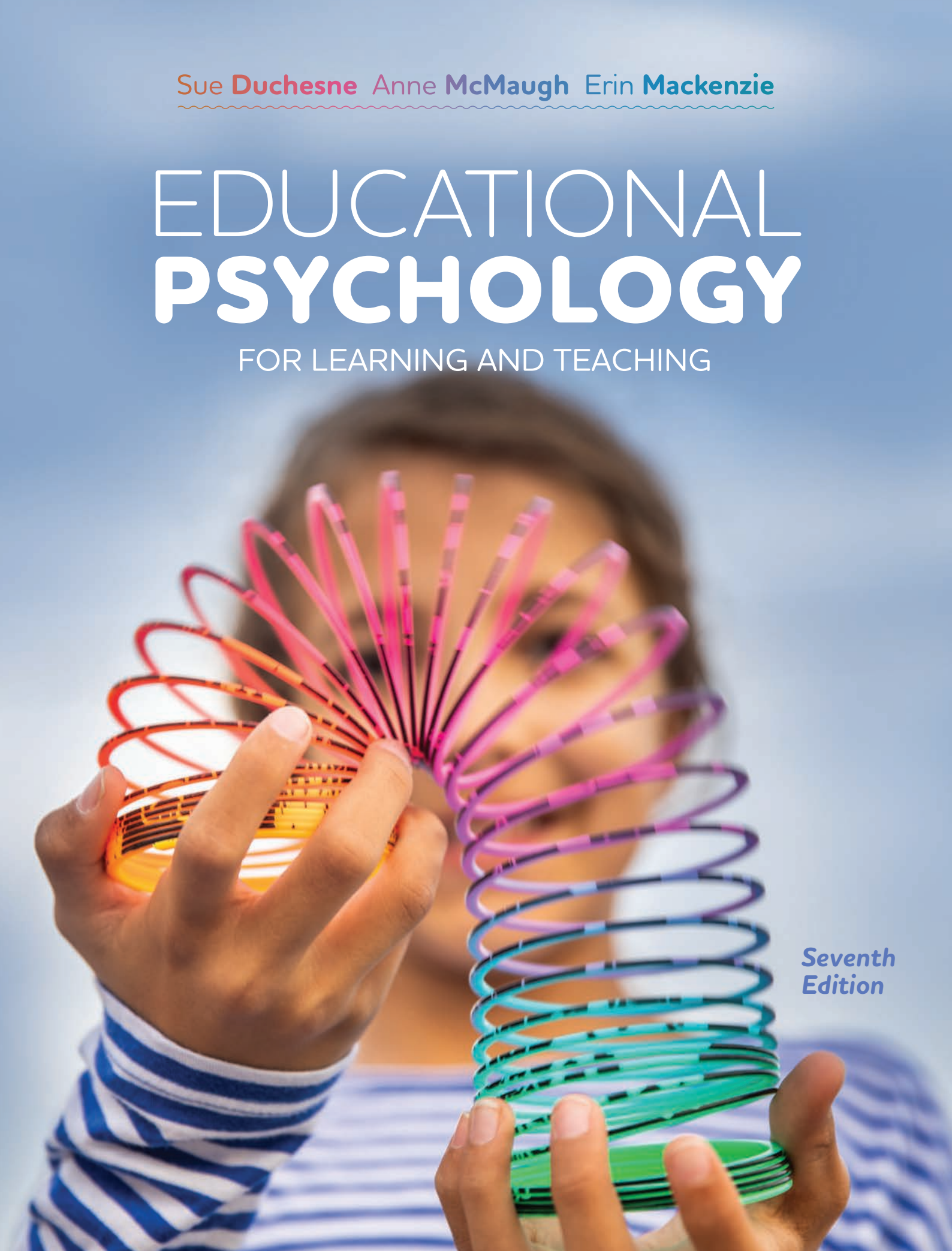


Sue **Duchesne** Anne **McMaugh** Erin **Mackenzie**

EDUCATIONAL PSYCHOLOGY

FOR LEARNING AND TEACHING

*Seventh
Edition*



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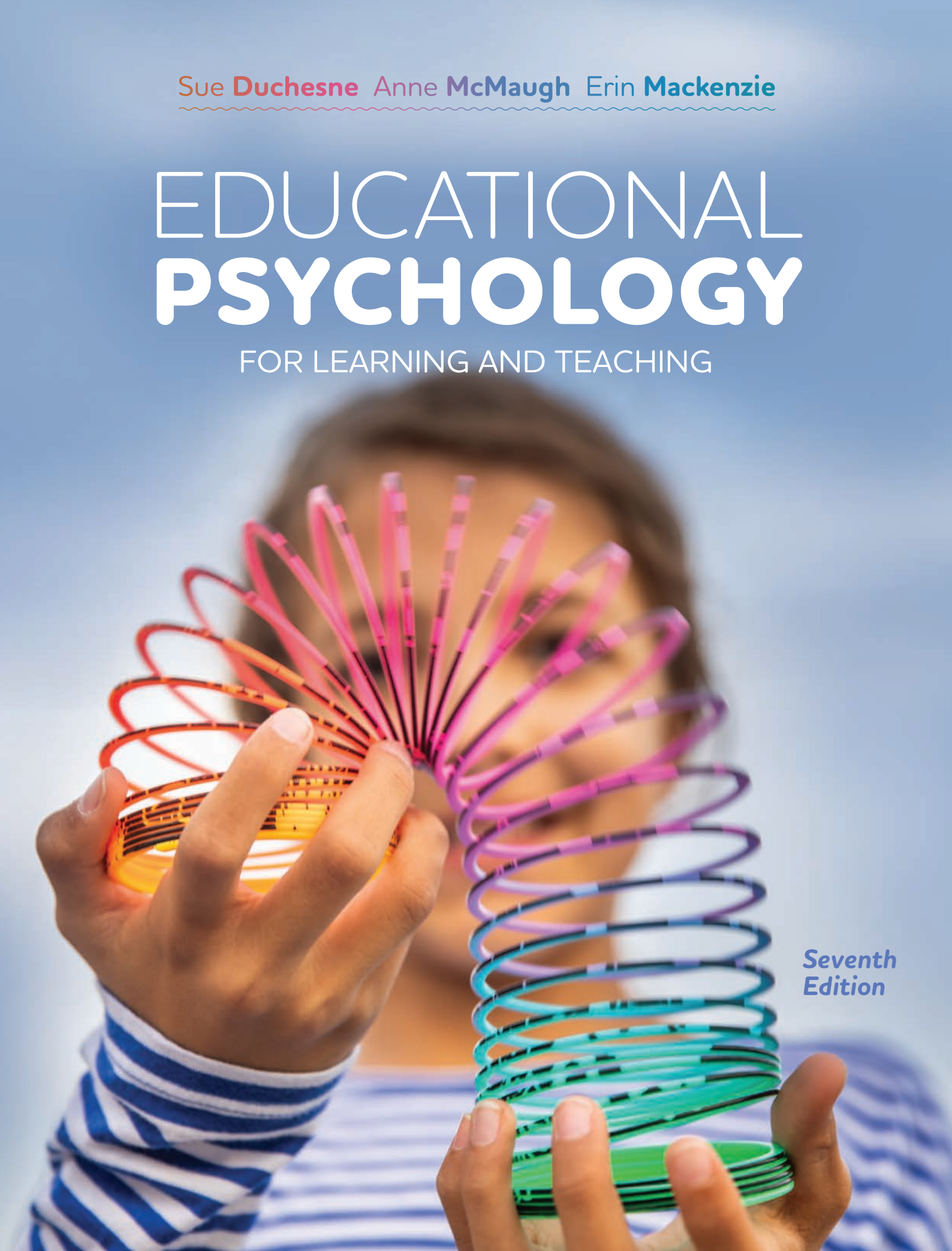
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7th Edition
Sue Duchesne
Anne McMaugh
Erin Mackenzie

