written, losing the flavor of the classroom and containing few guides to practice. The lightweight texts were breezy and easy to read but lacked the dilemmas and intellectual issues brought out by research. They contained suggestions of the "Try this!" variety, without considering evidence about the effectiveness of those strategies.

My objective was to write a text that:

- Presents information that is as complete and up to date as the most research-focused texts but is also readable, practical, and filled with examples and illustrations of key ideas.
- Includes suggestions for practice based directly on classroom research (tempered by common sense) so I can have confidence that when you try what I suggest, it will be likely to work.
- Helps you transfer what you learn in educational psychology to your own teaching by making explicit the connection between theory and practice through numerous realistic examples. Even though I have been doing educational research since the mid-1970s, I find that I never really understand theories or concepts in education until someone gives me a compelling classroom example; and I believe that most of my colleagues (and certainly teacher education students) feel the same way. As a result, the words *for example* or equivalents appear hundreds of times in this text.
- Appeals to readers; therefore, I have tried to write in such a way that you will almost hear students' voices and smell the lunch cooking in the school cafeteria as you read.

These have been my objectives for the book from the first edition to this, the twelfth edition. With every edition, I have made changes throughout the text, adding new examples, refining language, and deleting dated or unessential material. I am meticulous about keeping the text up to date, so this edition has more than 2,000 reference citations, 75 percent of which are from 2000 or later. The twelfth edition is updated with hundreds of new references (though essential classics are retained, of course). Although some readers may not care much about citations, I want you and your professors to know what research supports the statements I've made and where to find additional information.

The field of educational psychology and the practice of education have changed a great deal in recent years, and I have tried to reflect these changes in this edition. For example, today the Common Core State Standards and other college- and career-ready standards are increasing accountability pressures but also inviting more thoughtful teaching and learning, including writing, cooperative learning, and experimentation. I've tried to explain the new standards and show how they affect practice throughout the book, but do not discard the wisdom and research that came before them. In the earliest editions of this text, I said that we shouldn't entirely discard discovery learning and humanistic methods despite the popularity, then, of direct instruction. In the later editions, I made just the opposite plea: that we shouldn't completely discard direct instruction despite the popularity of active, student-centered teaching and constructivist methods of instruction. I continue to advocate a balanced approach to instruction. No matter what their philosophical orientations, experienced teachers know that they must be proficient in a wide range of methods and must use them thoughtfully and intentionally.

The twelfth edition presents new research and practical applications of many topics. Throughout, this edition reflects the "cognitive revolution" that has transformed educational psychology and teaching. No one can deny that teachers matter or that teachers' behaviors have a profound impact on student achievement. To make that impact positive, teachers must have both a deep understanding of the powerful principles of psychology as they apply to education and a clear sense of how these principles can be applied. The intentional teacher is one who constantly

reflects on his or her practices and makes instructional decisions based on a clear conception of how these practices affect students. Effective teaching is neither a bag of tricks nor a set of abstract principles; rather, it is intelligent application of well-understood principles to address practical needs. I hope this edition will help you develop the intellectual and practical skills you need to do the most important job in the world—teaching.

NEW TO THIS EDITION

Among the many topics that receive new or expanded coverage in this edition are:

