*Instructor's Resource Manual*
*for*

# Educational Psychology
## Thirteenth Edition

**Anita Woolfolk**
*The Ohio State University*

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# Preface

Welcome to the thirteenth edition of the *Instructor's Resource Manual* for Woolfolk's *Educational Psychology*. We hope that this manual serves as a useful teaching tool and resource as you prepare for your classes. We recognize that no two teachers or classrooms are alike, so it is our intent that you be inspired to modify these activities and slides to fit your teaching and your classroom. We encourage users to think of this manual as a starting point.

## *Online Instructor's Manual*

We have organized this *Instructor's Resource Manual* to provide user-friendly access to several support features. Each chapter includes activities, discussion questions, other resources, and interactive resources to correspond with textbook chapter content and serve as the focal point for engaging students in the process of learning, applying, and answering questions about teaching, schools, and students.

Each chapter is organized in the following order:

- *Activities*. Activities were chosen that support the learning objectives and promote student engagement and active learning. We recognize that each classroom is unique. Thus, we encourage users to modify activities based on the characteristics of their students. Referenced in each chapter are handouts that accompany some of the activities described in the manual; the handouts themselves are located at the end of the manual. The handouts can be photocopied as needed for distribution in classes that use the *Educational Psychology* textbook.

- *Discussion Questions*. Discussion questions were chosen to promote a deeper level of student engagement with the learning objectives. Some questions were chosen with the intention of helping students process the material in order to understand a given topic. Other questions are intended to promote rich discussion that helps students understand the complexity of a given topic and consider alternative views.

- *Other Resources*. These additional resources include books, articles, and links to websites that offer expanded information about chapter topics for enrichment. Many of these resources are associated with professional organizations or research entities in education, psychology, and related fields.

- *Interactive Resources in the Enhanced eText*. The interactive resources include video examples, podcasts, and other media assets. The podcasts are from Anita Woolfolk's *Anita Talks about Teaching* series, and thus are especially pertinent to content from the text.

### *Online PowerPoint Slides*

These visual aids display, summarize, and help explain core information presented in each chapter. PowerPoint slides relevant for each chapter's content and suitable for in-class presentation are available to download at [www.pearsonhighered.com]. To access the PowerPoint slides, enter the author, title, or ISBN; locate *Educational Psychology* (13th ed.); and click on the "Resources" tab.

Like the *Instructor's Resource Manual*, the slides are arranged to be closely aligned with the text. Each set of slides begins with the learning objectives from the text followed by an outline of the chapter.

## *Acknowledgments*

We begin by extending our appreciation to Anita Woolfolk for the privilege of preparing an instructor's resource manual for a truly seminal textbook in the field of educational psychology—one that has had a direct impact in preparing countless students for one of the noblest of professions: teaching. Anita has been most generous with feedback and has provided much encouragement and inspiration.

We would also like to thank Evan Straub, Ryan Poirier, Heather Davis, Mei-Lin Chang, Paige Shalter Bruening, and Eric Anderman for their direct inspiration and contributions to some of the activities included in this edition of the *Instructor's Resource Manual* for Woolfolk's *Educational Psychology*. Alicia Reilly at Pearson was especially responsive and supportive. We recognize that this work is largely an extension of those who have gone before us. Thus, we would like to extend a special thanks to editors of previous editions of the *Instructor's Resource Manual*—Robin Rackley, Sarah Kozel Silverman, and Heather Dawson.

Lastly, we would like to thank our students—for they are the ones ultimately responsible for shaping the ideas and activities included in this manual. In some cases this took the form of trial and error as we modified activities to best promote learning. At other times, ideas may have been explicitly expressed by a student or two. The result is this manual—tested by our students for yours.

Mike Yough and Katherine Kovach

## Contents

# 1

# Learning, Teaching, and Educational Psychology

## Chapter Objectives

After studying this chapter, students should be able to achieve the following:

1.1 Describe the key elements of and changes to the *No Child Left Behind Act*.
1.2 Discuss the essential features of effective teaching, including different frameworks describing what good teachers do.
1.3 Describe the methods used to conduct research in the field of educational psychology and the kinds of questions each method can address.
1.4 Recognize how theories and research in development and learning are related to educational practice.

