

Preface

INTRODUCTION TO THE FIRST CANADIAN EDITION

Welcome to the First 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 this 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 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*.

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 have been added in the First Canadian Edition, over 200 of which were published in 2000–2003. Please see the section “Current, Comprehensive, and Canadian Content” on page xv for a chapter by chapter list of major updates and changes in the First Canadian Edition.

We believe we have created a fresh and innovative approach to exploring and understanding educational psychology. The First Canadian Edition presents a constructivist point of reference that is both informative and engaging to read. 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, self-assessments, summary tables, and professional development activities. 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 First 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 Teachers and Students 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:

- **Teaching Stories** These are high-interest chapter-opening vignettes 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. All Diversity and Education boxes are completely new to the First Canadian Edition, and 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 found in each chapter encourages readers to examine their beliefs and behaviours with respect to chapter content.



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. More than 95 percent of the Technology and Education boxes are new to the First Canadian Edition, and feature 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 Websites are also available on the text's Online Learning Centre, at www.mcgrawhill.ca/college/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 First Canadian Edition are highlighted below.

Chapter 1—Educational Psychology: A Tool for Effective Teaching

- Features two Canadian women pioneers in psychology, Mary Salter Ainsworth and Katharine M. Banham, in the Diversity and Education box
- Profiles exemplary Canadian educators reflecting on their past influential teachers
- Highlights effective use of technology in Alberta schools
- Celebrates the fact that SchoolNet brought all of Canada’s schools online in May 2000
- Differentiates between qualitative and quantitative research methods
- Defines “program-evaluation research,” “action research,” and “ethnic gloss”

Chapter 2—Physical and Cognitive Development

- Features the Heart Healthy Kids™ program
- Provides teaching strategies for primary-grade, intermediate-grade, and secondary-school students at each of Piaget’s cognitive stages
- Explains Case’s neo-Piagetian theory
- Evaluates and compares cognitive and social constructivist theories
- Discusses Canadian research on how language develops
- Features Frontier College as promoting life-long learning for all Canadians in the Technology and Education box
- Material on reading, writing, and literacy is now covered in greater depth in Chapter 9

Chapter 3—Social Contexts and Socioemotional Development

- Presents Canadian statistics on divorce and single-parent families
- Features Canadian characteristics of low-income families and socioeconomic differences
- Describes research by the Youth Lifestyle Choices Community University Research Alliance on elementary students’ leisure time
- Profiles Mary Ann Shadd as an educational pioneer in the Diversity and Education box
- Introduces the multidimensional bullying identification model
- Outlines Ontario’s Early Years program
- Features British Columbia’s document *Transitions: From Childhood to Youth and Adulthood*
- Presents evolutionary theory to examine moral behaviour
- Cites Lions-Quest Canada as an example of a program promoting service learning
- Discusses extreme forms of peer harassment and school violence
- Covers adolescent pregnancy and STDs in Canada
- Includes recent information on adolescent truancy and school dropout in Canada

Chapter 4—Individual Variations

- Adds Gardner’s ninth intelligence, existential intelligence
- Features Project Spectrum, which has an instructional approach consistent with multiple intelligences theory
- Describes the “Flynn effect,” which states that IQ test scores are rising
- Presents the issue of cultural bias in IQ testing
- Discusses issues regarding tracking students
- Defines self-fulfilling prophecies, also called the “Pygmalion effect”
- Illustrates creative experiences with computer software, such as Kid-Pix
- Presents contemporary definitions of creativity
- Features the Personal Empowerment through Type (P.E.T.) Inventory

Chapter 5—Sociocultural Diversity

- Presents Canada as one of the most culturally and ethnically diverse countries
- Provides a contemporary definition of poverty and profiles of individuals living in poverty

- Discusses the consequences of poverty on children and their educational experience
- Profiles community and school projects, such as Applecheck
- Features the “Profiles of Canada” project, which shares information about multicultural communities, in the Diversity and Education box
- Summarizes studies on Canadian students’ diverse ethnic backgrounds
- Explains prejudice, discrimination, and bias as attitudes that have a negative effect on students’ learning
- Presents the distinction between bilingual education, immersion programs, and heritage language programs
- Summarizes Canada’s Multiculturalism Act of 1985, which espouses multicultural education
- Highlights programs that connect students from diverse cultures, such as “Teletrip” and “I Have a Dream”
- Explains the concept of multiple masculinities
- Describes how gender stereotyping influences participation rates in school activities
- Discusses gender differences in academic achievement
- Presents statistics on sexual harassment
- Defines sexual orientation