- Common Core State Standards and College- and Career-Ready Standards (throughout, but especially Chapters 1 and 14)
- The future of teaching (Chapter 1)
- More on Vygotsky's theories (Chapter 2)
- More on enhancing socioemotional development (Chapter 3)
- The development of reading from preschool onwards (Chapter 3)
- More on parent involvement (Chapter 4)
- Gay, lesbian, bisexual, and transgender students (Chapter 4)
- Updates of research on socioeconomic status, ethnicity, and English learners (Chapter 4)
- Emerging research in information processing and neuroscience (Chapter 6)
- Neuromyths and neuroclues (Chapter 6)
- The latest research on peer interaction and cooperative learning (Chapter 8)
- Project-based learning (Chapter 8)
- More on differentiated and personalized instruction (Chapter 9)
- A substantially updated section on technology applications (Chapter 9)
- A new “intentional teacher” section on technology applications
- New research on tutoring and small group remediation for struggling readers (Chapter 9)
- Research on mindset (Chapter 10)
- More on intrinsic incentives (Chapter 10)
- New sections on bullying and classroom management (Chapters 4 and 11)
- Expanded coverage of Response to Intervention (Chapter 12)
- Expanded coverage of autism spectrum disorder (Chapter 12)
- More on performance assessments (Chapter 13)
- Detailed coverage of the Common Core State Standards and college- and career-ready standards (throughout, but especially Chapter 14)
- Examples of test items and interpretation guides for Common Core assessments (Chapter 14)
- Additional coverage of value-added assessments (Chapter 14)
- More on data-informed teaching (Chapter 14)
- Description of policy changes in the Every Student Succeeds Act (Chapter 14)
- More on evidence-based reform (Chapter 14)
- More on computerized assessment (Chapter 14)
- Updated On the Web sections throughout

MYEDUCATIONLAB

One of the most visible changes in the twelfth edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyEducationLab in the text. MyEducationLab 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 MyEducationLab with the Enhanced eText include:

- **Video Examples.** About 5 or 6 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 scaffolded analysis exercises challenge learners to use chapter content to reflect on teaching and learning in real classrooms. 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.

HOW THIS BOOK IS ORGANIZED

The chapters in this book address three principal themes: students, teaching, and learning. Each chapter discusses important theories and includes many examples of how these theories apply to classroom teaching.

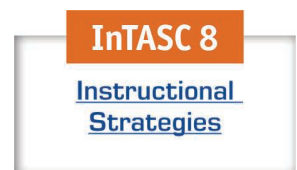
This book emphasizes the intelligent use of theory and research to improve instruction. The chapters on teaching occupy about one-third of the total pages in the book, and the other chapters all relate to the meaning of theories and research practice. Whenever possible, the guides in this book present specific programs and strategies that have been evaluated and found to be effective, not just suggestions of things to try.

FEATURES

Licensure

This text has always had a very strong focus on helping its readers understand how educational psychology is used in teacher licensure tests like Praxis and the National Evaluation Series. And this edition has multiple tools to help you apply your learning to licensure and certification. In each chapter you can both identify and practice the appropriate knowledge and skills you have attained.

- To help you assess your own learning and prepare for licensure exams, Certification Pointers identify content likely to be on certification tests.
- A special marginal icon identifies content that correlates to InTASC standards. These correspond closely to Praxis, and many state assessments are patterned on Praxis. For those of you using the Pearson eText, when you click on the InTASC, you can read the appropriate standard without having to leave the page.



- In addition, Self-Assessment: Practicing for Licensure features at the end of each chapter are designed to resemble the types of questions and content typically encountered on state certification tests. Pearson eText users can answer these questions and receive immediate feedback.
- Finally, there is an appendix that maps the entire *Praxis II: Principles of Learning and Teaching* test to the book's content.



MyEdLab

Video Example 1.1

Two first-grade teachers are interviewed about their instructional methods. Note how the interview process encourages the teachers to reflect on their own teaching. Teachers can ask themselves similar questions, leading to informed reflection.

Embedded Video Examples and Explanations

In the Pearson eText, you will note that instead of photographs there are videos. The use of videos instead of photographs provides deeper and more complete examples.

In line with the emphasis on reflective, intentional practice, I've added a feature that is intended to bring a bit of myself from behind the curtain that usually divides author and readers. I've made available live interviews, called Personal Reflections, in which I reflect on my own experiences as a teacher, researcher, and parent to illuminate various aspects of the text. In these video podcasts, I offer examples and further explanations where I think I might be able to help you better understand a concept or an application. Readers of the eText can simply click on these videos to watch them without leaving their book.