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Content developer: Eleanor Yeoll
Project editor: Sutha Surenddar
Editor: Jade Jakovic
Proofreader: Anne Mulvaney
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Cengage Learning Australia
Level 7, 80 Dorcas Street
South Melbourne, Victoria Australia 3205

Cengage Learning New Zealand
Unit 4B Rosedale Office Park
331 Rosedale Road, Albany, North Shore 0632, NZ

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About the Authors

DR SUE DUCHESNE is lecturer in the School of Education at the University of Wollongong and coordinates the Master of Teaching at the University of Wollongong's Bega Campus. She has experience teaching in primary and secondary schools, as well as in the tertiary sector, and currently lectures in educational psychology, child development and pedagogy. Sue's research interests include engagement in language classrooms, student support and teacher education, with a particular interest in pre-service teacher development.

DR ANNE MCMAUGH is a senior lecturer in the School of Education at Macquarie University. Anne teaches in child development and educational psychology, with a focus on childhood social development. Her research interests encompass child and adolescent education and development, with a special interest in the developmental and educational experiences of children and adolescents with disability and chronic health conditions. Anne has teaching experience in primary and secondary schools, as well as in the tertiary sector, and has conducted research in school, hospital and community education settings.

DR ERIN MACKENZIE is a lecturer and Director of Postgraduate Specialist Studies in the School of Education at Western Sydney University. She has experience teaching in secondary schools and university settings, and lectures in educational psychology, secondary science pedagogy and STEM education. Erin's research interests include adolescent online interactions, coping, and the role of psychological and social factors in adolescents' participation in STEM.

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Guide to the text

As you read this text you will find a number of features in every chapter to enhance your study of educational psychology and help you understand how the theory is applied in the real world.

MODULE OPENING FEATURES

Understand how key concepts are connected across all chapters in the module by viewing the **Concept map**.


Core questions introduce key themes in the module and give an overview of how the chapters in the module relate to each other.

MODULE

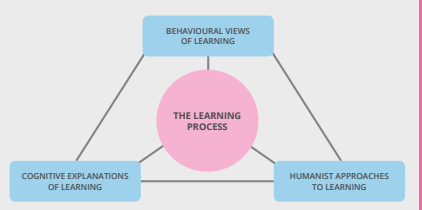
The learning process

MODULE CONTENTS

- 1 Behavioural views of learning
- 2 Cognitive explanations of learning
- 3 Humanist approaches to learning



THE LEARNING PROCESS



Module II concept map

Core question: How can theories of learning enhance the understanding of learning and teaching?

As children develop, they learn. Changes that come about through learning can relate to knowledge, skills, beliefs, attitudes, habits and feelings. Such changes are enduring. They can result from instruction or be an unintended outcome of experience.

This module focuses on different ways of understanding the learning process. It explores different theoretical explanations of how we learn, and the implications these explanations have for teachers in how they view their role, relate to learners, arrange their classrooms, deliver content and assess students' work.

Chapter 5 presents behavioural explanations of learning, which are concerned with learners' observable behaviours, and where learning is measured by what learners can show or do to demonstrate what they have learnt. Chapter 6 explores cognitive and constructivist explanations of learning, which draw attention to the learner as an active participant in learning and as a constructor of meaning, and which view learning as a collaborative partnership in which social interaction is particularly important. Chapter 7 discusses humanist approaches to learning, which are concerned with the whole learner, social and qualitative aspects, and which are concerned with the whole learner and with developing learners' full human potential.

Each chapter of this module encourages you to consider different theories of learning and what they can teach you about the roles of the learner and the teacher in the classroom and in learning. We also ask you to think critically about these theories of learning and thus we offer suggestions as to the strengths and limitations of each theory. Teachers sometimes assume that they can enhance their effectiveness by adopting certain approaches or theories, but this assumption must be based on sound knowledge of the implications of those theories and approaches for the students and classrooms in which we teach. Many teachers are quite eclectic in their philosophical or theoretical approach – that is, they recognise that one single theory or approach may not suit all learners or all learning contexts; rather, by adopting an eclectic approach they might use elements of different theories to achieve the best possible results for their students. You may wish to keep this in mind as you study this module and consider your developing philosophy of learning and teaching.

