

Educational psychology

By

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Preface

Chapters in the text can be assigned either from beginning to end, as with a conventional printed book, or they can be selected in some other sequence to meet the needs of particular students or classes. In general the first half of the book focuses on broader questions and principles taken from psychology per se, and the second half focuses on somewhat more practical issues of teaching. But the division between "theory" and "practice" is only approximate; all parts of the book draw on research, theory, and practical wisdom wherever appropriate. Chapter 1 is about learning theory, and chapter 2 is about development; but as we point out, these topics overlap with each other as well as with the concerns of daily teaching. Chapter 3 is about several forms of student diversity (what might be called individual differences in another context), and chapter 4 is about motivation, a topic that is heavily studied by psychological researchers, but that also poses perennial challenges to classroom teachers.

Following these somewhat more basic psychological chapters, we turn to several lasting challenges of classroom life—challenges that seem to be an intrinsic part of the job. Chapter 5 offers ideas about classroom management; chapter 6, ideas about communicating with students; chapter 7, about ways to assist student's complex forms of thinking; and chapter 8, about

planning instruction systematically. The book closes with two chapters about assessment of learning: chapter ١١ focuses on teachers' own efforts to assess students, and chapter ١٢ focuses on standardized measures of assessment.

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