The Intentional Teacher

One attribute seems to be a characteristic of all outstanding teachers: intentionality, or the ability to do things for a reason, purposefully. Intentional teachers constantly think about the outcomes they want for their students and how each decision they make moves students toward those outcomes. A key feature in each chapter, The Intentional Teacher is designed to help you develop and apply a set of strategies to carry out your intentionality.

The Intentional Teacher features will help you combine your increasing knowledge of principles of educational psychology, your growing experience with learners, and your creativity to make intentional instructional decisions that will help students become enthusiastic, effective learners. For those using the Pearson eText, you will be able to actually take the strategies described in each Intentional Teacher feature and observe and analyze their use in real classrooms. After answering a series of questions, you will be given feedback that allows you to compare your analysis with an expert's analysis.

Using Your Experience

Each chapter of the text opens with a vignette depicting a real-life situation that teachers encounter. Throughout the chapter narrative, I refer to the issues raised in the vignette. In addition, you have the opportunity to respond to the vignette in several related features, such as the Using Your Experience sections that follow each vignette. Each of these sections provides critical and creative thinking questions and cooperative learning activities that allow you to work with the issues brought up in the vignette, activate your prior knowledge, and begin thinking about the ideas the chapter will explore.

Common Core and 21st Century Learning

Throughout this book, a substantially revised feature presents information on 21st century learning and Common Core State Standards that relates to the topic of the chapter. Beyond this, 21st century learning skills and Common Core State Standards are discussed within the main parts of the text, as appropriate.

Educational policies and practices usually lag behind changes in society and the economy. The emphasis on 21st century learning is intended to help educators think more deeply about how each of the decisions they make about curriculum, teaching methods, use of technology, assessments, and so on contributes to helping students succeed not only by today's standards, but also in tomorrow's world.

THE INTENTIONAL TEACHER

Teaching in Light of Knowledge of Brain Function and Learning Strategies

Intentional teachers understand how learning takes place and plentifully use effective strategies to help children learn and remember important knowledge and skills.

- They help students understand their own learning processes so they can learn more effectively.
- They understand how the limited capacity of working memory implies that students should not be bombarded with too much content at once and that students need time to process new concepts and skills.
- They use motivational strategies to encourage students to devote mental energy to learning.
- They teach to enhance long-term memory by teaching learning strategies and engaging students in active learning.
- They use methods to diminish mental interference, such as avoiding teaching easily confused topics at the same time.
- They use methods to enhance facilitation by pointing out commonalities among previously learned concepts and new ones.
- They provide extensive practice to help students gain automaticity in basic skills.
- They teach students effective study strategies and give them many opportunities to use them.
- They organize information to help students access new concepts.



MyEdLab

Application Exercise 6.1
In the Pearson eText, watch a classroom video. Then use the guidelines in "The Intentional Teacher" to answer a set of questions that will help you reflect on and understand the teaching and learning presented in the video.

Cartoons

Throughout the text is a series of cartoons created just for this book by my colleague, James Bravo, to illustrate key concepts in educational psychology. These are intended to be humorous and also to make you reflect.

Theory into Practice

The Theory into Practice sections in each chapter help you acquire and develop the tools you need to be an effective teacher. These sections present specific strategies to apply in your classroom. New Theory into Practice sections have been added throughout this edition.

INSTRUCTOR RESOURCES

- The **Instructor's Resource Manual** contains chapter overviews, suggested readings, answers to the textbook Self-Assessment features, and handout masters. The Instructor's Manual is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.
- The **PowerPoint® Presentation** highlights key concepts and summarizes text content. The PowerPoint Presentation is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.
- The **Online Test Bank**. The *Test Bank* that accompanies this text contains both multiple-choice and essay questions. There are also higher- and lower-level questions covering all of the content in the text.
- **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—including equations, graphs, and scientific notation—may be created for both print or 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)

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