Chapter 6—Learners Who Are Exceptional

- Adds Canadian content to the definition of children with exceptionalities
- Includes a graph of the reasons why children receive special education
- Includes the Learning Disabilities Association’s current definition of a learning disability and the characteristics of students with learning disabilities
- Presents current research on identification and intervention strategies for students with learning disabilities
- Presents the Learning Disabilities Association of Ontario’s Web-based teaching tool to help promote the early identification of students with possible learning disabilities (Figure 6.2)
- Describes characteristics of students with attention deficit hyperactivity disorder (ADHD) and outlines teaching strategies for working with children with ADHD
- Presents the controversy around medication and ADHD
- Presents Canadian statistics on the number of students with emotional or behavioural disorders
- Draws a distinction between autism and Asperger syndrome
- Provides an updated definition of language disorders and the association with learning difficulties
- Defines and classifies developmental disabilities/intellectual disabilities (mild or severe)
- Provides current statistics on students with visual or hearing impairments and instructional modifications
- Explores the concept of giftedness with contemporary theorists such as Gardner and Gagné
- Describes programs for students who are gifted (e.g., the Shad Valley program)
- Provides historical background for understanding services and individualized education plans for students with exceptionalities

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

- Defines punishment
- Exemplifies time-out as a reactive behavioural strategy
- Highlights Bandura’s contributions to educational psychology
- Evaluates the link between media violence and aggression
- Profiles Aboriginal role models, mentors, and programs such as Saskatchewan’s Aboriginal Elder/Outreach Program and NWT’s Dene Kede Curriculum Program
- Discusses educational lessons in episodes of “Franklin the Turtle” in a new Technology and Education box
- Presents cognitive behaviour modification as a self-instructional method
- Presents Butler’s strategic-content learning model as a model of self-regulated learning

Chapter 8—The Cognitive Information-Processing Approach and Teaching

- Presents Canadian research on elaboration
- Updates Baddeley’s view of working memory and its components
- Defines mental set
- Defines problem-based learning and provides the example of Marsville
- Highlights the HISTOR!CA organization for supporting the provision of Canadian history education to all students
- Exemplifies scientific problem-solving on the Web and television with *Sci Squad*
- Presents the PASS Reading Enhancement Program as an example of transfer training
- Explains the value of strategy instruction and training teachers to teach strategically

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

- Updates definitions of constructivism and social constructivist approaches
- Explains that parental engagement in cognitive apprenticeships is correlated with education and income
- Describes tutoring programs, including volunteer and peer tutoring and Reading Recovery
- Presents the components of cooperative learning and explains how to prepare students
- Describes cooperative learning approaches such as student-teams-achievement divisions (STAD) and the jigsaw classroom
- Provides enhanced coverage of cognitive constructivist approaches to reading
- Explains the balanced-instruction approach to reading supported by the Canadian Psychological Association
- Presents the transactional strategy instruction approach (TSI) as a method for reading instruction
- Illustrates how children’s literacy development is enhanced by programs such as the Family Learning Program
- Provides enhanced coverage of cognitive approaches to writing
- Describes programs designed to enhance students’ writing, such as WIER
- Presents two approaches to teaching mathematics: the constructivist approach and the practice approach
- Presents innovative Canadian math projects for each of the grade divisions
- Summarizes “Logical Reasoning in Science and Technology,” a curriculum that connects science to real-world issues
- Features the Kids as Global Scientists project, Let’s Talk Science, and the Ontario Science Centre as examples of programs designed to enhance students’ scientific literacy

Chapter 10—Planning, Instruction, and Technology

- Reinforces the importance of instructional planning
- Defines teacher-centred lesson planning as including analyzing behavioural objectives, task analysis, and instructional taxonomies (cognitive, affective, and psychomotor domains)
- Presents WebQuests as project-based activities for exploring cultural interests
- Explains how advance organizers introduce new material by connecting it to what students know
- Presents the skills of questioning and discussing as key to the teaching and learning process
- Describes the concept of mastery learning, which involves learning a concept to an exemplary degree
- Explores the efficacy of seatwork and homework
- Illustrates learner-centred approaches as moving the focus of planning and delivery toward the student
- Depicts problem-based and project-based learning as engaging students in authentic reality-based tasks
- Explains the concept of discovery learning, which offers students the opportunity to build an understanding based on their experiences
- Offers ideas for integrating the curriculum through multidisciplinary and interdisciplinary approaches

- Presents technological advances such as computer-assisted instruction, word processing, programming, simulations, microworlds, CD-ROMs, videodiscs, hypertext, and hypermedia
- Offers a new Self-Assessment scale for inviting technology in schools