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END-OF-MODULE FEATURES

At the end of each module, you will find the **Putting it together** section that demonstrates how the key theories in the module answer the Core question through a **Summary** and **Module table**.

Putting it together

THE LEARNING PROCESS

In this module we have provided an overview of three main approaches to learning and teaching. Take some time to consider your own philosophy of learning and teaching. What elements of each approach will you emphasise? The summary table below might help you as you think about your beliefs about the learner's role, your role as a teacher and some key aspects of your practice.

Before you start, consider the three approaches to learning and teaching you have read about in this module. Which do you prefer as a learner, overall? Which would you prefer as a teacher? Why might this be?

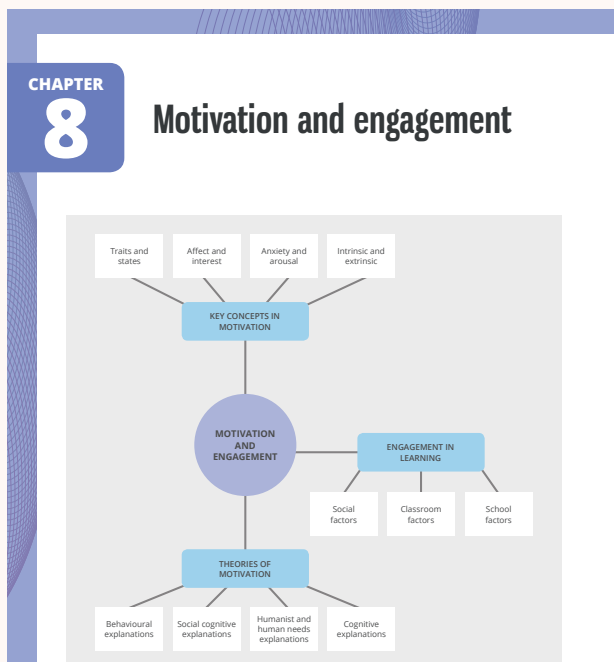
	Behavioural explanations of learning	Cognitive explanations of learning	Humanist explanations of learning
Main focus	Behaviour – learners' actions and activities that are observable and measurable Learning – permanent changes in behaviour resulting from experience	Internal mental processes – how learners make information and experience meaningful and remember what they learn; Constructivism: social cognitive theory; information processing	Human experience – thinking, feelings, communication skills, social and emotional learning, and wellbeing Learning – personal and emotional development within a caring and supportive environment
Primary goal	Behaviour change or learning – achievement of defined behavioural or learning objectives	Effective learning – the cognitive processes that underlie learning and the complexity of these processes	Satisfying basic needs and self-fulfilment
Role of teachers	A direct role – to assess current skills of students, identify behavioural objectives, design structured teaching programs that involve systematic control of stimuli and continuous feedback to learners, and to achieve planned outcomes efficiently	An active role – to provide learner-centred experiences that encourage student engagement in active learning, confidence in their ability to learn, and opportunities for student–teacher interaction within a learning partnership; to model, guide and support independence in learning	An indirect role – to facilitate learning by providing a stimulating and supportive environment, to actively involve students in learning, to participate alongside students in a learning community
Curriculum	Carefully designed to achieve efficient learning through observation and assessment of behaviour to identify instructional objectives, identification, design and implementation of effective instructional programs, including procedures for presenting material, frequent observation and monitoring of progress, correcting student errors, and modification of program as	Designed to encourage and facilitate autonomous learning through planned group activities involving same-age and cross-age partnerships, cooperation with parental or community-based experts, capitalising on student strengths, while also encouraging metacognitive self-knowledge providing a safe, supportive environment arranged to promote effective interaction and cooperation	Flexible, based on student interests and needs, allowing each student to negotiate a curriculum and pursue their own interests; positive education, social and emotional learning, cooperative learning, active learning, and constructivism

MODULE

CHAPTER OPENING FEATURES

Understand how key concepts in the chapter relate to each other by viewing the chapter **Concept maps**.

Identify the key concepts you will engage with through the **Key questions** at the start of each chapter.



KEY QUESTIONS

- After reading this chapter, you should be able to answer the following key questions:
- What is motivation and how does it influence behaviour and learning?
 - What are some theories of motivation proposed in educational research?
 - What is engagement and how does it differ from motivation?
 - Can you explain some of the different types of engagement identified by researchers?
 - How does engagement influence a student's experience at school?
 - Which factors influence or shape engagement in school?

Gain an insight into how educational psychology theories relate to the real world through the **Scenario** at the beginning of each chapter.

AMI AND KIMI

Ami is in her second year of university and her sister Kimi is in the final year of school. Both students are preparing to hand in major assignments and they discuss their workloads and social plans. Kimi is focused and has a study plan, which she discusses on the phone with her friends before postponing an after-school catchup because she has to finish her project. Ami groans and says, 'Gee, you're so good! I was never that focused at your age and I'm still not.' Kimi looks at her and rolls her eyes. 'Yeah, but how many times have I heard you say "Ps get degrees"? Do you think that many passes or fails on your record are going to look good in a job application?' Feeling insulted, Ami replies, 'Oh, come on, a pass is fine.' Waving her hand at the extra books

Kimi has borrowed to complete her history project, she says, 'Why learn all that stuff if you don't have to?' 'Well,' says Kimi, 'I learn it because I'm interested. This book has stuff we didn't even talk about in class. It's amazing to look into what people had to do back then in the Spanish flu compared to how we've been whinging about lockdown this year!' Ami rolls her eyes. 'Anyway, now that I'm "freeee" from lockdown, I'm off to the shops with the girls. Enjoy studying!' Kimi shakes her head and says, 'Honestly, Ami! You've got final exams next week. Anyone would think you didn't want to pass.'

