Dedication

To Jack
—Jeanne

To our parents Gloria and Arthur, Myra and Noel, and our children Jacob and Sarah
—Eric and Lynley
Jeanne Ellis Ormrod received her A.B. in psychology from Brown University and her M.S. and Ph.D. in educational psychology from The Pennsylvania State University. She earned licensure in school psychology through postdoctoral work at Temple University and the University of Colorado at Boulder and has worked as a middle school geography teacher and school psychologist. She was Professor of Educational Psychology at the University of Northern Colorado until 1998, when she moved east to return to her native New England. She has published and presented extensively on cognition and memory, cognitive development, instruction, and related topics but is probably best known for this book and four others: *Human Learning* (currently in its eighth edition); *Essentials of Educational Psychology* (currently in its fifth edition and now coauthored with Brett D. Jones); *Child Development and Education* (co-authored with Teresa McDevitt, soon to come out in its seventh edition); and *Practical Research* (co-authored with Paul Leedy, currently in its twelfth edition). She and her husband Richard live in New Hampshire, where (she is happy to report) she is within a 90-minute drive of her three young grandchildren. Her most recent challenge has been to stretch her mind in new directions through improvisational theater, which is more fun than she could ever have imagined.
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Preface

New to This Edition

Many features that have made previous editions of the book so popular with instructors and students remain in this edition, including a conversational writing style, Experiencing Firsthand features, organizational tables and diagrams, a focus within each chapter on both developmental issues and diversity, and an ongoing emphasis on classroom applications. Yet there are also significant changes. First, we went through the entire book and really tried to make sure that all of our explanations are clear and conversational in nature; thus we eliminated some highly specific details (e.g., research findings) that were not relevant for practicing teachers. As always, all 15 chapters have been updated to reflect recent advances in research, theory, and classroom practices. In this edition, we also made a concerted effort to discuss technology throughout the book; we focus both on how teachers can use new technologies to enhance instruction, and on how technology has changed the lives of the students in our classrooms. We have continued to enhance the eText and MyLab Education to provide even more interactivity than in the previous edition. Thus in each chapter, readers can regularly apply what they’re learning to actual and hypothetical classroom scenarios and problems. Interactive features include Self-Check Quizzes, Application Exercises, and case study analyses in the Licensure Exam activities; all of these features ask readers to respond to either open-ended or multiple-choice questions, and then give readers immediate feedback about their responses. Such features, along with many hot-linked Video Examples and Video Explanations—the latter of which target concepts and principles that students in educational psychology classes sometimes struggle to understand and apply—make the tenth edition of the book a truly multimedia learning experience. In this edition of Educational Psychology: Developing Learners, Jeanne Ormrod revised chapters 1, 6, 7, 8, and 9; Eric and Lynley Anderman revised chapters 2, 3, 4, 5, 10, 11, 12, 13, 14, and 15.

More specific additions and changes to this edition include the following:

