GLOBAL EDITION

Educational Psychology

Developing Learners

NINTH EDITION

Jeanne Ellis Ormrod • Eric M. Anderman • Lynley Anderman

Pearson

EDUCATIONAL PSYCHOLOGY

DEVELOPING LEARNERS

JEANNE ELLIS ORMROD
University of Northern Colorado (Emerita)

ERIC M. ANDERMAN
The Ohio State University

LYNLEY ANDERMAN
The Ohio State University

NINTH EDITION

GLOBAL EDITION

Pearson

Boston Columbus Indianapolis New York San Francisco
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Educational Psychology: Developing Learners, Global Edition

Table of Contents

Cover
Title Page
Copyright Page
Dedication
About the Authors
Preface
Acknowledgments
Brief Contents
Contents
1. Teaching and Educational Psychology
    Case Study: The No D Policy
    Teaching as Evidence-Based Practice
    Understanding and Interpreting Research Findings
        Quantitative Research
        Qualitative Research
        Mixed-Methods Research
        Interpreting Research Results: A Cautionary Note
        From Research to Practice: The Importance of Principles and Theories
    Collecting Data and Drawing Conclusions about Your Own Students
        Assessing Students Achievements and Interpreting their Classroom Behaviors
        Conducting Action Research
    Developing as a Teacher
    Strategies for Studying and Learning Effectively
2. Cognitive and Linguistic Development
    Case Study: Apple Tarts
    General Principles of Human Development
        The Multiple Layers of Environmental Influence: Bioecological Systems and the Importance of Culture

Table of Contents

- Role of the Brain in Learning and Development
- Piagets Theory of Cognitive Development
  - Piagets Basic Assumptions
  - Piagets Proposed Stages of Cognitive Development
  - Critiquing Piagets Theory
  - Considering Diversity From the Perspective of Piagets Theory
  - Contemporary Extensions and Applications of Piagets Theory
- Vygotskys Theory of Cognitive Development
  - Vygotskys Basic Assumptions
  - Critiquing Vygotskys Theory
  - Considering Diversity from the Perspective of Vygotskys Theory
  - Contemporary Extensions and Applications of Vygotskys Theory
  - Contrasting Piagets and Vygotskys Theories
- Language Development
  - Theoretical Issues Regarding Language Development
  - Diversity in Language Development
  - Second-Language Learning and English Language Learners

3. Personal and Social Development
- Case Study: Hidden Treasure
- Personality Development
  - Temperament
  - Environmental Influences on Personality Development
  - The Big Five Personality Traits
  - Temperament, Personality, and Goodness of Fit
- Development of a Sense of Self
  - Factors Influencing Sense of Self
  - Developmental Changes in Sense of Self
  - Diversity in Sense of Self
- Development of Peer Relationships and Interpersonal Understandings
  - Roles of Peers in Childrens Development
  - Common Social Groups in Childhood and Adolescence
  - Popularity and Social Isolation
  - Social Cognition
  - Aggression
  - Technology and Peer Relationships
  - Diversity in Peer Relationships and Social Cognition

Table of Contents

Promoting Healthy Peer Relationships

Moral and Prosocial Development

Developmental Trends in Morality and Prosocial Behavior

Factors Influencing Moral and Prosocial Development

Diversity in Moral and Prosocial Development

Encouraging Moral and Prosocial Development at School

4. Group Differences

Case Study: Why Jack Wasnt in School

Cultural and Ethnic Differences

Navigating Different Cultures at Home and at School

Examples of Cultural and Ethnic Diversity

Creating a Culturally Inclusive Classroom Environment

Gender Differences

Research Findings Regarding Gender Differences

Origins of Gender Differences

Making Appropriate Accommodations for Gender Differences

Socioeconomic Differences

Challenges Associated with Poverty

Fostering Resilience

Working with Homeless Students

Students at Risk

Characteristics of Students at Risk

Why Students Drop Out

Supporting Students at Risk

5. Individual Differences and Special Educational Needs

Case Study: Tim

Intelligence

Theoretical Perspectives of Intelligence

Measuring Intelligence

Nature and Nurture in the Development of Intelligence

Cultural and Ethnic Diversity in Intelligence

Being Smart about Intelligence and IQ Scores

Cognitive Styles and Dispositions

Do Students have Distinct Learning Styles?

Does it Make Sense to Teach to Students Right Brains or Left Brains?