FEATURES WITHIN CHAPTERS

RESEARCH LINKS 8.1

A growth mindset intervention: 'directly telling' versus 'explaining to others'

Mindset researchers David Yeager and colleagues (2016) were interested in the types of lessons and messages conveyed in mindset interventions. One of the things they wanted to test was whether *directly* telling students the research findings about the developing brain was more effective than if students had to explain and tell these research findings to other students (*indirectly* learning the concepts). They compared these different types of interventions in a classic A/B experimental design where condition A is compared to condition B. They tested these research problems among a very large sample of Year 9 students ($N = 3005$).

The research question

Is it more effective to deliver growth mindset information directly or indirectly to students?

'Students often do a great job explaining ideas to their peers because they see the world in similar ways. On the following pages, you will read some scientific findings about the human brain ... We would like your help to explain this information in more personal ways that students will be able to understand. We'll use what we learn to help us improve the way we talk about these ideas with students in the future.'

The results

The researchers found that directly telling students about the scientific findings (Group A) led to smaller changes in mindsets compared to the 'explaining to others' intervention (Group B). This means that directly

Examine important and current research in teaching and learning in specific studies highlighted in the **Research Links** boxes.

CASE STUDY 7.1

The class forum

The idea of conducting a class forum in which all participants – teacher, aides and students alike – have equal say may strike some teachers as too challenging for primary school-aged children, or even as a practice that could, potentially, undermine the teacher's authority in the classroom. One teacher, however, who works in a small, rural school in NSW, believes her weekly classroom forum is a cohesive practice that promotes ownership of classroom behaviour and culture, and provides an opportunity for students to cultivate higher-order thinking and communication skills.

At these forums, participants have the chance to discuss their respective school and classroom experiences. They may choose to air concerns about problems or acknowledge positive developments. At the outset of each forum, the teacher reminds participants that they must raise their hands to speak. Although the teacher plays

had genuinely heard and understood him, and by indicating that she appreciated his feeling of frustration. Significantly, and as a result of the teacher's skilful facilitation of the forum, what was then discussed was not the specific content of the boy's actions and why they warranted reprimands, but what he might be doing to bring about this situation; for example, other students suggested that perhaps he needed to listen more carefully to the teacher's instructions. The upshot of this discussion was that the student concerned was encouraged by his fellow forum participants to reflect on his own behaviour, and that the teacher gained an insight into how frequent reprimands were making this student feel about being in the classroom.

At another forum, a student commented that the incidence of disruptive behaviour in the classroom had decreased and that the class was achieving more as

Analyse in-depth **Case studies** that present issues in context, encouraging you to integrate the concepts discussed in the chapter and apply them within Australian and New Zealand classroom settings.

FEATURES WITHIN CHAPTERS

Consider the implications of theory on classroom practitioners with learning and teaching examples in the **Implications for Educators** boxes.

Connect theory to practice via examples of research or applications of theory in classroom settings in the **Classroom links** boxes.

Think about... panels encourage you to reflect critically on important concepts and your beliefs about the processes of learning and teaching as you progress through each chapter.

Important **Key terms** are marked in bold in the text and **defined in the margin** when they are used for the first time.

Go Further icons in the chapters indicate that extra resources are available. Ask your instructor for the Go Further resources and deepen your understanding of the topic.

IMPLICATIONS FOR EDUCATORS 7.5

Humanism in the classroom

The key elements of humanist education in classroom practice

- concern for student *wellbeing* alongside content and cognitive needs
- an emphasis on *experience-based instruction* – or ‘learning by doing’ – building on students’ interests and experiences, and involving them in mental and physical activity (see **CHAPTERS 3 and 6**)
- support for student *autonomy* through student-directed learning (see also **CHAPTER 6**)
- development of *social and emotional learning*
- concern with students’ *thinking, feelings and communication skills*, together with respect for their needs and talents
- encouragement for students to develop *personal values and self-awareness* (see **CHAPTER 4**)
- provision of a *stimulating environment* to actively involve students in learning, giving them ‘freedom to learn’
- provision of *progressive education*, as exemplified in the programs of A. S. Neill, Rudolf Steiner, Maria

- shared and each group member is responsible for completing a task and for ensuring that others in the group complete their tasks
- *face-to-face facilitative interaction* – students aid group success by listening to and helping one another, by sharing information and resources, by resolving differences, by giving feedback, and by encouraging and motivating one another to participate fully and to achieve shared goals (Johnson & Johnson, 2017)
- *individual accountability and personal responsibility* – the assessment results of each student’s work are reported to both the student and the group as a whole – ‘students learn together and then perform alone’ (Johnson et al., 1994, p. 31) – with each member of the group contributing a ‘fair share’ to the task
- *interpersonal and small-group skills* – students learn academic subject matter and small-group social skills in order to function effectively within a team – getting to know the others in their group, learning to trust them, communicating clearly with them,

CLASSROOM LINKS 8.1

How does anxiety affect learners?

Many children experience anxiety or fearfulness from time to time. Most children learn to cope with normal fears, but teachers and parents should be alert to the following symptoms that may indicate a child or student needs help:

- The child or student feels more anxious than other children of their age or other learners at their level.
- Their anxiety stops them participating in normal learning or social activities at school or in other social contexts.
- These anxious feelings are consistently very intense.
- They may persist for some time after the event has passed.

At school, teachers can look out for the following signs of anxiety in their students:

- Students show perfectionistic tendencies, such as wanting their work to be perfect, and are dissatisfied with work to the extent that they may become anxious.
- The student is reluctant to ask for help, may avoid.
- They have problems joining in with other students or joining in class work.

How can teachers help?

Teachers are not expected to diagnose a mental health issue – this is not your role – but you may be able to notice the symptoms and behaviours and seek help and support the young person. The following principles can guide your approach to helping children with anxiety disorders:

- Social and emotional learning programs (see **CHAPTER 4**) can help all children develop coping strategies and support capacity to be resilient.
- Assist children to develop ‘emotional language’ (see **CHAPTER 4**) so they can describe their thoughts and feelings.
- Help students learn to recognise their own internal cues or warning signs that they may be becoming anxious.
- Make changes and transitions in the classroom explicit with warning ahead of time.
- Make learning goals achievable by breaking tasks down into smaller steps; set small goals first, especially for tasks like presenting or speaking in public (see more in **CHAPTER 4**).
- Encourage the student to have a go and try new things.