- Chapter 1: Reorganized major sections of the chapter; added a new beginning section “Reflecting on What You Already Know About Learning and Instruction”; added an additional recommendation regarding self-regulation in the “Studying and Learning Effectively” section.
- Chapter 2: Added a new introductory scenario focusing on differences in conceptual understanding in young children; added new research on the effects of the quality of preschool experiences and exposure to diversity on cognitive development; incorporated new research suggesting that children develop some cognitive strategies earlier than researchers had previously thought; increased discussion of the role of technology in cognitive development; expanded discussion of bilingual education.
- Chapter 3: Expanded discussion of the relevance of Erikson’s theory of identity development for educators; added new information regarding technology and its role in peer relationships; updated three of the visual examples (classroom artifacts); added information about the benefits of autonomy-supportive parenting.
- Chapter 4: Incorporated new content, including a discussion of intersectionality at the beginning of the chapter; added definition and examples of cultural competence; added discussion on cultural biases in textbooks; increased coverage of immigration; expanded discussion of implications of between and within group variability.
- Chapter 5: Added information about Multi-Tiered Systems of Support; updated sections on PBIS and SPBIS; added a new section on “Medication and ADHD”; reduced discussion of Catell and Catell-Horn; added discussion and description of universal design; added perspectives on improving learning environments for students with hearing loss.
- Chapter 6: Shortened descriptions of theoretical perspectives in Table 6.1; added a new section, “Using Technology to Promote Meaningful Learning”; added a new Application Exercise that illustrates the use of technology in a high school nutrition class; added a new Experiencing Firsthand exercise that evokes the Stroop effect as an example of automaticity; added a new recommendation regarding the importance of explicitly discouraging late-night studying sessions (“pulling all-nighters”).
- Chapter 7: Added a new bulleted paragraph regarding the importance of self-regulation skills in strategic learning; added a new bulleted section on the use of computer-based simulations to promote transfer; integrated the previous edition’s sections on problem solving and creativity into a single section “Problem Solving and Creativity,” incorporated a section on simulations and games (previously in Chapter 12), with major updates to the content; expanded the section “Critical Thinking” to include (a) argument analysis as a key term, (b) reasons why people often don’t engage in
critical thinking, (c) prevalence of “fake news” in popular media, and (d) assessment of critical thinking skills.

• Chapter 8: Expanded discussion of communities of learners to include the concept of knowledge building; expanded the section “Cultures as Contexts” to include the idea that cultures change over time, especially as they come into contact with other cultures; divided the previous edition’s single section “Society and Technology as Contexts” into two sections; incorporated a new example illustrating collaboration with a local community agency; significantly revised and reorganized the discussion of technology, with a new section on online learning; added a new Application Exercise 8.3 regarding the use of technology to foster communication with and learning from students in diverse geographical locations.

• Chapter 9: Reduced discussion of the nature of early behaviorist views; added information on the use of clickers; integrated strategies for encouraging productive behaviors and discouraging undesirable behaviors into a single section; included a new section “Thinking Carefully About the Consequences You Either Intentionally or Unintentionally Impose”; expanded discussion of schoolwide positive behavioral interventions and supports (building on what was presented earlier in Chapter 5).

• Chapter 10: Added a new scenario comparing students at two different developmental levels; added discussion of using technology to model skills that involve motor reproduction; added strategies teachers can use to enhance self-efficacy in their students; added two new Experiencing Firsthand exercises; included a new section on “Self-Regulation in Online Learning Environments.”

• Chapter 11: Updated section on work-avoidance goals; added a new section on “Short-Term Motivation Interventions”; added a new table (11.2) describing implementation and results of short-term motivation interventions; provided additional discussion of the importance of expectancies and values as determinants of student motivation and of future academic and career choices.

• Chapter 12: Updated information on using websites; added a new section on helping students learn how to learn; removed specific suggestions for aligning instructional practices with the Common Core State Standards; updated examples to include use of current technology (e.g., use of Google Earth in geography lessons; cautious use of YouTube videos).

• Chapter 13: Added a new section on bullying and cyberbullying; added a new section on “recognizing microaggressions”; added discussion on the importance of creating a sense of belonging, as well as some cautions to consider; expanded discussion of parental involvement, including some of the fiscal and job-related constraints that preclude some parents from being as involved as they might want.

• Chapter 14: Added a table on how to provide effective feedback; included a new Experiencing Firsthand exercise illustrating the concept of reliability of measurement; updated the section on the use of digital technologies for assessment to reflect current information, technology, and terminology.

• Chapter 15: Added a discussion of implications of the Every Student Succeeds Act; added a discussion regarding cautions to think about when considering the role of effort in students’ grades; related information on norm-referenced testing to the discussion of student motivation from Chapter 11.