### *Activities*

Learning about NCLB
Many students have heard about the *No Child Left Behind Act* (NCLB), but they have never examined the impact of NCLB on everyday education. Ask students to collect two or three scholarly articles related to NCLB and summarize their findings in three main points. During the next class period, invite students to break out into groups of three to four to discuss their findings. They should be able to identify whether their findings matched their beliefs about NCLB and how they might use educational research to be informed policy consumers.

What Is Good Teaching? I
Objectives

- Students will recall their own teaching and learning experiences.
- Students will discuss what inspired them to become teachers.
- Students will discuss what made their own teachers good or bad and why.

| Activity | Participants | Time | Materials |
|---|---|---|---|
| Ask students to divide into pairs and describe to each other what inspired them to become teachers (if relevant). If they are not planning to teach, ask them to discuss their intended profession. | Student pairs | 5 minutes | |
| Ask students to think about their own teachers and discuss what made them good or bad and why. | Student pairs | 5 minutes | |
| Ask students to consider what type of teacher they wish to be and how they intend to become that kind of teacher. | Student pairs | 5 minutes | |

| | | | |
|---|---|---|---|
| Return to the full group and ask students to describe characteristics of good and bad teachers. Look for commonalities and discuss them. | All students | 15–20 minutes | |

Differentiated Instruction

1) Have students identify the group they expect to teach.
2) Students then generate a list of the ways individuals in this group may differ from one another. Encourage students to consider such factors as cultural and ethnic background, SES, interests, ability level, and the type of instruction or learning activities individuals may prefer.
3) Have students generate a list of strengths associated with each item on their lists in terms of what individuals in this group bring to the classroom.
4) Have students form groups of three to four based on the groups they expect to teach.
5) In groups, students share their lists and discuss ways in which these strengths can be used in classrooms.

Beginning Teachers

1) Ask students to imagine that they will begin their first teaching assignment in a week. Does this make them anxious? What are some of their primary concerns?
2) Generate a list on the board/projector screen. Make two points:
    a. Their concerns are not unique—their peers and those who have gone before them have shared these same concerns.
    b. The content from the text will address many of these concerns.
3) Have students form groups of three to four to discuss strategies that would build their confidence.
4) Each group shares a few strategies with the larger class.

What Is Good Teaching? II

Show students a video clip of effective teachers [http://www.youtube.com/watch?v=2EdWgsTUhmI] and less-than-effective teachers [http://www.youtube.com/watch?v=dxPVyieptwA]. Ask students to list the effective practices exhibited in the first video. Likewise, ask students to express why the second example illustrates less-than-effective teaching.

Psychology and Education

Have your students read the following article:

Thorndike, E. L. (1910). The contribution of psychology to education. *Journal of Educational Psychology, 1*, 5-12.

Students should be in small groups of four to answer the following questions:

What are the roles for education and psychology envisioned by E. L. Thorndike? [Two students should take responsibility for presenting the role of education, and the other two should present the role of psychology.]

Have those roles changed?

What kinds of methods did Thorndike recommend for use in research?

Professional Development Plan

Objectives

- Students will identify what constitutes scholarly research.
- Students will identify ways to acquire and interpret scholarly research.
- Students will identify ways to use educational research in their practice.

| **Activity** | **Participants** | **Time** | **Materials** |
|---|---|---|---|
| If possible, plan a time with your students to visit your library and speak with a library specialist about ways to acquire your school's professional journal holdings. If you cannot do so, be sure to compose a one-page summary to provide to students. | | 30–60 minutes in the library; 15–20 minutes for handout | Library-produced directors or instructor-produced directions for finding scholarly research |
| Students should select two or three pieces of scholarly research and identify ways they may be put to use in a classroom or other educational setting. This activity can be completed immediately after the library orientation, or individually if materials are accessible electronically. | All students, independently | 20 minutes | |
| Ask students to develop a professional development plan, one or two pages in length (or more), in which they identify how they will seek new educational research as practitioners, how they might evaluate such research, and how they will implement it. | All students, independently | 30–60 minutes (can be outside of class) | |
| As a class or in small groups, ask students to discuss what they learned from the activity. Ask them to answer the discussion questions related to professionalism and research. | All students | 15 minutes | |

What Research Has to Say

Have your students consider the statement, "Students should be grouped according to ability." How could they find out if this is true or false? What would it take to convince you of the truth of this statement? Assign students the task of locating an article in the library that addresses this question. The directions should be deliberately ambiguous so that students return with a variety of types of articles (e.g., popular, research) that will provide the basis of a general discussion of what constitutes good evidence.