THINK ABOUT

A group of teacher education students have prepared a slide presentation for their classmates on the topic of ‘Reinforcement’. On the first slide they define positive and negative reinforcement with the following two dot points:

Reinforcement

- An example of positive reinforcement is when the teacher gives a prize for the best essay.

- An example of negative reinforcement is when a student walks into class late and the teacher sends them to the school office, saying they can’t come into the classroom.

- 1 Can you identify the error in the students’ presentation above?
- 2 Can you identify any problems in the assumptions the students might have made in their choice of ‘reinforcers’?

1.1 What is educational psychology?

Some students ask: ‘Why not just simplify and call it *psychology*?’ The reason is that **educational psychology** is a discipline in its own right, and connects the disciplines of education and psychology (Walberg & Haertel, 1992). It involves not only scientific research on the various dimensions of learning and teaching, but also the investigation of ways to apply psychological principles to educational contexts with the aim of enhancing learning and teaching quality.

educational psychology

A branch of psychology concerned with studying how people learn and the implications for teaching



Appendix 1.1
Research report



END-OF-CHAPTER FEATURES

At the end of each chapter you will find several tools to help you to review, practise and extend your knowledge of the key learning objectives.

STUDY TOOLS

Chapter review

1.1 What is educational psychology?

- *Educational psychology* is the application of psychological principles to the study of learning and teaching.
- Studying educational psychology can contribute to your understanding of yourself as a learner and teacher, of your students, and of the learning and teaching processes themselves.
- Understanding learners and the learning process contributes to effective learning and teaching.
- Effective teaching is linked to making effective choices, and educational psychology can help to guide teachers in both making and evaluating their choices.

1.2 Introducing reflective teaching

- Educational psychology informs and deepens reflection on teaching practice.

1.3 Reflecting on your teaching practice

- Tools for critical reflection include reflective journals, portfolios, mentors and observation.
- Developing a personal philosophy of learning and teaching can guide choices; provide insights into your own behaviours, thoughts and feelings; and reveal implicit knowledge and theories you bring to your practice.

1.4 Using research as a reflective teacher

- Using existing research can inform practice, provide new ideas for teaching, evaluate choices and make sense of experiences.

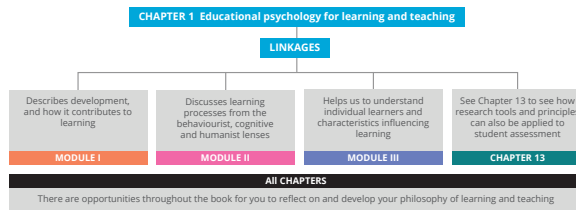
1.5 Conducting research as a reflective teacher

- Conducting research involves asking questions and seeking answers to those questions. Methods include experiment, interview, questionnaire, observation, document analysis and case study.
- Research quality is determined by validity and reliability, as well as ethical considerations, such as confidentiality, informed consent and voluntary participation.
- Action research links reflection about teaching to research. It involves a cycle of reflection, planning and action.

Review your understanding of the key chapter topics with the **Chapter review**.

Putting it together

Making links between 'educational psychology for learning and teaching' and material in other chapters.



The visual **Putting it together** section illustrates the ways that material in the chapter is related to other chapters.

Questions and activities for self-assessment and discussion

- 1 Draw a concept map to show how understanding learners and learning processes can contribute to effective learning and teaching. You could add to this as you read further chapters.
- 2 List some ways in which educational psychology can guide teacher reflection.
- 3 Identify strategies teachers can employ to reflect on their teaching and students' learning.
- 4 Name some research methods teachers can use in their work. What benefits could this have for students' learning and for your teaching?
- 5 What makes for quality research? What issues should be considered?
- 6 Reflect on your past experience (if any) as a participant in a research study.
 - a How were you informed of the purposes of the research and your role in it?
 - b How was your voluntary consent obtained?

Test your knowledge and consolidate your learning through the **Questions and activities for self-assessment and discussion**.

Guide to the online resources

FOR THE INSTRUCTOR

Cengage is pleased to provide you with a selection of resources that will help you prepare your lectures and assessments. These teaching tools are accessible via au.cengage.com/instructor/account for Australia or nz.cengage.com/instructor/account for New Zealand.

MINDTAP

Premium online teaching and learning tools are available on the MindTap platform – the personalised eLearning solution.

MindTap is a flexible and easy-to-use platform that helps build student confidence and gives you a clear picture of their progress. We partner with you to ease the transition to digital – we're with you every step of the way.

The *Cengage Mobile App* puts your course directly into students' hands with course materials available on their smartphone or tablet. Students can read on the go, complete practice quizzes or participate in interactive real-time activities.

MindTap for Duchesne's Educational Psychology is full of innovative resources to support critical thinking, and help your students move from memorisation to mastery! Includes:

- Educational Psychology 7th edition eBook
- Classroom videos
- Professional learning scenario activities, Go Further and Develop Your Philosophy activity sheets

MindTap is a premium purchasable eLearning tool. Contact your Cengage learning consultant to find out how *MindTap* can transform your course.



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INSTRUCTOR'S GUIDE

The **Instructor's guide** includes:

- Learning objectives
- Chapter overview and key topics
- Additional video discussion questions
- Useful websites, and more.

COGNERO® TEST BANK

A **bank of questions** has been developed in conjunction with the text for creating quizzes, tests and exams for your students. Create multiple test versions in an instant and deliver tests from your LMS, your classroom, or wherever you want using **Cognero**. Cognero test generator is a flexible online system that allows you to import, edit, and manipulate content from the text's test bank or elsewhere, including your own favourite test questions.

POWERPOINT™ PRESENTATIONS

Use the chapter-by-chapter **PowerPoint slides** to enhance your lecture presentations and handouts by reinforcing the key principles of your subject.

CLASSROOM VIDEOS

This series of **Classroom videos** provides relevant and engaging visual teaching demonstrations for instructors to illustrate in class the concepts covered in Educational Psychology. These visual resources are available to instructors prescribing the text.