General Rationale for the Book

As teachers, we play critical roles in the lives of children and adolescents. Some of us help them learn to read and write. Some of us help them understand their physical and social worlds through explorations of science, mathematics, geography, history, foreign languages, or literature. Some of us help them express themselves through physical movement, the visual arts, or music. And some of us teach them specific skills they will need as adult professionals in, say, auto mechanics, cooking, or new technologies. But regardless of the subject matter we teach, we help those in the generations that follow us to become knowledgeable, self-confident, and productive citizens.

In our minds, teaching is the most rewarding profession we could possibly choose. Yet it’s often a challenging profession as well. Students don’t always come to us ready or eager to learn. How can we help them develop the knowledge and skills they need to become productive adults? What strategies can we use to motivate them? What tasks and instructional materials are appropriate for students at different developmental levels? Are the instructional practices that we use sensitive to the diversity of our students? Over the years, researchers and practitioners have worked together to answer such questions. Collectively, we’re in the fortunate position of being able to benefit from the many insights that such experts offer.

All three of us have been teaching educational psychology for many years, and we’ve loved every minute of it. How children and adolescents learn and think, how they change as they grow and develop, why they do the things they do, how they’re often very different from one another—our understandings of all of these things have innumerable implications for classroom practice and, ultimately, for the lives of young people. Because we want the
field of educational psychology to captivate you the way it has captivated us, we’ve tried to make the book interesting, meaningful, and thought provoking as well as informative and timely.

Helping Our Readers Learn and Apply Educational Psychology

You can gain much more from your study of educational psychology when you:

• Focus on core concepts and principles of the discipline
• See these principles in action in your own learning and behavior
• Use the principles to understand the learning and behavior of children and adolescents
• Consistently apply the principles to classroom practice

You’ll find numerous features throughout the book to help you do all of these things. We authors hope you’ll learn a great deal from what educational psychology has to offer, not only about the students you may be teaching but also about yourself.

Focusing on Core Concepts and Principles

Rather than superficially explore every aspect of educational psychology, this book zeroes in on fundamental concepts and principles that have broad applicability to classroom practice. Throughout the book, core concepts appear in boldfaced blue font. Core principles are clearly identified within each section with boldfaced blue headings. See the following sections for some examples: General Principles of Human Development in Chapter 2 and Basic Assumptions of Cognitive Psychology in Chapter 6.

Seeing Concepts and Principles in Action in Your Own Learning

A central goal of this book has always been to help our readers discover more about themselves as thinkers and learners. Thus we include Experiencing Firsthand exercises throughout the book—exercises that illustrate such diverse concepts as constructive processes, working memory, sense of self, social cognition, ethnic stereotyping, and confidentiality in assessment. All of these exercises are designed to do exactly what their name implies: help our readers observe principles of educational psychology in themselves. See the sections on The Nature of Working (Short-Term) Memory and Moving Information to Long-Term Memory in Chapter 6 for some examples.

Understanding Children’s and Adolescents’ Learning and Behavior

Throughout the book we continually urge our readers to look closely at and try to make sense of what children and adolescents do and say. Each chapter begins with a Case Study that situates chapter content in a real-life scenario. We also make frequent use of real artifacts from children’s journals and school assignments to illustrate concepts and principles in action. For example, see sections Roles of Peers in Children’s Development in Chapter 3 and How Knowledge Can Be Organized in Chapter 6.

Examining Developmental Trends

Unique to this book is a focus on children’s and adolescents’ development in every chapter. For example, most chapters have one or more Developmental Trends tables that summarize age-typical characteristics at four grade levels (K–2, 3–5, 6–8, and 9–12), present concrete examples, and offer suggested classroom strategies for each level. You can find examples of these tables in the sections Gender Differences in Chapter 4 and How Procedural Knowledge is Learned in Chapter 6.

