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headings. PRAXIS™-type items have also been added to many of the case studies at the end of each chapter.

**The Practice and PRAXIS™ Package.** Further integration of PRAXIS™ and state standards-based material into the package for *Educational Psychology*, third edition, involves an extensive array of media resources that will help students prepare for practice and a study guide for PRAXIS™. These are described further in the Ancillaries section of this Preface.

## CONTENT AND CONTEMPORARY RESEARCH

Another important goal I have had for each edition of this text is to include solid content and research that is very up to date.

**Recent Content and Research.** The third edition of *Educational Psychology* presents the latest content and research, and includes more than 1,800 citations from the twenty-first century with more than 500 of these coming from 2005, 2006, and 2007. Later in the Preface I will highlight the main content and research additions on a chapter-by-chapter basis.

**Expert Content and Research Consultants.** Ten expert consultants provided author John Santrock with detailed content about the content of a chapter or chapters in their area(s) of expertise. The photographs and biographies of the experts appear on pp. xxi to xxv. The expert consultants for *Educational Psychology*, 3rd ed., were:

**Joyce Epstein** *The Johns Hopkins University*

**Dale Schunk** *University of North Carolina–Greensboro*

**James Kauffman** *University of Virginia*

**Barbara McCombs** *Denver Research Institute*

**Richard Mayer** *University of California–Santa Barbara*

**Carolyn Evertson** *Vanderbilt University*

**Carlos Díaz** *Florida Atlantic University*

**Karen Swan** *Kent State University*

**James McMillan** *Virginia Commonwealth University*

**Gary Bitter** *Arizona State University*

## ACCESSIBILITY AND INTEREST

The new edition of this text should be accessible to students because of the extensive rewriting, organization, and learning system.

**Writing and Organization.** Every sentence, paragraph, section, and chapter of this book was carefully examined and when appropriate revised and rewritten. The result is a much clearer, better-organized presentation of material in this new edition.

**The Learning System.** I strongly believe that students should not only be challenged to study hard and think more deeply and productively about educational psychology, but should also be provided with an effective learning system. Instructors and students have commented about how student-friendly this book has become.

Now more than ever, students struggle to find the main ideas in their courses, especially in courses like educational psychology, which include so much material. The learning system centers on learning goals that, together with the main text headings, keep the key ideas in front of the reader from the beginning to the end of the chapter. Each chapter has no more than six main headings and corresponding learning goals, which are presented side-by-side in the chapter-opening spread. At the end of each main section of a chapter, the learning goal is repeated in a feature called Review, Reflect, and Practice, which prompts students to review the key topics in the section and poses a question to encourage them to think critically about what they have read. In addition, as indicated earlier, the Review and Reflect section also includes multiple-choice PRAXIS™-type items that give students an opportunity to practice answering the types of questions that are on state standards-based tests. At the end of the chapter, under the heading Reach Your Learning Goals, the learning goals summary guides students through a chapter review. In addition to the verbal tools just described, mini-chapter maps that link up with the learning goals are presented at the beginning of each major section in the chapter. A visual presentation of the learning system is presented later in the Preface in a section titled To the Student.

**Other Learning Features.** A number of other learning features help students to learn about educational psychology and ways to become an effective teacher. These include:

- **Best Practices Interludes** This very important feature highlights the emphasis on translating theory/research for effective teaching in the classroom. This feature appears a number of times in each chapter. New to this edition is the integration of Through the Eyes of Teachers, which provides descriptions of best practices by outstanding teachers, into the Best Practices interludes at appropriate places.
- **Teaching Stories** Each chapter opens with a high-interest story about one or more teachers related to the chapter's content.