ARTWORK FROM THE TEXT

Add the **digital files** of graphs, tables, pictures and flow charts into your learning management system, use them in student handouts, or copy them into your lecture presentations.

FOR THE STUDENT

MINDTAP

MindTap is the next-level online learning tool that helps you get better grades!

MindTap gives you the resources you need to study – all in one place and available when you need them. In the *MindTap Reader*, you can make notes, highlight text and even find a definition directly from the page.

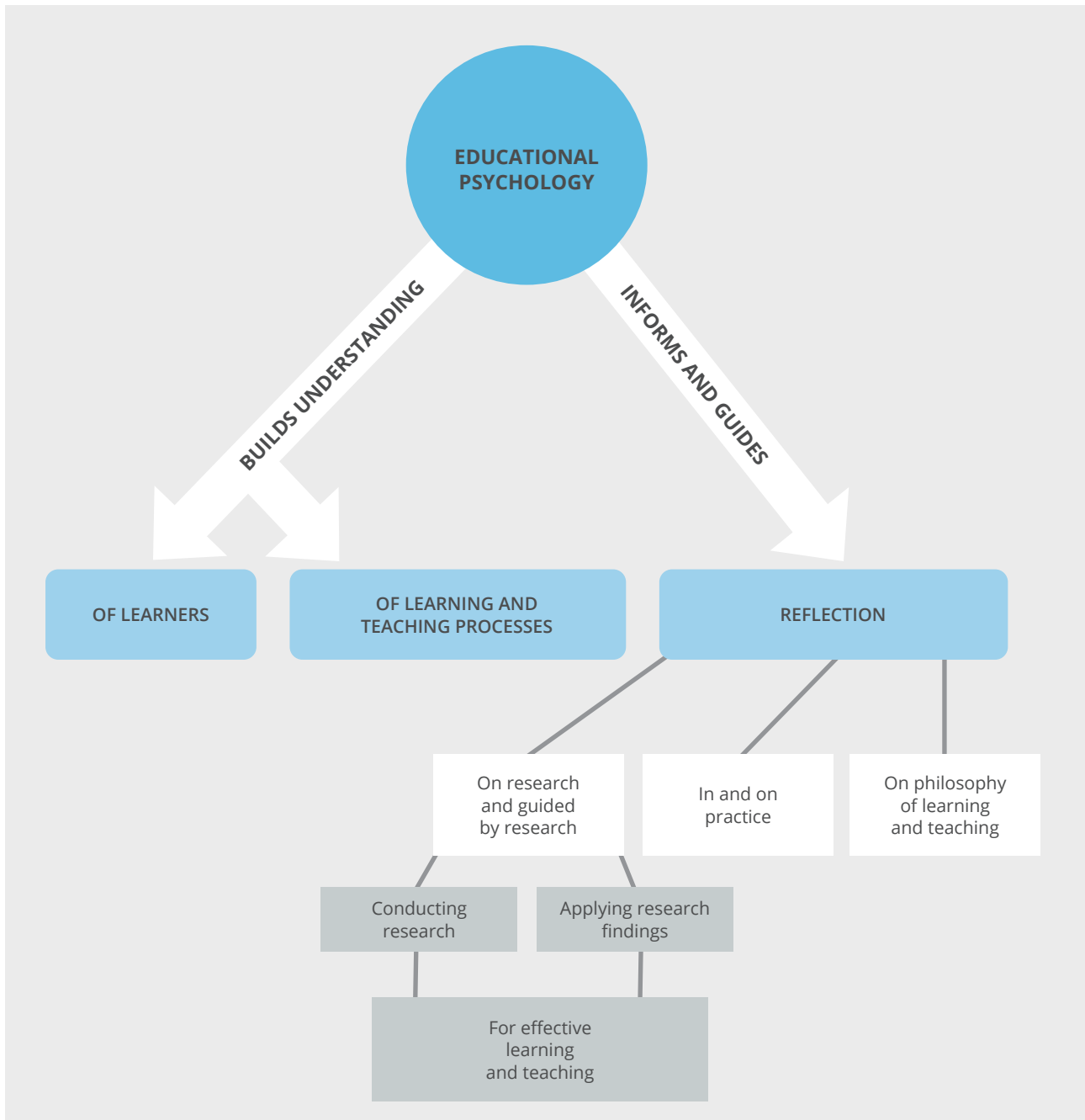
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- Get better grades
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Educational psychology for learning and teaching



Chapter 1 concept map

KEY QUESTIONS

After reading this chapter, you should be able to answer the following key questions:

- What is the purpose of educational psychology?
- How can educational psychology help me to understand and improve learning (my own and others)?
- How can educational psychology contribute to my development as a teacher?
- What role does research play in reflection and teaching?
- What is the role of reflection in teaching, and which tools will help?
- How can I use these reflective tools in quality ways to enhance my teaching?

SOPHIE, TED AND KIRSTY



Sophie, Ted and Kirsty have finished their final school exams and are talking about their plans for university in the coming year. Ted says, 'Have you looked at your subjects? I've got one called "educational psychology" – I'm looking forward to the practical teaching subjects, not so sure how I feel about studying psychology though.'

'Oh, I think my Mum did that in her teaching degree', offered Kirsty. 'She said it was all about teaching really, and understanding kids helped her to teach them.'

'I'm doing a subject like that too in my psychology degree', said Sophie. 'I'm hoping it will help me work with kids as a psychologist.'

Introduction

For many students using this book, the field of educational psychology – or 'ed psych', as you may soon call it – will represent uncharted waters. You may have chosen this area because you have always been interested in psychology, or perhaps you are studying to be a teacher and educational psychology is a compulsory subject. We hope that whatever your reason for using this text, it will help you to develop your understanding and thinking about learning and teaching.

In this chapter, we explore the broad topic of educational psychology, and why it is of use to teachers.

