

Using

ELEVENTH EDITION

EDUCATIONAL PSYCHOLOGY

in Teaching



PAUL EGGEN DON KAUCHAK

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in Teaching



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

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About the Authors

Paul Eggen

Paul has worked in higher education for nearly 40 years. He is a consultant for public schools and colleges in his university service area and has provided support to teachers in 12 states. Paul has also worked with teachers in international schools in 23 countries in Africa, South Asia, the Middle East, Central America, South America, and Europe. He has published several articles in national journals, is the co-author or co-editor of six other books, and presents regularly at national and international conferences.

Paul is strongly committed to public education. His wife is a middle school teacher in a public school, and his two children are graduates of public schools and state universities.

Don Kauchak

Don has taught and worked in schools and in higher education in nine states for over 40 years. He has published in a number of scholarly journals, including the *Journal of Educational Research*, *Journal of Experimental Education*, *Journal of Research in Science Teaching*, *Teaching and Teacher Education*, *Phi Delta Kappan*, and *Educational Leadership*. In addition to this text, he has co-authored or co-edited six other books on education. He has also been a principal investigator on federal and state grants examining teacher development and evaluation practices, and presents regularly at the American Educational Research Association. He currently volunteer-tutors first, second, and third graders in a local elementary school. These students have taught him a lot about educational psychology.

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 preservice 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.