Table of Contents

- Analytic and Holistic Thinking
- Educating Students with Special Needs in General Education Classrooms
  - Public Law 94-142: Individuals with Disabilities Education Act (IDEA)
  - Potential Benefits and Drawbacks of Inclusion
  - Identifying Students Special Needs: Response to Intervention and People-First Language
- Students with Specific Cognitive or Academic Difficulties
  - Learning Disabilities
  - Attention-Deficit Hyperactivity Disorder (ADHD)
  - Speech and Communication Disorders
  - General Recommendations
- Students with Social or Behavioral Problems
  - Emotional and Behavioral Disorders
  - Autism Spectrum Disorders
  - General Recommendations
- Students with General Delays in Cognitive and Social Functioning
  - Intellectual Disabilities
- Students with Physical or Sensory Challenges
  - Physical and Health Impairments
  - Visual Impairments
  - Hearing Loss
  - General Recommendations
- Students with Advanced Cognitive Development
  - Giftedness
- Considering Diversity When Identifying and Addressing Special Needs
- General Recommendations for Working with Students Who Have Special Needs

6. Learning, Cognition, and Memory
- Case Study: Bones
- Basic Assumptions of Cognitive Psychology
- A Model of Human Memory
  - The Nature of the Sensory Register
  - Moving Information to Working Memory: The Role of Attention
  - The Nature of Working (Short-Term) Memory
  - Moving Information to Long-Term Memory: Connecting New Information with Prior Knowledge
  - The Nature of Long-Term Memory
  - Learning, Memory, and the Brain

Table of Contents

Critiquing the Three-Component Model

Long-Term Memory Storage

How Knowledge Can Be Organized

How Declarative Knowledge Is Learned

How Procedural Knowledge Is Learned

Roles of Prior Knowledge and Working Memory in Long-Term Memory Storage

Encouraging a Meaningful Learning Set and Conceptual Understanding

Using Mnemonics in the Absence of Relevant Prior Knowledge

When Knowledge Construction Goes Awry: Addressing Learners Misconceptions

Obstacles to Conceptual Change

Promoting Conceptual Change

Long-Term Memory Retrieval

Factors Affecting Retrieval

Why Learners Sometimes Forget

Diversity in Cognitive Processes

Facilitating Cognitive Processing in Students with Special Needs

7. Complex Cognitive Processes

Case Study: Taking Over

Metacognition and Learning Strategies

Effective Learning Strategies

Factors Affecting Strategy Use

Metacognitive Strategies in the Digital Age

Diversity, Disabilities, and Exceptional Abilities in Metacognition

Transfer

Factors Affecting Transfer

Problem Solving

Problem Encoding

Problem-Solving Strategies: Algorithms and Heuristics

Working Memory and Problem Solving

Metacognition in Problem Solving

Using Computer Technology to Teach Problem-Solving Skills

Creativity

Fostering Creativity

Critical Thinking

Fostering Critical Thinking

Diversity in Creativity, Critical Thinking, and Other Complex Cognitive Processes

Table of Contents

Accommodating Students with Special Needs

8. Learning and Cognition in Context

Case Study: Its All in How You Look at Things

Basic Assumptions of Contextual Theories

Social Interactions as Contexts

Interactions with More Advanced Individuals

Interactions with Peers

Creating a Community of Learners

Cultures as Contexts

Schemas, Scripts, and Worldviews as Aspects of Culture

Communities of Practice as Aspects of Culture

Society and Technology as Contexts

Authentic Activities

Technological Innovations

Academic Content Domains as Contexts

Literacy

Mathematics

Science

Social Studies

Taking Student Diversity into Account

9. Behaviorist Views of Learning

Case Study: The Attention Getter

Basic Assumptions of Behaviorism

Building on Existing StimulusResponse Associations: Classical Conditioning

Classical Conditioning of Involuntary Emotional Responses

Common Phenomena in Classical Conditioning

Addressing Counterproductive Emotional Responses

Learning from Consequences: Instrumental Conditioning

Contrasting Classical Conditioning and Instrumental Conditioning

The Various Forms That Reinforcement Can Take

The Various Forms That Punishment Can Take

Strategies for Encouraging Productive Behaviors

Using Reinforcement Effectively

Shaping New Behaviors

Bringing Antecedent Stimuli and Responses into the Picture

Table of Contents

- Strategies for Discouraging Undesirable Behaviors
  - Creating Conditions for Extinction
  - Cueing Inappropriate Behaviors
  - Reinforcing Incompatible Behaviors
  - Using Punishment When Necessary
- Addressing Especially Difficult Classroom Behaviors
  - Applied Behavior Analysis
  - Functional Analysis
  - Positive Behavioral Interventions and Supports
- Diversity in Student Behaviors and Reactions to Consequences
  - Accommodating Students with Special Needs

10. Social Cognitive Views of Learning
- Case Study: Parlez-Vous Français?
- Basic Assumptions of Social Cognitive Theory
- The Social Cognitive View of Reinforcement and Punishment
- Modeling
  - Behaviors and Skills That Can Be Learned through Modeling
  - Characteristics of Effective Models
  - Essential Conditions for Successful Modeling
- Self-Efficacy
  - How Self-Efficacy Affects Behavior and Cognition
  - Factors in the Development of Self-Efficacy
  - Teacher Self-Efficacy
- Self-Regulation
  - Self-Regulated Behavior
  - Self-Regulated Learning
  - Self-Regulated Problem Solving
  - Diversity in Self-Regulation
  - Revisiting Reciprocal Causation
- Comparing Theoretical Perspectives of Learning

11. Motivation and Affect
- Case Study: Passing Algebra
- The Nature of Motivation
  - Intrinsic versus Extrinsic Motivation
- Early Views of Basic Human Needs