Applying Core Ideas of Educational Psychology to Classroom Practice

Throughout this text, psychological concepts and principles are consistently applied to classroom practice. We also provide Into the Classroom and Creating a Productive Classroom Environment boxes that suggest and illustrate strategies related to particular areas of concern for teachers. You can find examples in the sections Contemporary Extensions and Applications of Vygotsky’s Theory in Chapter 2 and How Knowledge Can Be Organized in Chapter 6.

This book is consistently praised for its emphasis on application. Throughout the book we identify suggested strategies—within the text, in tables, and in the margins—with apple icons; for instance, see the Applying Brain Research feature in Chapter 2.

Helping You Prepare for Licensure

All chapters end with Practice for Your Licensure Exam exercises. These exercises provide readers with opportunities to use the content they’ve learned in a particular chapter to answer multiple-choice and constructed-response questions similar to those that appear on many teacher licensure tests. See the end of any chapter.

New Digital Features in the Pearson eText with MyLab Education

In the tenth edition, we have continued to expand the digital learning and assessment resources embedded in the eText and MyLab Education. Designed to bring you more directly into the world of K–12 classrooms and to help you see the very real impact that educational psychology concepts and principles have on learning and development, these digital learning and assessment resources also
• Provide you with practice using educational psychology concepts in teaching situations;
• Help you and your instructor see how well you understand the concepts presented in the book and the media resources; and
• Help you think about, and process more deeply, educational psychology and how to use it both as a teacher and as a learner.

The online resources in the Pearson eText with MyLab Education include:

**Video Examples** Several 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. Sometime they show students or teachers describing their thinking or experiences.

**Video Explanations** Throughout the text, we have provided video explanations of essential concepts. Excerpted from Jeanne’s series of longer educational psychology modules, these brief lectures include animated slides and worked examples.

**Self-Checks** Throughout the chapters you will find MyLab Education: Self-check quizzes. There are three to six of these quizzes in each chapter at the ends of major text sections. They are meant to help you assess how well you have mastered the learning outcome addressed in the section you just read. These 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** Also at the ends of major sections and tied to specific chapter learning outcomes, these scaffolded analysis exercises challenge you to use chapter content to reflect on teaching and learning in real classrooms. The questions you answer in these exercises are usually open-ended, constructed-response questions. Once you provide your own answers to the questions, you receive feedback in the form of model answers written by experts.

**Practice for Your Licensure Exam** Every chapter ends with an exercise that gives learners an opportunity to answer multiple-choice and constructed-response questions similar to those that appear on many teacher licensure tests. As with the other exercises in MyLab Education, Practice for Your Licensure Exam exercises provide feedback.

**Simulations in Classroom Management** These interactive cases focus on the classroom management issues teachers most frequently encounter on a daily basis. Each simulation presents a challenge scenario at the beginning and then offers a series of choices to solve each challenge. Along the way students receive mentor feedback on their choices and have the opportunity to make better choices if necessary.

**Study Modules** In the left-hand navigation bar of MyLab Education, you will find a set of Study Modules. These interactive, application-oriented modules provide opportunities to learn foundational educational psychology concepts in ways other than reading about them. The modules present content through screen capture videos that include animations, worked examples, and classroom videos. Each module consists of three parts: a Learn section that presents several key concepts and strategies, an Apply section that provides practice applying the concepts and strategies to actual teaching and learning scenarios, and an Assess section that contains a multiple-choice test to measure mastery.

**Video Analysis Tool Exercises** The Video Analysis Tool is designed to help build skills in analyzing teaching. Exercises provide classroom videos and rubrics to scaffold analysis. Timestamp and commenting tools allow learners to easily annotate the video and connect their observations to the concepts they have learned in the work.

**Ancillary Materials**
The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors can enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

An Instructor’s Resource Manual includes suggestions for learning activities, additional Experiencing Firsthand exercises, supplementary lectures, case study analyses, discussion topics, group activities, and additional media resources.