Research Jeopardy

Objectives

- Students will understand various types of research.
- Students will practice identifying applications of research methods.

- Students will approach research methodology in terms of key benefits and limitations.

| Activity | Participants | Time | Materials |
|---|---|---|---|
| Select various types of research from Chapter 1. Design answers based upon each research method. | | 10 minutes | List of research methods and applications |
| Create a "Jeopardy" grid where answers are divided into categories and assigned a point value. The grid may be created in PowerPoint using a template or on a poster board using sticky notes to cover the answers. Write point values on the sticky notes and remove them when students have asked the correct questions. | | 30 minutes | Posterboard or PowerPoint slideshow |
| Divide students into two groups. Have students compete to answer questions; the team that wins can earn extra credit, or take charge of designing the next activity. | All students, divided into two groups | 30 minutes | |

***Discussion Questions***

The *No Child Left Behind Act* of 2001 has been the center of a great deal of controversy. What have you heard about this piece of legislation? Have you developed an opinion? If so, what is your opinion and how did you develop it? If not, what more do you think you should know about NCLB?

We hear a lot from educators and politicians today about accountability. Should teachers' jobs and salaries depend on how much their students learn? What would happen to curricula and attention to students' differences? How do statistics from the National Center for Educational Statistics about the diversity of students in American classrooms influence your answer?

Despite the length of service or expertise, the job of teaching is often the same. Teaching is one of the few professions in which a new teacher must assume all of the responsibilities of an experienced teacher during the first week on the job. Should this be the case? What changes in a teacher's focus might occur as a function of increased experience or expertise?

Some students seem to perform well regardless of their teachers, while others seem to perform poorly even with excellent teachers. Do you think teachers make a difference for all students? Why or why not? How can you be sure you meet the needs of all students, regardless of ability?

Students often identify teachers who were not very personable or approachable as their most effective teachers. Is it possible to be personable, caring, and effective? When would it be a liability to be personable or approachable? When would it be an advantage?

What is good teaching? How do you know what good teaching is? Do you have a plan for ensuring that your teaching is good? How will you know if you are successful? What could you do to get better?

In Charlotte Danielson's *Framework for Teaching*, which of the domains or areas of teaching responsibility is most important? Support your opinion. Why do you think teacher proficiency is evaluated in all four domains?

Does good teaching make a difference? Has it made a difference in your learning, or perhaps in your life outside the classroom or in a career choice? How should effective teaching be assessed by administrators?

Is "good teaching" an art or a science?

Good teachers have been described as "a sage on the stage," that is, an expert explainer, or as a "guide on the side," that is, a great coach. Which is your view? Why?

Define and differentiate purposes of educational psychology. In your opinion, how can the study of educational psychology be helpful to teacher candidates and to practicing teachers?

New research on education is constantly conducted in an effort to better understand learning and improve teaching. How do you think teachers can use this research? How might teachers in classrooms and researchers collaborate? Do you think teachers can also be researchers? If so, how? If not, why not?

Indicate whether each of the studies described below is an experimental or correlational study and what could be learned from these.

- Instructors give three groups of children different types of computer training to determine which type of computer training is most effective in teaching word-processing skills.

- Psychologists give fine-motor tests to a group of boys and girls to determine whether there is a relationship between sex and fine-motor dexterity.

- Two groups of athletes begin a fitness program. To determine the impact of nutrition, sports psychologists give one group explicit instructions regarding nutrition while advising the other group to continue eating their regular diet.

***Other Resources***

*National Center for Educational Statistics*. Predicting the Need for Newly Hired Teachers in the United States to 2008–09 [http://nces.ed.gov/programs/quarterly/vol_1/1_4/3-esq14-g.asp]

*The National Board of Professional Teaching Standards*
The goal of this organization is to raise teaching standards. [http://www.nbpts.org/]

*The National Center for Research on Teacher Learning*
Disseminates research on teacher learning. [http://ncrtl.msu.edu/]

*What to Expect Your First Year of Teaching*
Tips and suggestions for first-year teachers. [http://www.ed.gov/pubs/FirstYear/index.html]

Zimmerman, B. J., & Schunck, D. H. (2003). *Educational psychology: A century of contributions.* Mahwah, NJ: Lawrence Erlbaum.

