

Preface



It is gratifying that the first two editions of *Educational Psychology* have been so well received. Preparing the third edition has been both highly rewarding and challenging: rewarding because I continue to learn more about educating students and because the feedback from students and instructors has been consistently enthusiastic; a challenge because of the need to continue meeting or exceeding instructors' expectations and keeping the material fresh and up to date.

One of my goals for each edition of *Educational Psychology* has been to write a book that students say this about:

"I love this book."

"I am using many of the ideas from my educational psychology text in my teaching and they are working great!"

"I teach in the inner city, and my educational psychology text is a great resource for me. The focus on diversity and technology have been extremely useful. I am enriched by the book."

These comments come from Jennifer Holliman-McCarthy, Richard Harvell, and Greg Hill, who have used this text in their educational psychology course and gone on to become public school teachers.

Another goal I have had for each edition of *Educational Psychology* has been to write a book that instructors say this about:

"I wasn't prepared to like this text. In general, ed psych texts are all too predictable. While people claim to be innovative, in the end they are not. In contrast, John Santrock's text is a big WOW! His book is different. It is written for the prospective teacher and not the future educational psychologist."

"Those who are not using Santrock have not seen it. Please communicate my sincere enjoyment of this quality text to John Santrock."

These comments come from educational psychology instructors Randy Lennon, University of Northern Colorado, and Robert Brown, Florida Atlantic University–Boca Raton.

To continue to meet or exceed instructors' expectations and to keep the material fresh and up to date, I have made a number of key changes, which I describe next.

EMPHASIS ON PREPARING FOR PRACTICE AND PRAXIS™

In the second edition Classroom Update of *Educational Psychology*, I increased the number of opportunities for students to prepare for their practice as teachers and for the PRAXIS II™ *Principles of Learning and Teaching (PLT)* test. I greatly expanded this emphasis in this new third edition. Integrated into the third edition are many Best Practices that new teachers can adopt and numerous activities to help them do well on state standards-based tests, such as PRAXIS II™.

Best Practices. A number of times in each chapter students will read Best Practices: Strategies for . . . interludes that provide extensive, detailed recommendations that students can use when they become teachers. The format of this feature has been changed to provide better integration with comments from outstanding teachers. Thus, Through the Eyes of Teachers, which in the second edition was included as separate boxed inserts, is now integrated into the Best Practices interludes to provide a more seamless and linked presentation of strategies and examples for improving students' education. Further, a number of new Best Practices interludes have been created throughout the book and others expanded with new entries and more detailed descriptions of successful teaching strategies. Also, a number of new Through the Eyes of Teachers commentaries were obtained for the third edition of the book and have been embedded in the Best Practices interludes.

PRAXIS™ and State Standards–Based Tests. The use of external standards-based tests to assess the competence of both students and teachers is one of the most dramatic educational reforms in decades. The third edition of *Educational Psychology* gives considerably more attention to standards-based tests and No Child Left Behind legislation, beginning with an overview in chapter 1 and then further integration into other chapters where appropriate.

To give prospective teachers an opportunity to practice answering PRAXIS™-type items, a PRAXIS™ Practice section has been added to the Review and Reflect feature of the second edition and renamed Review, Reflect, and Practice in the third edition. This feature is aligned with the text's B-level (second-level) headings in each chapter in that students answer a PRAXIS™-type item for each of these