Table of Contents

- Arousal
- Cognitive and Sociocultural Factors in Motivation
  - Expectancies and Values
  - Interests
  - Self-Determination Theory
  - Diversity in Addressing Needs
  - Attributions
  - Goals
  - Mindsets
  - Diversity in Cognitive and Sociocultural Factors Affecting Motivation
- Effects of Teacher Attributions and Expectations on Students Motivation
  - How Teacher Attributions and Expectations Affect Students Achievement
- A TARGETS Mnemonic for Remembering Motivational Strategies
- Affect and Its Effects
  - How Affect and Motivation Are Interrelated
  - Anxiety in the Classroom
  - Diversity in Affect
- Motivating Students in Any Environment

12. Instructional Strategies
- Case Study: Westward Expansion
- General Principles That Can Guide Instruction
- Planning for Instruction
  - Identifying the Goals of Instruction
  - Conducting a Task Analysis
  - Developing a Lesson Plan
  - Creating a Class Website to Share Goals and Facilitate Communication throughout the School Year
- Teacher-Directed Instructional Strategies
  - Presenting New Material through Traditional Expository Methods: Lectures and Textbooks
  - Asking Questions and Giving Feedback
  - Providing Practice through In-Class Assignments
  - Giving Homework
  - Conducting Direct Instruction
  - Promoting Mastery
  - Using Instructional Websites
  - Using Technology to Individualize Instruction

Table of Contents

Learner-Directed Instructional Strategies

Stimulating and Guiding Class Discussions

Conducting Reciprocal Teaching Sessions

Conducting Discovery and Inquiry Activities

Using Technology-Based Simulations and Games

Conducting Cooperative Learning Activities

Structuring Peer Tutoring Sessions

Conducting Technology-Based Collaborative Learning Activities

Taking Instructional Goals and Student Diversity into Account

Considering Group Differences

Accommodating Students with Special Needs

13. Creating a Productive Learning Environment

Case Study: A Contagious Situation

Creating a Setting Conducive to Learning

Arranging the Classroom

Establishing and Maintaining Productive Teacher Student Relationships

Creating an Effective Psychological Climate

Setting Limits

Planning Activities That Keep Students on Task

Monitoring What Students Are Doing

Modifying Instructional Strategies

Taking Developmental Differences into Account

Taking Individual and Group Differences into Account

Expanding the Sense of Community Beyond the Classroom

Working with Other Faculty Members

Working with the Community at Large

Working with Parents

Dealing with Misbehaviors

Ignoring Certain Behaviors

Cueing Students

Discussing Problems Privately with Students

Teaching Self-Regulation Skills

Conferring with Parents

Conducting Planned, Systematic Interventions

Taking Students Cultural Backgrounds into Account

Addressing Aggression and Violence at School

Table of Contents

A Three-Level Approach

Addressing Gang-Related Problems

14. Classroom Assessment Strategies

Case Study: The Math Test

The Many Forms and Purposes of Assessment

Guiding Instructional Decision Making

Determining What Students Have Learned from Instruction

Evaluating the Quality of Instruction

Diagnosing Learning and Performance Problems

Promoting Learning

Enhancing Learning through Ongoing Assessments and Regular Feedback

Including Students in the Assessment Process

Using Digital Technologies in Formative Assessment

Important Qualities of Good Assessments

Reliability

Standardization

Validity

Practicality

Assessing Students Progress and Achievement Both Informally and Formally

Informally Observing Students Behaviors

Using PaperPencil Assessments

Using Performance Assessments

Additional Considerations in Formal Assessment

Taking Student Diversity into Account in Classroom Assessments

Accommodating Group Differences

Accommodating Students with Special Needs

15. Summarizing Students Achievements and Abilities

Case Study: B in History

Summarizing the Results of a Single Assessment

Raw Scores

Criterion-Referenced Scores

Norm-Referenced Scores

Using Criterion-Referenced versus Norm-Referenced Scores in the Classroom

Determining Final Class Grades

ConsideringOr Not ConsideringOther Factors in Grading

Including Students in the Grading Process

Table of Contents

- Using Portfolios
  - Types and Purposes of Portfolios
  - Benefits and Limitations of Portfolios
  - Helping Students Construct Portfolios
- Standardized Tests
  - Types of Standardized Tests
  - Individual versus Group Administration of Standardized Tests
  - Guidelines for Choosing and Using Standardized Tests
  - Interpreting Standardized Test Scores
- High-Stakes Testing and Teacher Accountability
  - The U.S. No Child Left Behind Act
  - Problems with High-Stakes Testing
  - Productive Steps Forward in High-Stakes Testing
- Taking Student Diversity into Account
  - Cultural Bias in Test Content
  - Cultural and Ethnic Differences
  - Language Differences and English Language Learners
  - Accommodating Students with Special Needs
- Confidentiality and Communication About Assessment Results
  - Communicating Assessment Results to Students and Parents

Appendix A: Describing Associations with Correlation Coefficients

Appendix B: Determining Reliability and Predictive Validity

Appendix C: Matching Book and MyEdLab Content to the Praxis® Principles of Learning and Teaching Tests

Glossary

References

Name Index

Subject Index

Back Cover