Chapter 11—Motivating Students to Learn

- Updates Maslow’s hierarchy to a seven-step model
- Defines the cognitive perspective, which holds that both cognitive and motivational variables account for learning
- Explains the value of promoting students’ self-determination and choice in the classroom
- Defines flow as a sense of meaning and happiness when engaged in activities
- Debates the effect of rewards
- Describes the developmental change in adolescence in which intrinsic motivation decreases
- Defines three types of achievement orientation: mastery-oriented, helpless, and performance
- Describes self-efficacy and schools that promote it
- Defines three types of goals: ego-involved, task-involved, and work-avoidant
- Presents planning, time management, and self-monitoring as valuable skills for students
- Provides current research on anxiety management
- Contrasts negative and positive peer-modelling among adolescents
- Describes programs such as Women in Engineering and Science designed to inspire and motivate students
- Profiles Dr. Marie Battiste as an individual who supports achievement motivation
- Presents multimedia animation as a motivating technological tool
- Profiles “Connections,” an intervention program to help alienated secondary-school students

Chapter 12—Managing the Classroom

- Contrasts class size with pupil–teacher ratio and investigates the effects of class size on learning outcomes
- Explains the importance of beginning-of-the-year activities
- Describes how instructional interruptions may consume a major portion of the school day
- Defines “ethic of care” as the teacher’s development of rapport and trust with the students
- Lists principles for establishing classroom rules and routines
- Provides guidelines for encouraging students to share and assume responsibility
- Offers suggestions to hone the speaking process and discusses the barriers to effective communication
- Provides active listening strategies
- Describes considerations for arranging a classroom
- Includes auditorium, face-to-face, small group, open-concept, and multilevel classroom-arrangement styles
- Provides a new Technology and Education feature on the use of interactive whiteboards
- Presents prevention strategies to counteract problem behaviours
- Describes interventions to address serious behavioural problems
- Explains how parents, peer mediators, and community mentors are a resource to draw upon for support
- Describes how student aggression is demonstrated
- Describes current bullying-prevention programs at the primary, secondary, and tertiary levels

Chapter 13—Standardized Tests and Teaching

- Provides examples of provinces and territories with minimum competency tests
- Illustrates Canadian achievement tests
- Defines and outlines psychoeducational assessment
- Summarizes mandatory provincial and territorial tests individually

- Explains why the Canadian Psychological Association and the Canadian Association of School Psychologists express concern about the public comparison of test results
- Describes the School Achievement Indicators Program (SAIP)
- Describes the Programme for International Student Assessment (PISA) and graphs the results of the most recent test (2000) by country
- Describes basic test-taking skills
- Provides recommendations for calculator use
- Makes a clear distinction between percentile ranks and percentages
- Describes the *Principles for Fair Student Assessment Practices for Education in Canada* as it was developed to ensure equitable assessment of students
- Explains how the Canadian Teachers' Federation adopts a critical position on the use of standardized tests

Chapter 14—Assessing Students' Learning

- Provides a clear distinction between the terms evaluation and assessment
- Describes the classroom teacher's responsibility to assess and evaluate student achievement as stated by the Canadian Teachers' Federation
- Describes the *Principles for Fair Student Assessment Practices for Education in Canada*, which also provides guidelines to ensure that assessment is accurate and fair
- Explains how the “Cross-Cultural Science and Technology Units” (CCSTU) project ensures that instructional units include culturally sensitive strategies for assessing students in science
- Expands coverage of strategies for writing questions for true/false, multiple-choice, and essay tests
- Explains and illustrates performance-based assessment
- Defines portfolio assessment and features the UNITE project as requiring students to complete cross-curricular portfolios
- Provides suggestions for how teachers' comments on report cards could be more specific to improve students' performance
- Illustrates e-portfolios, electronic portfolios that include samples of students' work
- Describes electronic grade books as innovative programs for managing student data and reporting achievement

ACKNOWLEDGMENTS

We are indebted to many individuals who have been instrumental in the creation of the First Canadian Edition of this text. We especially appreciate the support provided by all of the following individuals at McGraw-Hill Ryerson: James Buchanan, Jennifer DiDomenico, Jaime Duffy, Kelli Howey, and Alison Derry. As well, we are grateful for the sincere comments and suggestions that have been offered by our colleagues at Brock University in both the Faculty of Education and the Department of Child and Youth Studies. In particular, Kelly Powick, Anne Elliott, and Susan Drake have offered invaluable assistance and support. Thank you, everyone!

Reviewers of the First Canadian Edition

An extensive number of educational psychology instructors gave us very detailed, helpful information about what they wanted in an ideal textbook for their course. Their ideas significantly influenced the content, organization, and pedagogy of the First Canadian Edition text, and we would like to extend our thanks for their insights and suggestions.