***Interactive Resources in the Enhanced eText***

*Podcast*
Do Teachers Make a Difference?
In this podcast, textbook author Anita Woolfolk talks about the importance of teachers in students' lives. Did you know that "teacher involvement and caring is the most significant predictor of a student's engagement in school from first grade through 12th grade?" Listen to learn more.

[http://media.pearsoncmg.com/ab/ab_podcasts_2/Teachers.mp3]

*Videos*
1.1 Teacher-Student Relationships
A bilingual teacher conducts a discussion with immigrant high school students. She asks students to discuss what teachers can do to help English learners and students from different cultures.

[http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/multiculturaleducation/Respect_My_Culture_wk3_sg2_iPad.mp4]

1.2 So What Is Good Teaching?
Teachers must be both knowledgeable and inventive. They must be able to use a range of strategies, and they must also be capable of inventing new strategies. In this video, the teacher knows her students and uses strategies that help each student learn. Observe how she supports ELL students and observe her method of grouping students to meet diverse needs.

[http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/educationalpsychology/woolfolk/reasonableness_in_math_edit03252014.mp4]

1.3 Teachers as Researchers
A Spanish teacher conducts research in her classroom and explains the results and the impact on her students. Notice the types of changes her students reported after the teacher implemented formative assessments.

[http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/research/Rachelleclip12_17_results_classenvironmentST_iPad.mp4]

*Enhanced eText Activities*

Practice Using What You Have Learned

Application exercise: Using Research to Understand and Improve Teaching

Application exercise: Effective Teaching

Connect and Extend to Licensure

# 2

# Cognitive Development

## Chapter Objectives

After studying this chapter, students should be able to achieve the following:

2.1 Provide a definition of development that takes into account three agreed-upon principles and describe three continuing debates about development, along with current consensus on these questions.
2.2 Summarize some current research on the physical development of the brain and possible implications for teaching.
2.3 Explain the principles and stages presented in Piaget's theory of cognitive development.
2.4 Explain the principles presented in Vygotsky's theory of development.
2.5 Discuss how the ideas of Piaget and Vygotsky influence current educational research and practice.

### *Activities*

Continuing Debates about Development
Divide students into groups of three or four. Provide them the following terms: Nature, Nurture, Continuity, Discontinuity, Critical Periods, Later Experiences. Have each group devise a definition for each term in the context of cognitive development. Next, assign each group one term and ask the groups to create three examples of each term being applied in the classroom. When each group is finished, pair it with its corresponding group (i.e., nature with nurture) and ask the paired groups to pretend to defend their assigned approaches to cognitive development. Groups should debate as if they will receive an award for winning.

Preoperational vs. Concrete Operational I: Four Tasks
Give the class **HANDOUT 2.1** and discuss the tasks. As a field experience, ask your students to present the tasks to three school-age children, two of whom are the same age but are functioning at different achievement levels. Students should determine the cognitive level of each child and write a summary paragraph explaining this conclusion.

Interpretation of stories
Read one of Aesop's fables. Ask the children, "What do you think this story means?"

*Preoperational response***:** Response often is on an emotional, personal level, and is based on the children's affective reaction to the story. The children may mention something that happened in their own lives. They may not be interested in explaining or justifying their answers.

*Concrete operational response***:** Response is based on the literal content of the story.

*Formal operational response***:** Response goes beyond the literal content of the story and indicates some understanding of the moral.

Classification

Give the children the following objects and ask them to make a group of things that go together: picture from a magazine or newspaper, pencil, magic marker, piece of chalk, notebook paper, drawing paper, thumb tack, straight pin, masking or scotch tape, paper sack.

*Early preoperational***:** Grouping is based on a functional relationship. Example: pencil and paper, because you write on the paper with a pencil; thumb tack and picture, because you use the tack to put the picture on the wall.

*Late operational***:** Grouping is based on a perceptual feature. Example: pencil, pin, and tack, because they all have a sharp point; paper and picture, because they are the same shape (have four corners); paper and chalk, because they are both white.