The PowerPoint slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

Jeanne personally wrote many of the test questions in the Test Bank that accompanies the book. Test Bank coauthors have added new ones to reflect the updates to the tenth edition. Some items (lower-level questions) simply ask students to identify or explain concepts and principles they have learned. But many others (higher-level questions) ask students to apply those same concepts and principles to specific classroom situations—that is, to actual student behaviors and teaching strategies. Ultimately it is these higher-level questions that assess students’ ability to use principles of educational psychology in their own teaching practice.


TestGen is a powerful test generator that you install on your computer and use in conjunction with the TestGen test bank file for your text. Assessments, including equations, graphs, and scientific notation, may be created for both print and online testing.

TestGen is available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material.

The tests can be downloaded in the following formats:
- TestGen Test bank file—MAC
- TestGen Test bank file—PC
- Angel TestGen Conversion
- Test Bank for Blackboard Learning System
- Desire to Learn TestGen Conversion
- Moodle TestGen Conversion
- Sakai TestGen Conversion
- Test Bank for Blackboard CE/Vista

Case Studies: Applying Educational Psychology (2nd ed.)

Many instructors use Ormrod and McGuire’s Case Studies book (0-13-198046-7) as a supplement to this book. It includes 48 real cases involving students and classrooms ranging from preschool to high school. It illustrates concepts and principles in many areas of educational psychology, including child and adolescent development, learning and cognition, motivation, classroom management, instructional practices, and assessment.

Acknowledgments

We’ve been fortunate to have had a great deal of help in writing this book. First and foremost, the book wouldn’t be what it is today without long-term partnerships with Kevin Davis. Kevin first came on board as developmental editor for the book with Jeanne in 1989 and, except for a two-year hiatus while he served in other roles at Pearson, has continued to guide the book through its multiple iterations, first only in paper and now in the ever-changing digital world. Although Kevin hasn’t penned the words, his influence permeates every page of text and every hotlinked activity. His ideas, suggestions, and occasional gentle demands have consistently pushed and stretched us to new heights in our efforts to create the best possible pedagogical experience for readers.

We are also deeply indebted to developmental editor Pam Bennett, who has kept all three of us on course, reminding us of both our short-term and long-term targets. Pam gently encouraged us to stay on track, and to strive for excellence and quality throughout the entire book. Project manager Kathy Smith expertly organized and oversaw the countless steps involved in transforming our word-processed manuscripts and rough sketches into the finished product you see before you. In this high-tech day and age, publishing a book is a very complicated process and we are grateful for her expertise. Many thanks, too, to Alyssa Emery, who has updated the Self-Check Quizzes and some of the new Application Exercises in MyLab Education. In fact, she took charge of the overall media plan for Chapters 2–5 and Chapters 10–15, and created all of the new Application Exercises for those chapters.

In addition, numerous colleagues across the nation have strengthened the book itself by reviewing one or more of its previous versions. Reviewers for the first eight editions were Jane Abraham, Virginia Tech University; Joyce Alexander, Indiana University; Eric M. Anderman, then at University of Kentucky; Linda M. Anderson, Michigan State University; Margaret D. Anderson, SUNY–Cortland; Cindy Ballantyne, Northern Arizona University; J. C. Barton, Tennessee Technical University; Timothy A. Bender, Southwest Missouri State University; Stephen L. Benton, Kansas State University; Karen L. Block, University of Pittsburgh; Kathryn J. Biacindo, California State University–Fresno; Barbara Bishop, Eastern New Mexico University; Angela Bloomquist, California University of Pennsylvania; Phyllis Blumenfeld, University of Michigan; Gregory Braswell, Illinois State University; Robert Braswell, Winthrop College; Kathy Brown, University of Central Oklahoma; Randy L. Brown, University of Central Oklahoma; Kay S. Bull, Oklahoma State University; E. Namisi Chilungu, Georgia State University; Margaret W. Cohen, University of Missouri–St. Louis; Theodore Coladarci, University of Maine; Sharon Cordell, Roane State Community College; Roberta Corrigan,
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