

ACTIVE LEARNING EDITION

ANITA WOOLFOLK

FREE CD
CONNECTION TO
BECOMING A
PROFESSIONAL
WEBSITE!



ทป.

LB1051

Educational Psychology



* B 0 0 3 2 9 8 7 *

ห้องสมุด วพบ นครราชสีมา

EDUCATIONAL PSYCHOLOGY

NINTH EDITION

ห้องสมุด
วิทยาลัยพยาบาล นครราชสีมา

- Preface xxi
- Cluster 1 Teachers, Teaching, and Educational Psychology 1**
- Module 1 Teachers, Teaching, and Educational Psychology 1
Point/Counterpoint: What Is Good Teaching? 7
- Cluster 2 Cognitive Development and Language 18**
- Module 2 Development: Some General Principles 20
Point/Counterpoint: Brain-Based Education 25
Family/Community Partnerships: Promoting Literacy 28
- Module 3 Piaget's Theory of Cognitive Development 31
- Module 4 Vygotsky's Sociocultural Perspective 43
- Module 5 Implications of Piaget and Vygotsky for Teachers 51
Guidelines: Teaching the Preoperational Child 37
Guidelines: Teaching the Concrete-Operational Child 39
Guidelines: Helping Students to Use Formal Operations 41
Guidelines: Applying Vygotsky's Ideas in Teaching 57
- Cluster 3 Personal, Moral, and Social Development 60**
- Module 6 Understanding Ourselves and Others 62
Guidelines: Encouraging Initiative in Preschool Children 64
Guidelines: Encouraging Industry 64
Guidelines: Supporting Identity Formation 66
Point/Counterpoint: What Should Schools Do to Encourage Students' Self-Esteem? 70
Family/Community Partnerships: Building Self-Esteem 74
Guidelines: Encouraging Emotional Competence 75
- Module 7 Moral Development 78
Guidelines: Dealing With Aggression and Encouraging Cooperation 84
- Module 8 Socialization: Family, Peers, and Teachers 88
Guidelines: Helping Children of Divorce 89
Guidelines: Supporting Personal and Social Development 91
Guidelines: Safety on the Internet 94
- Cluster 4 Learner Differences and Learning Needs 100**
- Module 9 Individual Differences: Intelligence, Cognitive Processing, and Learning Styles 102
Guidelines: Interpreting IQ Scores 110
- Module 10 Integration and Inclusion: Teaching Every Child in Today's Classroom 116
Family/Community Partnerships: Productive Conferences 118
Guidelines: Encouraging Language Development 122
Guidelines: Teaching Students with Mild Retardation 124
Guidelines: Disciplining Students with Emotional Problems 126
- Module 11 Ability Differences and Teaching 136
Point/Counterpoint: Is Tracking An Effective Strategy? 138
Guidelines: Grouping by Achievement 139
- Cluster 5 Culture and Community 146**
- Module 12 Diversity in Today's Classrooms 148
Family/Community Partnerships: Building Learning Communities 158
- Module 13 Girls and Boys: Differences in the Classroom 160
Guidelines: Avoiding Sexism in Teaching 169
Point/Counterpoint: Do Boys and Girls Learn Differently? 170
- Module 14 Creating Culturally Compatible Classrooms 173
Guidelines: Dialects in the Classroom 178
Guidelines: Culturally Relevant Teaching 184
- Cluster 6 Behavioral Views of Learning 188**
- Module 15 Behavioral Explanations of Learning: Contiguity, Classical Conditioning, and Operant Conditioning 190
Guidelines: Applying Classical Conditioning 194
- Module 16 Applied Behavior Analysis 203
Guidelines: Using Praise Appropriately 204
Guidelines: Encouraging Positive Behaviors 207
Guidelines: Using Punishment 209
- Module 17 Behavioral Approaches to Teaching and Management (includes Recent Approaches, Problems, and Issues) 212