1.1 What is educational psychology?

Some students ask: 'Why not just simplify and call it *psychology*?' The reason is that **educational psychology** is a discipline in its own right, and connects the disciplines of education and psychology (Walberg & Haertel, 1992). It involves not only scientific research on the various dimensions of learning and teaching, but also the investigation of ways to apply psychological principles to educational contexts with the aim of enhancing learning and teaching quality.

educational psychology

A branch of psychology concerned with studying how people learn and the implications for teaching

One of the things students enjoy most about this subject is that by studying theories of learning and development they learn a lot about their own development and what influences their learning. A number of the effective teaching practices you experienced at school could be traced back to some element of educational psychology. As you read this book, you will begin to understand your own learning processes and how to improve them. You will also be challenged to think about ways in which teaching could be improved to cater for student differences and particular student needs.

Who studies educational psychology?

The discipline of educational psychology can be applied in many contexts. You may have taken up this book because you plan to be a teacher and must study educational psychology as a foundation unit. Other readers may be psychology students who are interested in working with children or adolescents, whether in professional practice or as a counsellor in a school setting. Others may be preparing to be educational psychologists – qualified psychologists who specialise in applying their expertise in educational contexts, and who work in schools or other institutional settings (e.g. university, government or corporate settings) where education takes place. Still others may be reading this text to better understand their own learning and the education process.

We recognise that the majority of this book's readers will be planning a teaching or related career. For this reason, our examples focus on early childhood, school-aged children and youth.

Why study all these theories?

It is true that when you first start studying educational psychology, you are introduced to many theories. Some educational psychology students have been heard to say: 'Ed psych is just a lot of theory ... I came to uni to learn how to teach kids!' Our advice to you is to not lose heart and to remember that theories have an important purpose.

You will discover that theories form the foundation for understanding many critical issues that face learners and educators in the 21st century. Throughout this book, and particularly in the first half, we link theory to practice and encourage you to do the same. You will find that theories help us answer questions such as: What are the best ways of studying? How can I improve motivation – both mine and others'? Why do some young people give up on themselves and what can I do about it? How can technology be used to enhance learning? Is education redundant in the information age?

Educational psychology and the theories of development and learning covered in this text will:

- help you understand your own development and factors that have contributed to it
- provide strategies to enhance the quality of your learning and motivation
- guide your understanding of how learners learn and how educators can become more effective in their teaching practice
- contribute to your personal philosophy of learning and teaching.

Interactions between learning and teaching

Teaching is visible. Learning itself is largely invisible, although its outcomes – in students' work, their questions and answers – are seen and may be measured by teachers as an indication of learning. Nonetheless, if learning does not occur, then teaching cannot be said to have occurred either; the two are tightly bound components of the work of a teacher and their partners – the learners. Consider this in your own experience: you may have sat in a lecture in which the lecturer was explaining some complex idea (perhaps it was learning!). If you were thinking about something else, did not understand them, or already knew about what they were talking about, then you probably walked out of the lecture having learnt nothing, although the person alongside you may have outwardly behaved similarly to you, and yet learnt a great deal. Did the lecturer

teach you anything during that hour? Teaching involves much more than simply delivering information; what was happening within you, the learner, was just as important as what the lecturer was doing. Understanding learning then, and the various processes that occur within learners, is important for both learners and teachers. Educational psychology provides us with research findings and theories that are built from that research and can help us to develop that understanding for ourselves as learners and teachers.

Understanding learners

As we saw in the previous example, learning happens within learners – it involves change. Rather than learning being something that simply happens to learners, they are actively involved in the process. You may read or hear about ‘passive learning’ to describe reading, observing or listening, in contrast to ‘active learning’ in which students discuss or create, but in fact this is a misnomer. The internal cognitive processes that occur in learning are active, including thinking, making connections between new and old information in memory, making sense of new experience and constructing new understandings (see **CHAPTER 6** for more on these processes). Emotional processes also occur, each of which influence learning; for example, interest, boredom, frustration or excitement. Therefore, ‘passive’ or ‘active’ in regard to learning is referring to the behaviours that prompt that thinking rather than to the learning itself. In **CHAPTER 2** we will see that current theories of development recognise the individual as active in their development as well as their learning. It is therefore important to understand the individual learners we teach and how their prior experience, skills, knowledge and attitudes influence their learning.

Each individual learner brings a unique set of experiences to their learning, and these experiences may differ for each new learning situation they encounter (see **FIGURE 1.1**). Pre-existing knowledge interacts with new material learnt to support or interfere with learning. Work on information processing (**CHAPTER 6**) suggests teachers can activate this prior knowledge, prepare for misconceptions held and organise new information in helpful ways to connect with what is already known. Similarly, pre-existing attitudes arising from previous experiences affect learning behaviour. Work on motivation and engagement (**CHAPTER 8**) can help us to recognise, understand and prevent or respond to these attitudes in ways that support learning. And pre-existing skills – cognitive, social and emotional (**CHAPTER 7**) – may be drawn on in the learning situation. In each case, what the learner brings to the learning interacts with what is being taught. We need to understand individual learners to effectively teach them and support their learning.

Educational psychology can help us in this endeavour. For example, you may think that praising a learner’s ability would help to motivate them to keep going with a difficult task. However, educational psychology research shows that when learners are praised for their ability, they make *less* effort in learning; whereas praising a learner for the effort they have made promotes greater effort in the current task, prompts them to persist when faced with difficulty, and helps them to develop a ‘growth mindset’ – believing their ability is not fixed but changeable (for a summary of this research, see Haimovitz & Dweck, 2017). You can read more about motivating students in **CHAPTER 8**.

Many more examples of educational psychology’s contribution to learning and teaching are found throughout this book. Module I describes the



FIGURE 1.1 Each learner brings a set of prior experiences, knowledge, attitudes and skills that influence learning. Educational psychology can assist you to work with these to support your students’ learning

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development of individuals, and can assist you to support that development as it influences and interacts with learning. Module III explores individual differences that influence learning in various ways, and may help you to support the varied learners in your classrooms.

Understanding learning processes

We referred above to cognitive, emotional and social processes that are involved in learning. Understanding these processes can assist teachers in working with students to maximise their learning. Learners' awareness of their learning processes is a form of metacognition (thinking about thinking – explained further in **CHAPTERS 3** and **6**), which contributes to learning itself (Donker et al., 2014). Learners can set, monitor and evaluate goals for their learning; and teachers can provide feedback related to the learning process that provides learners with knowledge and strategies to help them to move forward in their learning.

