



Preface

INTRODUCTION TO THE SECOND CANADIAN EDITION

Welcome to the Second Canadian Edition of *Educational Psychology*. We are four Canadian teacher–educators who had used a variety of educational psychology books in our education classes before McGraw-Hill Ryerson invited us to co-author a text. Over the years, we had independently arrived at the conclusion that we needed a textbook with a specific focus on Canadian issues and concerns. We wanted a text that presented and discussed current educational psychology theory and research from a Canadian perspective. We wanted to focus on important academic topics such as the use of the integrated curriculum and information and communication technology, as well as on pressing social issues including multiculturalism, diversity, gender equity, and violence in our schools. And we wanted a mechanism by which to give voice to the lived experiences of Canadian educational psychologists, teachers, students, parents, and other educational experts. McGraw-Hill Ryerson provided us with such an opportunity with the development of the First Canadian Edition of John W. Santrock’s *Educational Psychology*; now we have updated the text as the Second Canadian Edition.

We began the process of writing this text by immersing ourselves in the education literature—first at the general level and then with a specific focus on Canadian contributions to the field. We comprehensively explored and charted the dynamic and changing landscape relating educational psychology to today’s schools. We were amazed by the wealth of contributions being brought to bear on education by our fellow Canadians and took great pleasure in highlighting these accomplishments throughout the text; more than 600 references were added in the First Canadian Edition, and more than 500 were added to the Second Canadian Edition. Please see the section “Current, Comprehensive, and Canadian Content” on page xix for a chapter by chapter list of major updates and changes in the Second Canadian Edition.

We believe we have created an innovative and contemporary approach to exploring and understanding educational psychology. The Second Canadian Edition presents a constructivist point of reference that is both informative and engaging to read. Each chapter opens with learning goals that present readers with objectives that will be met as a function of reading the chapter. We emphasize the most up-to-date research and educational programs from across Canada and combine them with interactive pedagogical exercises and tools such as concept maps, summary tables, and professional development activities. For each chapter, the Online Learning Centre features self-assessments that afford readers the opportunity to define aspects of their own professional development. We believe that all readers, especially those who are beginning or continuing their journey as classroom teachers, will be engaged by the pedagogical tools provided in this text along with the explicit focus on Canadian classrooms and teaching practices.

The Themes of Successful Teaching and Learning

Below are some of the key themes about teaching and learning that are emphasized throughout the text, followed by a presentation of the text’s pedagogical features.

- Learning is supported when students actively construct meaning on the basis of their personal experiences and background knowledge. Students’ learning is

enhanced when they assume responsibility for their own learning. Students' minds are not empty vessels into which teachers can pour critical knowledge, nor are they clean slates upon which teachers can record vital skills. Learning works best when it is active, not passive.

- Students learn best when they can develop and effectively use a variety of thinking and reasoning strategies. Learning outcomes improve when teachers guide students in developing and applying these strategies.
- Student learning improves when students develop self-regulatory skills, adapt relevant strategies to the learning context, set appropriate goals, strategically plan how to reach the goals, and monitor their progress toward their goals. Teachers can play a critical role in assisting students in establishing meaningful short-term and long-term goals, developing strategies for reaching these goals, and monitoring goal-directed progress.
- Motivation is a critical aspect of learning. Students benefit enormously when they come to school wanting to learn rather than feeling that they are being made to learn. Teachers can nurture students' motivation and love for learning by providing them with the strategies and skills essential for effective learning, with learning tasks that are relevant to their lives, and with environments that stimulate their curiosity.
- Context, the setting in which learning takes place, plays an important part in both teaching and learning. Learning does not occur in a vacuum. The diverse contexts in which Canadian schools and students are placed are important factors to consider when developing an understanding about how students learn. Teachers need to be especially sensitive to such contextual issues as culture, ethnic background, poverty, and historical changes such as the technology revolution.
- Technology—more specifically, information and communication technology (ICT)—is an important aspect of constructivist approaches to teaching and learning. Teachers and students alike should learn to use and prudently critique ICT, which is increasingly a core feature of the education landscape. Information and communication technology has been shown to enhance student learning and motivation for learning when skilled and creative educators use it in a planned pedagogical approach that focuses on teaching *with* technology rather than *about* technology.

Pedagogical Features: Tools to Help Your Students Succeed

The pedagogical features in the Second Canadian Edition have been developed to extend the text's themes to the learning experiences of educational psychology students. Each chapter contains a variety of learning tools that encourage students to forge connections between theory and practice by reflecting on lived experience, applying a variety of strategies, setting goals, providing relevant learning tasks, incorporating technology, and considering different educational contexts. The pedagogical features reinforce the text's commitment to “practising what it preaches,” and will help your students succeed in the educational psychology course and in their teaching careers.

