

Contents

Preface ix

I	TOWARD DEVELOPING A PSYCHOLOGICAL FRAMEWORK FOR UNDERSTANDING HUMAN BEHAVIOR AND IMPLICATIONS FOR EDUCATIONAL PROCESSES	1
1	Three Major Theoretical Positions About Human Behavior	3
	Classical Psychoanalytic Psychology: Central Ideas	7
	Behavioristic Psychology: Central Ideas	17
	Humanistic Psychology: Central Ideas	26
	Epilogue	32
	Study and Review Questions	33
	References	34
	Selected Readings of Related Interest	35
2	Psychological Models for Understanding Behavioral Dynamics	36
	The Developmental Tasks Model (Robert Havighurst)	39
	The Concept-of-Competence Model (Robert W. White)	41
	The Self-Actualization Model (Abraham Maslow)	45
	The Fully Functioning Person Model (Carl Rogers)	51
	The Psychosocial Stages Model (Erik Erikson)	54
	Ways to Promote Healthy Self-Attitudes in Students	63
	Epilogue	66
	Study and Review Questions	67
	References	68
	Selected Readings of Related Interest	69
II	TOWARD UNDERSTANDING GROWTH DYNAMICS INVOLVED IN PHYSICAL, PSYCHOLOGICAL, COGNITIVE, AND MORAL DEVELOPMENT	71
3	The Elementary Years: Behavioral Dynamics and Age-Level Characteristics	73
	Physical Development: Basic Characteristics	76
	Social Development: Basic Characteristics	83
	Emotional Development: Basic Characteristics	85

	Cognitive Development: Basic Characteristics	88	
	Understanding Middle Childhood	94	
	Epilogue	94	
	Study and Review Questions	96	
	References	96	
	Selected Readings of Related Interest	98	
4	The Adolescent Years: Behavioral Dynamics and Age-Level Characteristics		99
	What Is Adolescence?	102	
	Physical Development: Basic Characteristics	105	
	Social Development: Basic Characteristics	116	
	Emotional Development: Basic Characteristics	119	
	Cognitive Development: Basic Characteristics	123	
	Epilogue	126	
	Study and Review Questions	128	
	References	128	
	Selected Readings of Related Interest	130	
5	Developmental Processes Involved in Intellectual Growth and Moral Reasoning		132
	What Constitutes Intelligence?	137	
	What Can We Conclude about the Nature of Intelligence?	146	
	Intellectual Development as Described by Piaget	148	
	Vygotsky's Social-Cognitive Theory	163	
	Intellectual Functioning and Brain Development	165	
	The Effects of Nature and Nurture on Intelligence	169	
	School Performance as Related to Intelligence	170	
	Moral Reasoning: Its Development and Expression	172	
	Epilogue	179	
	Study and Review Questions	182	
	References	183	
	Selected Readings of Related Interest	187	
III	TOWARD UNDERSTANDING LEARNING: INFORMATION-PROCESSING, STRATEGIES FOR ENHANCING LEARNING AND MOTIVATION, ROLE OF SELF-CONCEPT AND EXPECTATIONS, AND MEASUREMENT OF LEARNING OUTCOMES		189
6	Information Processing: A Model of How Learning and Memory Occur		191
	What Is Meant by Information Processing?	194	
	Components of the Information-Processing Model	195	

Why Do We Forget?	209	
Strategies for Improving Long-Term Memory	210	
Teaching Strategies that Can Enhance Retention and Learning	217	
Epilogue	219	
Study and Review Questions	220	
References	221	
Selected Readings of Related Interest	223	
7 Approaches to Classroom Learning and Learning Enhancement		224
What Is Learning?	228	
How Learning Occurs: Cognitive and Behavioristic Views	229	
The Evolution of Learning within a Cognitive Framework	230	
Cognitive Models of Learning	232	
A Behaviorist Model: Encouraging Learning through Reinforcement	243	
Cognitive and Reinforcement Methods Are Not Mutually Exclusive	258	
Styles and Patterns of Learning Vary among Students	259	
Implications for Teachers	264	
Epilogue	265	
Study and Review Questions	266	
References	267	
Selected Readings of Related Interest	270	
8 Motivational Dynamics and Human Learning		272
What Is Motivation?	275	
Praise and Criticism: Their Motivational Effects	283	
The Effects of Success and Failure on Level of Aspiration	290	
Attribution Theory: Implications for Understanding Motivation and Motivational Processes	292	
Self-Esteem: Its Effects on Success and Failure Expectations	302	
Competition and Cooperation: Effects on Motivation	306	
Epilogue	314	
Study and Review Questions	315	
References	316	
Selected Readings of Related Interest	320	
9 Self-Concept Dynamics and Teacher Expectations as Related to Learning		322
Self, Self-Concept, Self-Esteem, and Personality	326	
Self-Concept and Behavior Are Interactive and Reciprocal	326	
Self-Concept Is Hierarchical and Multidimensional	327	