- Family/Community Partnerships: Student Self-Management* 218
- Point/Counterpoint: Should Students Be Rewarded for Learning?* 221
- Cluster 7 Cognitive Views of Learning** 226
- Module 18 Elements of the Cognitive Perspective: Information Processing 228
- Guidelines: Gaining and Maintaining Attention* 234
- Module 19 Long-Term Memory: The Goal of Teaching 241
- Guidelines: Using Information Processing Ideas in the Classroom* 249
- Module 20 Cognition, Metacognition, and Teaching 252
- Point/Counterpoint: What's Wrong with Memorizing?* 259
- Family/Community Partnerships: Organizing Learning* 261
- Cluster 8 Complex Cognitive Processes** 264
- Module 21 Learning and Teaching about Concepts 266
- Guidelines: Applying Bruner's Ideas* 272
- Guidelines: Applying Ausubel's Ideas* 273
- Module 22 Problem Solving 276
- Point/Counterpoint: Should Students Be Allowed to Use Calculators and Spell-Checkers?* 283
- Guidelines: Problem Solving* 286
- Module 23 Teaching for Transfer 289
- Guidelines: Becoming an Expert Student* 295
- Family/Community Partnerships: Promoting Transfer* 299
- Cluster 9 Social Cognitive and Constructivist Views of Learning** 302
- Module 24 Social Learning and Social Cognitive Theories 304
- Guidelines: Using Observational Learning* 310
- Module 25 Constructivism and Situated Learning 314
- Module 26 Applications of Constructivist and Situated Perspectives on Learning 324
- Point/Counterpoint: Should Schools Teach Critical Thinking and Problem Solving?* 332
- Family/Community Partnerships: Communicating about Innovations* 334
- Cluster 10 Motivation in Learning and Teaching** 338
- Module 27 Motivation: A Definition and Four General Approaches 340
- Module 28 Goals, Interests, and Emotions 350
- Guidelines: Building on Students' Interests* 355
- Point/Counterpoint: Does Making Learning Fun Make for Good Learning?* 356
- Guidelines: Coping with Anxiety* 358
- Module 29 Self-Schemas** 361
- Guidelines: Supporting Self-Determination and Autonomy* 365
- Guidelines: Encouraging Self-Efficacy and Self-Worth* 367
- Module 30 Motivation to Learn in School** 370
- Family/Community Partnerships: Motivation to Learn* 382
- Cluster 11 Creating Learning Environments** 386
- Module 31 Creating a Positive Learning Environment 388
- Guidelines: Establishing Class Procedures* 394
- Guidelines: Designing Learning Spaces* 399
- Module 32 Maintaining a Good Environment for Learning 402
- Guidelines: Keeping Students Engaged* 403
- Guidelines: Imposing Penalties* 406
- Point/Counterpoint: Is Zero Tolerance a Good Idea?* 406
- Module 33 The Need for Communication 410
- Family/Community Partnerships: Classroom Management* 418
- Cluster 12 Teaching for Academic Learning** 422
- Module 34 The First Step: Planning 424
- Guidelines: Using Instructional Objectives* 429
- Module 35 Teacher-Directed Instruction and Teacher Expectations 434
- Guidelines: Teaching Effectively* 436
- Point/Counterpoint: Is Homework a Valuable Use of Time?* 441
- Family/Community Partnerships: Homework* 442
- Guidelines: Productive Group Discussions* 446
- Guidelines: Avoiding the Negative Effects of Teacher Expectations* 450
- Module 36 Student-Centered Teaching in Content Areas and Inclusive Classrooms 453
- Guidelines: Teaching for Conceptual Change* 459
- Cluster 13 Teaching for Self-Regulation, Creativity, and Tolerance** 468
- Module 37 Self-Regulation and Agency 470
- Family/Community Partnerships: Parents Supporting Self-Regulation* 472
- Point/Counterpoint: Should Schools Teach Character and Compassion?* 478
- Guidelines: Using Cooperative Learning* 486
- Module 38 Creativity and Community 489
- Guidelines: Encouraging Creativity* 492

Cluster 14 Evaluation, Measurement, and Assessment	502	Module 42 Innovations in Classroom Assessment	553
Module 39 Definitions and Concepts	504	<i>Point/Counterpoint: Which Is Better—Traditional Tests or Authentic Assessment?</i>	554
<i>Guidelines: Increasing Reliability and Validity</i>	514	<i>Guidelines: Creating Portfolios</i>	558
<i>Family/Community Partnerships: Explaining and Using Test Results</i>	515	<i>Guidelines: Developing a Rubric</i>	560
<i>Guidelines: Becoming an Expert Test-Taker</i>	516	Appendix A Becoming a Professional	567
Module 40 Standardized Tests	519	Passing the PRAXIS™	567
<i>Point/Counterpoint: Should Tests Be Used to Hold Teachers Accountable?</i>	525	Becoming a Teacher	571
<i>Guidelines: Accommodations in Testing</i>	531	Enhancing Your Expertise With Technology	576
Module 41 Getting the Most from Traditional Classroom Assessment Approaches: Testing and Grading	534	Appendix B Standards and Licensure: PRAXIS II™ and INTASC	585
<i>Guidelines: Writing Objective Test Items</i>	537	Glossary	601
<i>Guidelines: Minimizing the Detrimental Effects of Grades</i>	542	References	611
<i>Guidelines: Using Any Grading System</i>	547	Name Index	649
<i>Family/Community Partnerships: Conferences</i>	550	Subject Index	661

ห้องสมุด
วิทยาลัยพยาบาลฯ นครราชสีมา