The Real Worlds of Canadian Educational Psychologists, Teachers, and Students

Educational psychologists from Canadian universities have been profiled in each chapter. In addition, we asked a large panel of expert classroom teachers from across Canada, encompassing a wide range of regions, grade levels, and subject areas, to provide observations, comments, and stories about teaching. Many of these contributors are award-winning teachers, and all have greatly enriched the book with their expertise. Their voices are presented in the following features:



- **Through the Eyes of an Educational Researcher** These boxes appear in each chapter and highlight the research of a prominent Canadian educational psychologist.



- **Teaching Stories** These high-interest chapter-opening vignettes are about effective teaching as it relates to the chapter's content.



- **Through the Eyes of Teachers** These boxes appear several times in each chapter and profile teachers' observations on relevant topics. In addition, several boxes highlight the voices of other school professionals.

- **Through the Eyes of Students** In each chapter, these boxes provide insights into students' worlds and how they view themselves, their teachers, and the educational process. Several boxes incorporate parents' viewpoints as partners in education.

Cognitive Maps Each chapter begins with a chapter outline in cognitive map form that provides information about the chapter's main topics and themes. Three to six times in each chapter, main sections of the text are introduced with mini cognitive maps, which visually present the organization of forthcoming material. The outline cognitive maps reappear at the end of each chapter to aid in student review.

Summary Tables These tables, organized in a question-and-answer format, appear at the end of each major subject heading in the text, allowing for periodic review and self-assessment. To ensure continuity, the headings in the summary tables match the headings in the corresponding mini cognitive map. A list of summary tables with page references is found at the end of each chapter.

Teaching Strategies A critical aspect of an educational psychology text is the extent to which it provides effective and practical strategies that students can apply to the craft of teaching. Empirically validated teaching strategies are highlighted several times throughout each chapter.



Diversity and Education Diversity is an important theme throughout Canadian classrooms and throughout this text. Each chapter contains a Diversity and Education box that elaborates on relevant concepts or themes presented throughout the chapter. Diversity and Education boxes feature subjects such as Canadians in the early history of educational psychology (Chapter 1); Aboriginal role models, mentors, and programs in children's education (Chapter 7); and the Internet and cultural diversity in the classroom (Chapter 10).

Self-Assessment Reflection is a critical skill in the process of becoming a life-long learner and reflective practitioner. The Self-Assessment feature encourages readers to examine their beliefs and behaviours with respect to chapter content. These Self-Assessments are found on the Online Learning Centre, www.mcgrawhill.ca/olc/santrock.

Technology and Education Technology is a principal theme throughout the text. Each chapter features a Technology and Education box that emphasizes technology that is directly relevant to the chapter at hand, and features Canadian programs such as Writers in Electronic Residence (Chapter 9) and Frontier College (Chapter 2). Furthermore, in Chapter 10 we provide an in-depth exploration of the role of technology in teaching and learning.



Case Studies A case study feature entitled *Crack the Case* is presented at the end of each chapter. These mini cases are closely tied to the content in the chapter and are accompanied by a series of thought-provoking questions and activities.

Professional Development/Portfolio Activities A number of professional development and portfolio activities related to the chapter content are presented at the end of each chapter. These activities encourage teacher-candidates to reflect on their learning and document their growth in the context of a teaching portfolio.

Internet Activities Consistent with the increased use of technology in many Canadian classrooms and the overall importance of technology in Canadian society, each chapter contains two end-of-chapter Internet activities that enable readers to gain first-hand experience using educationally relevant information and communication technologies. The Internet activities and links to related Web sites are also available on the text's Online Learning Centre, at www.mcgrawhill.ca/olc/santrock.

CURRENT, COMPREHENSIVE, AND CANADIAN CONTENT

Throughout this text, we include contemporary Canadian research, address Canadian educational issues, and provide examples of Canadian projects and programs. Selected major content changes and updates made for the Second Canadian Edition are highlighted below.