Self-Esteem Is Affected by One's Comparison of Self with Others	330
Level of Aspiration and Self-Esteem are Interrelated	332
History of Successes and Failures Affects Level of Self-Esteem	332
The Importance of Success in the Early Years	333
Self-Concept and School Performance Are Often Linked	339
Which Comes First—A Positive Self-Concept or High Achievement?	341
Success: Antidote for a Negative Self-Concept	345
A Positive Self-Concept Is Necessary but Not Enough	346
Behavioral Differences between Students with High and Low Self-Concept	347
Strategies Teachers Can Use to Enhance Self-Concept and School Achievement	348
What Is the Psychology behind Teacher Expectations?	354
Do Teacher Expectations Really Make a Difference?	361
A Word of Caution about Expectations	363
Epilogue	363
Study and Review Questions	365
References	366
Selected Readings of Related Interest	369

10 Assessing Learning Outcomes

371

Measurement and Evaluation: Different but Related	375
Assessment Prerequisites: Definition of Goals and Objectives	376
Objectives Come in Three Domains: Cognitive, Affective, and Psychomotor	378
What Are the Characteristics of a Good Test?	381
Measures of Central Tendency: Aids for Interpreting Test Scores	384
Score Distribution Dictates Measure of Central Tendency to Use	385
Range, Percentile Rank, and Standard Deviation: Score Interpretation Aids	387
No Test Is Perfect—Each Has Its Own Standard Error of Measurement	390
Criterion-Referenced Assessment—Every Student Can Pass	391
Norm-Referenced Assessment—Not Everyone Passes	395
Choosing between Norm- and Criterion-Referenced Assessment	395
Planning and Constructing Good Classroom Tests	396
Standardized Tests: Their Purpose and Use	405
Grading and Reporting: Issues and Problems	406
Alternative Methods for Assessing Student Progress	408
Some Type of Grading System Is Necessary	414
Epilogue	415

Study and Review Questions	415
References	416
Selected Readings of Related Interest	418

IV TOWARD BECOMING AN EFFECTIVE TEACHER AND ACHIEVING POSITIVE TEACHING OUTCOMES 419

11 Psychology and Behaviors of Effective Teachers 421

Good Teaching Is Done in More Than One Way	424
How Are Effective Teachers Identified?	425
Personality Traits of Good Teachers	426
Intellectual Characteristics of Effective Teachers	432
Interaction Styles and Instructional Methods of Effective Teachers	437
Epilogue	445
Study and Review Questions	447
References	447
Selected Readings of Related Interest	451

12 Understanding Oneself: A Way to Enhance Teaching Effectiveness 452

How Can Self-Understanding Be Helpful?	456
Ways to Acquire Self-Understanding	457
How Self-Understanding Can Help Us Be Better Teachers	477
A Teacher's Self-Understanding Can Make a Positive Difference	481
Epilogue	482
Study and Review Questions	483
References	483
Selected Readings of Related Interest	485

13 Making Teaching Meaningful, Relevant, and Lasting 486

Plan Teaching with an Eye to Students' Readiness to Learn	490
Teaching for Transfer of Learning	495
Approaches to Maximizing Positive Transfer	498
Honing the Fine Art of Teacher Questioning	501
Using the Psychological Content of a Curriculum	506
Making the Results of Teaching and Learning More Lasting	511
Microsociety Schools: Experiments in Education Relevancy	522
Reaching Students from Varied Ethnic and Cultural Backgrounds	524
Epilogue	530
Study and Review Questions	532
References	532

Selected Readings of Related Interest 535

V TOWARD UNDERSTANDING THE PSYCHOLOGY OF CLASSROOM DYNAMICS AND GROUP BEHAVIOR 537

14 Psychology and Development of Healthy Classroom Dynamics 539

- Psychology and Dynamics of Classroom Climate 542
- Interpersonal Attraction Patterns and Their Effect on Group Climate 548
- Classroom Norms: Their Development and Expression 553
- Cohesiveness: A Group's Interpersonal Glue 559
- Creating A Climate of Open Communication 563
- Epilogue 568
- Study and Review Questions 569
- References 570
- Selected Readings of Related Interest 572

15 Strategies for Achieving Positive Classroom Management 573

- How Serious Is the Problem of School Discipline? 577
- Managing A Classroom: What Effective Teachers Do 578
- Prevention: The Best Management Strategy of All 584
- Teacher Behaviors that Help Set a Positive, Cooperative Tone 588
- Assertive Discipline: The Canter Model of Classroom Management 595
- Diagnostic Thinking: A Psychodynamic Approach to Classroom Management 597
- When Are Disciplinary Measures Necessary? 602
- Some Cautions about the Use of Punishment 604
- Guidelines for Developing Positive Classroom Discipline 606
- Epilogue 607
- Study and Review Questions 608
- References 609
- Selected Readings of Related Interest 610

NAME INDEX 613

SUBJECT INDEX 620