*Concrete operational***:** Grouping is based on a common element that makes each object an example of the classification basis. Example: things made of paper, things you can write with, things you can put on a bulletin board.

Conservation I

Line up two sets of wooden beads side by side. Ask the children whether both sets have the same amount. If they answer "yes," then spread out one set and ask which set has more beads. Return the beads to their original position and bunch up one set. Then ask which set has more.

Get two equal balls of clay. Ask the children whether you both have the same amount of clay. Make adjustments until the children answer "yes." Make a "snake" or a "pancake" out of one ball and ask who has the most clay now.

*Preoperational***:** The response will indicate that one person has more than the other when changes are made.

*Concrete operations***:** Responds that you both still have the same amount and explains his answer by using identity, reversibility, or compensation as a rationale.

Combinatorial logic

Give the children five different one-digit numbers on separate small pieces of paper. Ask them to make as many different three-digit numbers as they can.

*Concrete operational***:** Goes about the task in a random, haphazard manner.

*Formal operational***:** Will approach the task in an orderly and systematic way.

Conservation II

Show students the following video clip, [http://www.youtube.com/watch?v=YtLEWVu815o], and ask: "Why are some of the children in the clip unable to perform the various conservation tasks demonstrated in the video?" Be sure to note the role of perceptual centration—that the preoperational children were focusing on only the most salient feature of the situation (e.g., height of the liquid in the glass, the length of the lines, etc.).

From Piaget to Vygotsky

As a segue into Vygotsky's Sociocultural Perspective, show students the same video clip [http://www.youtube.com/watch?v=YtLEWVu815o] from the activity above (*Conservation II*) and ask students: "How might the child have responded if you had asked her to count the coins over again? How would Piaget respond to this question?" Note that Vygotsky would have a different perspective, and point out that asking the child to count the coins again is an example of a *cognitive tool* and a form of *scaffolding*. Note that the origin for this strategy occurs in the social milieu although it may eventually become internalized over time as the child is repeatedly exposed to this prompt.

Piaget/Vygotsky Comparison on Core Issues

Students can apply what they know about Piaget and Vygotsky by comparing and contrasting the two theorists on core issues. For example:

1. What age range of individuals did the theory address?
2. Are theories continuous or discontinuous models?
3. Where did the theorist stand on the nature/nurture issue?
4. How did the theorist explain individual differences?
5. According to the theorist, what stimulates cognitive development?
6. Did the theorist think his model was universal to the rest of the world or was it culture specific?
7. What kind of investigative methods did the theorist use?
8. What kind of special terminology applies to each theorist?
9. How did the theorists differ in their approach to data collection?

Language as a Cognitive Tool

Share a recent event in your life with students, but insert a "non-sense" word (an ideal choice would be a word that indicates a concept for which there is not currently a word in English). For example:

> Yesterday was just crazy: Full of meetings and classes and meetings. As a result, I only had about 20 minutes to grab a sandwich at _____. As you can imagine, I was in a hurry. So, I'm walking briskly through [crowded area on/near campus], trying to get there and back again in the limited amount of time that I have. I'm weaving in and around everyone at a nice pace and am preparing to maneuver around this slow-walking individual with her head down. As I begin to walk by her on the left, she begins to drift to the left. So, I try to go around on the right, and she begins drifting to the right—very frustrating! And I'm thinking to myself, "I'm behind a *pogger*. I'm just sure of it." And sure enough, as I'm finally able to work my way around this leisurely individual, I notice that she is, in fact, *pogging*—she is on her

cellphone oblivious to the world around her. And I don't think that I would have thought too much about it except that a similar thing had happened the night before. I'm driving home when I get stuck behind an individual going about 15 mph under the speed limit. As I begin considering passing this car, it begins weaving a bit to the left making me reconsider this action. Another opportunity to pass two minutes later results in the same outcome—the car slowly weaving to the left preventing me from passing, and I'm thinking to myself, "I'm behind a *pogger*. I'm sure of it." I'm finally able to pass, and I'm trying to make eye contact with the individual because I, you know, desire to convey my disapproval. However, the driver doesn't appear to take any notice of me at all. Sure enough, he is *pogging*—on his cell phone totally unaware of everything else going on around him. Two *poggers* in 2 days!