Chapter 1—Educational Psychology: A Tool for Effective Teaching

- Highlights E.L. Thorndike as a pioneer of educational psychology
- Features research findings from the *Information and Communications Technologies in Schools Survey* in the **Technology and Education** box
- Presents new subsections—“The Nature of Research,” “Ethnographic Research,” “Quasi-experimental Research,” and “Theory into Practice”—to augment the “Research in Educational Psychology” section
- Includes updates to the subsection on “Case Studies” that explicitly applies case study research to the field of educational psychology

Chapter 2—Physical, Cognitive, and Language Development

- Provides a figure as a visual representation of the processes and periods of development
- Proposes a mathematical relationship as an analogy for the nature-nurture controversy
- Presents new subsections entitled “Functions of the Brain” and “Motor Skills” to enhance the section on “Physical Development and Health”
- Features updated information on childhood obesity, along with mandated provincial Ministry of Education health programs
- Includes additional instructional strategies and grade-division references in the **Teaching Strategies** box, “For Primary, Junior-Intermediate, and Secondary-School Students”
- Covers Case’s theory of development with extensive detail
- Includes a review of the Cree Language Instruction Program (CLIP) in the **Diversity and Education** box
- Offers a contemporary review of “Technology, the World Wide Web, and Language Development” in the **Technology and Education** box
- Presents an updated subsection entitled “English as a Second Language” to the “Language Development” section

Chapter 3—Social Contexts and Socioemotional Development

- Defines Baumrind’s criteria for classifying parenting styles
- Presents a figure of Baumrind’s four dimensions of parenting styles
- Provides up-to-date statistics on single-parent families
- Features contemporary definitions of bullying
- Discusses the components of the *Multidimensional Bullying Identification Model* along with a figure illustration
- Differentiates among self-identity, self-esteem, and self-concept
- Summarizes *Marcia’s Four Statuses of Identity*
- Explores the concept of emotional regulation and features the work of Canadian researcher Marc Lewis
- Cites up-to-date statistics on pregnancies among young women (15–19 years of age)

Chapter 4—Individual Variations

- Provides an updated profile of the *Stanford-Binet* (5th Ed.)
- Highlights the *Wechsler Intelligence Scale for Children* (WISC-IV) with two sample subscales: Perceptual Reasoning and Verbal Comprehension
- Presents current research on *Project Spectrum*
- Discusses Goleman’s theory of emotional intelligence as a form of social intelligence

- Adds findings from the Canadian Child Care Federation and the Child Care Advocacy Association of Canada on the importance of quality daycare
- Includes a discussion of the cultural malleability of intelligence testing
- Features the work of Canadian Alan Bowd on the cultural bias of intelligence tests for Native students
- Provides an updated profile of the *Murphy Meisgeier Type Indicator for Children* (MMTIC)
- Explores how teachers may tailor instructional approaches knowing students' psychological type
- Profiles the work of Canadian researchers Paunonen and Ashton on the applicability of the “big five” personality variables in educational contexts

Chapter 5—Sociocultural Diversity

- Provides up-to-date statistics on the poverty line in Canada
- Includes a bar chart comparison of the provincial percentages of children living in poverty from 1989 to 2000
- Discusses the status of education for Aboriginal people
- Cites current information on Canadian Feed the Children's *Applecheck* program and Computers for School Project
- Summarizes the complexity of development of prejudice in children
- Offers encouraging results from the jigsaw classroom method that reduce prejudice in middle childhood
- Provides up-to-date statistics from the Canadian Community Health Survey on the activity levels of girls and boys
- Profiles the work of Canadian researcher Jeanne Kentel on the significance of movement literacy

Chapter 6—Learners Who Are Exceptional

- Provides up-to-date statistics on the incidence of students with disabilities
- Cites up-to-date information on the percentage of students receiving special education
- Profiles recent research about students with learning disabilities from the Canadian National Longitudinal Survey of Children and Youth
- Provides up-to-date statistics on the incidence of students with ADHD and information about the diagnosis of ADHD
- Illustrates the characteristics of students with both ADHD and learning disabilities
- Explores effective management approaches for students with ADHD
- Highlights a program for students with ADHD at Toronto's Hospital for Sick Kids
- Cites up-to-date statistics from the Autism Society of Ontario on the incidence of autism
- Provides up-to-date statistics on the incidence of students with psychological, speech, hearing, and developmental disabilities
- Differentiates between fetal alcohol spectrum disorder (FASD) and fetal alcohol syndrome (FAS)
- Profiles support resources such as First Nations and Inuit FASD program and the Parenting Guidelines for Families of Children with Fetal Alcohol Syndrome/Fetal Alcohol Effects
- Includes information on gifted students with other exceptionalities in the **Diversity and Education** box