Emotional processes

Emotional processes involved in learning relate to motivation and engagement, discussed in **CHAPTER 8**. For example, research has shown that learners' expectancy of success (an aspect of self-concept) and the value they have for a task or subject, including their interest, work together to multiply the effect of either one on learning and on decisions to study a particular subject (Guo et al., 2015).

Social processes

Social processes include both relationships between teachers and learners as they work together to achieve learning goals; and relationships between peers, which themselves can influence learning directly by peers teaching one another, and indirectly by observing and being influenced by peer behaviours and attitudes. Researchers in educational psychology have found both positive and negative effects of peers on learning (Mentzel & Ramani, 2017). Awareness of these influences and how they operate can assist learners and teachers in choosing effective approaches to learning.

Additional theoretical approaches

Further examples of the application of theory and research to learning and teaching are found in Module II, which explores learning processes from the viewpoint of three different theoretical approaches: the behavioural, cognitive and humanist approaches to learning. Each has a different focus, and thus provides understanding of a different piece of the learning puzzle. The 'putting it together' summary table at the end of **CHAPTER 7** provides an overview of how the three approaches differ and each contribute to our understanding of the learning process.

THINK ABOUT

- What are the implications for teaching in this information about learners and learning?

Changes in the education landscape

In the past decade, Australia has experienced major changes in policy and curriculum relating to schools and teaching, with the introduction of the Early Years Learning Framework (EYLF) in 2009, the *Australian professional standards for teachers* in 2011 and the Australian Curriculum in 2012. New Zealand also underwent changes to its assessment framework in 2011, and an expansion of Ka Hikitia, the Māori education strategy, into a third phase in 2018. You will find references to all of these documents in this edition of the text. Here, we consider how your study of educational psychology using this text might contribute to your development of knowledge towards the relevant teacher standards.

Educational psychology will contribute towards a number of elements of your professional knowledge, professional practice and professional engagement. **TABLE 1.1** provides an overview.

TABLE 1.1 Teaching standards and this text

Chapter	Elements from the Australian professional standards for teachers	Elements from Standards for the Teaching Profession, Ngā Paerewa
Chapter 1	<p>6 Engage in professional learning</p> <p><i>6.4 Apply professional learning and improve student learning</i></p> <p>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</p>	<p>Professional learning: <i>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</i></p> <p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources</p>
Module I: Chapters 2, 3 and 4	<p><i>1.1 Physical, social and intellectual development and characteristics of students</i></p> <p>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</p>	<p>Design for learning: <i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures</i></p> <p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners</p>
Module II: Chapters 5, 6 and 7	<p><i>1.2 Understand how students learn</i></p> <p>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</p> <p>3 Plan for and implement effective teaching and learning</p> <p><i>3.2 Plan, structure and sequence learning programs</i></p> <p>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</p> <p><i>3.3 Use teaching strategies</i></p> <p>Include a range of teaching strategies</p>	<p>Design for learning: <i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures</i></p> <p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners</p> <p>Teaching: <i>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</i></p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning</p> <p>Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning</p>
Module III: Chapters 8, 9, 10 and 11	<p><i>4.1 Support student participation</i></p> <p>Identify strategies to support inclusive student participation and engagement in classroom activities</p>	<p>Learning-focused culture: <i>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</i></p>

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Chapter	Elements from the Australian professional standards for teachers	Elements from Standards for the Teaching Profession, Ngā Paerewa
Module III: Chapters 9 and 10	<p><i>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</i></p> <p>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</p> <p><i>1.6 Strategies to support full participation of students with disability</i></p> <p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability</p>	<p>Learning-focused culture: <i>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</i></p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities</p> <p>Develop an environment where the diversity and uniqueness of all learners are accepted and valued</p>
Module III: Chapter 11	<p><i>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</i></p> <p>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p><i>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</i></p> <p>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</p>	<p>Design for learning: <i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures</i></p> <p>Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners</p> <p>Te Tiriti o Waitangi partnership: <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</i></p> <p>Learning focused culture: <i>Create an environment where learners can be confident in their identities, languages, cultures and abilities</i></p> <p>Develop an environment where the diversity and uniqueness of all learners are accepted and valued</p>
Module IV: Chapter 12	<p><i>2.6 Information and communication technology (ICT)</i></p> <p>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</p> <p><i>3.4 Select and use resources</i></p> <p>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</p> <p><i>4.5 Use ICT safely, responsibly and ethically</i></p> <p>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</p>	<p>Teaching: <i>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</i></p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners</p>

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Chapter	Elements from the Australian professional standards for teachers	Elements from Standards for the Teaching Profession, Ngā Paerewa
Module IV: Chapter 13	<p>5 Assess, provide feedback and report on student learning</p> <p><i>5.1 Assess student learning</i> Demonstrate an understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</p> <p><i>5.2 Provide feedback to students on their learning</i> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</p> <p><i>5.3 Make consistent and comparable judgements</i> Demonstrate an understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</p> <p><i>5.4 Interpret student data</i> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</p> <p><i>5.5 Report on student achievement</i> Demonstrate an understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement</p>	<p>Professional relationships: <i>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</i></p> <p>Communicate clear and accurate assessment for learning and achievement information</p> <p>Teaching: <i>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</i></p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning</p> <p>Design for learning: <i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures</i></p> <p>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required</p>
Module IV: Chapter 14	<p>4 Create and maintain supportive and safe learning environments</p> <p><i>4.2 Manage classroom activities</i> Demonstrate the capacity to organise classroom activities and provide clear directions</p> <p><i>4.3 Manage challenging behaviour</i> Demonstrate knowledge of practical approaches to manage challenging behaviour</p> <p><i>4.4 Maintain student safety</i> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements</p>	<p>Learning-focused culture: <i>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</i></p> <p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety</p>

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