Chapter 7—Behavioural Approaches, Social Cognitive Approaches, and Teaching

- Provides a figure that displays examples of student behaviours and associated reinforcement and punishment
- Profiles the 3Rs Program designed by Canadian researchers to enhance the self-advocacy skills of individuals with disabilities

- Includes contemporary information on video-game violence
- Cites updates to the **Diversity and Education** box, “Aboriginal Role Models, Mentors, and Programs in Children’s Education”

Chapter 8—The Cognitive Information-Processing Approach and Teaching

- Highlights how school experience provides students with opportunities to develop information processing abilities
- Summarizes current research findings on gender differences in memory
- Discusses how people differ in their ability to retrieve information
- Explores, “Forming Concepts, Reasoning, Thinking Critically, and Problem-Solving on the Web” as the **Technology and Education** feature

Chapter 9—Social Constructivist Approaches, Domain-Specific Approaches, and Teaching

- Provides Case’s theory as an additional constructivist model to assist teachers in understanding how students learn content and skills
- Differentiates between situated learning and situated cognition
- Cites updated research on cognitive apprenticeships
- Provides examples of school-based cognitive apprenticeships: individual tutoring, *Operation Minerva*, teacher aides, tutors in the classroom, and peer tutoring
- Includes *Reading Recovery* as a cognitive constructivist approach to reading instruction
- Adds information about metacognitive writing strategies
- Highlights the *Wireless Writing Program*
- Provides a historical overview of constructivist approaches in mathematics instruction and students’ innate mathematical abilities
- Cites the Canadian Mathematical Association as a resource site for teachers
- Profiles Canadian researchers’ perspective on science instruction that promotes a view of science as inquiry
- Presents two online resources for science teachers to use: *The Twinkies Project* and *Interactive Frog Dissection*
- Defines how broad-based technology education is well suited to teaching and learning in science

Chapter 10—Planning, Instruction, and Technology

- Includes an extensive overview of backward design as a lesson-planning process, summarizing all three steps in the process
- Clarifies the term *information and communication technology*
- Highlights PowerPoint and presentation software as a technique on the landscape of information and communication technology
- Profiles the work of Kevin Kee, Canada Research Chair in Digital Humanities

Chapter 11—Motivating Students to Learn

- Features Thomas Charles Longboat, one of the first Canadian sport heroes, as an example of motivation
- Cites current information on the School Breakfast Program
- Distinguishes between self-transcendence and self-actualization as levels in Maslow’s hierarchy of human needs
- Presents applications of Maslow’s hierarchy to teaching and learning
- Adds information about how the University of Guelph supports students’ organizational skills with the use of a personal digital assistant (PDA)
- Provides current statistics on the incidence of secondary-school students’ gambling, smoking, and substance use
- Includes a feature on social networks such as MySpace.com and ePals Classroom Exchange in the **Technology and Education** box

Chapter 12—Managing the Classroom

- Provides a feature on “Invitational Education” with an accompanying figure
- Adds to the section on bullying with current research findings, prevention measures, and intervention strategies
- Presents practical teaching strategies for reducing bullying
- Includes contact information about the Afghan Women’s Organization of Canada

Chapter 13—Standardized Tests and Teaching

- Adds to the essential purposes of standardized tests
- Highlights the nuances of validity as a quality of a test
- Provides an updated citation of the Wechsler Individual Achievement Test – Fourth Edition
- Profiles changes and updates to the information of testing programs in each province and territory, including the new Achievement Testing Program in the Northwest Territories
- Draws on the perspectives of teachers with respect to the stress created by mandated achievement tests
- Includes updates to the performance of Canadian students on the School Achievement Indicators Program (SAIP) and Programme for International Student Assessment (PISA)
- Features a graph of the mean mathematical literacy scores (by country) on the PISA
- Discusses the teacher’s role in preparing students to take standardized tests
- Presents suggestions on how to use standardized test scores to plan and improve instruction

Chapter 14—Assessing Students’ Learning

- Provides updated statements from the Canadian Association of Principals with respect to the role of assessment in teaching
- Depicts the key elements in of before-, during- and after-instruction assessments in a summary
- Explains a few key features of questioning as a part of during-instruction assessments
- Discusses the presence of reliability and validity in assessments
- Differentiates between the terms *authentic assessment* and *performance-based assessment*
- Clarifies the components of a best-work portfolio
- Features a definition of a rubric and the steps in constructing a rubric
- Describes standards-based grading as a form of criterion-referenced grading
- Highlights *FileMaker Pro* and *HyperStudio* as templates for portfolio assessment
- Explores the benefits of creating e-portfolios