Dr. Anne Archer, Trent University
 Professor Paula Barber, Nipissing University
 Dr. Katherine Covell, University College of Cape Breton
 Dr. Maureen Drysdale, St. Jerome's, University of Waterloo

Dr. Sonja Grover, Lakehead University
Dr. Gary Jeffery, Memorial University of Newfoundland
Dr. Colin Laine, University of Western Ontario
Dr. Anne Marshall, University of Victoria
Dr. Dona Matthews, OISE, University of Toronto
Dr. John J. Mitchell, Okanagan University College
Dr. Warnie J. Richardson, Nipissing University
Dr. Heather Ryan, University of Regina
Dr. Barry H. Schneider, University of Ottawa
Dr. Sonya Symons, Acadia University
Dr. Patrick Walton, The University College of the Cariboo
Dr. Raymond B. Williams, St. Thomas University
Dr. Margarete Wolfram, York University

Panel of Canadian Teachers and Other Professionals Profiled in the First Canadian Edition

A large panel of individuals who teach and work with children at the primary-, intermediate-, and secondary-school levels provided us with material for the Teaching Stories and Through the Eyes of Teachers features. We owe these teachers and other professionals a great deal of thanks for sharing the real world of their experience.

David Adams, Retired Junior High-School Teacher and Guidance Counsellor,
Newfoundland

Paul H. Allen, Associate Professor, Faculty of Education, University of New Brunswick
Larry Ash, Head of Mathematics, Science, and Canadian and World Studies, Ontario

Jennifer Auld-Cameron, Instructor, Nova Scotia Community College

Debra Bankay, Teacher, Sacred Heart of Jesus, Halton Catholic District School Board
Arlene Bartolacci, Elementary-School Teacher, Basinview Drive Community School

Erica Bawn, Middle-School Principal, Nova Scotia

Christine Bernardo-Kusy, Elementary-School Teacher, Nelles School, District School
Board of Niagara

Ralph Byng, Elementary-School Teacher, Ontario

Christina Clancy, Secondary-School Science Teacher, Loyola Catholic Secondary School

Juliana Crysler, Elementary Teacher, District School Board of Niagara

Susan Drake, Professor, Brock University

Hillary Elliott, Language Arts Junior High-School Teacher

Lynn Facey, Elementary-School Teacher, Alexander Gibson Memorial, School District 18,
Fredericton, New Brunswick

Dan Forbes, Teacher, Arthur Day Middle School; President, Science Teachers' Association
of Manitoba, 2002–2003

Karen E. Forgrave, Elementary-School Teacher, Peel District School Board

Barb Gallant, Kindergarten Teacher, Fredericton Christian Kindergarten and Preschool

Anita Ghazariansteja, Secondary-School Science/Chemistry Teacher, Toronto District
School Board

John J. Guiney, Elementary-School Teacher, Ontario

Reg Hawes, University of Toronto Schools and the Ontario Institute for Studies in
Education

Peter Henderson, School Counsellor, Burnaby Mountain Secondary School, School
District 41, British Columbia

David Kanatawakhon-Maracle, Instructor, Brock University and University of Western
Ontario

Janice King, Elementary-School Teacher, Newfoundland

Catherine Kitchura, Teacher Candidate (at press)

Dr. Lee Kubica, Director of Programs and Services, Government of Yukon, Department
of Education

Alice Kong, Secondary-School Mathematics Teacher, Brampton, Ontario

Catherine Little, Instructional Leader, Science and Technology, Toronto District School Board

Kimberly Maich, Special Education Teacher, St. Anthony Elementary, Newfoundland

Liz McAnanama, Elementary-School Teacher, New Brunswick

Carol McCullough, Literacy Coordinator, Bow Valley College, Calgary, Alberta

David Tallach Miller, Secondary-School Teacher, Westlane Secondary School, District School Board of Niagara

Tess Miller, Teacher's Assistant/Research Assistant, Queen's University

Jill M. Pickett, Ph.D., C. Psych, Clinical Psychologist, Artemis Centre, Mississauga, Ontario

Michael Riordon, Principal, Niagara Catholic District School Board

Randolph Rodgers, Elementary-School Teacher, Newfoundland

Richard Siler, Science Education Consultant, Retired Teacher, Ministry of Education-Sultanate of Oman

Sharon Sulley-Kean, Itinerant Teacher for Speech Programming, Northern Peninsula/Labrador South District 2

Karel Sury, Counsellor and Instructor, Brock University

Dr. Vianne Timmons, Vice President Academic Development, University of Prince Edward Island

Greg Voigt, Teacher, High-School Sciences, Archbishop O'Leary Catholic High School, Edmonton Catholic School Board

Kirk D. White, Instrumental Music Teacher, Montague Intermediate School, Prince Edward Island

Alan Wasserman, Guidance Counsellor and Career Education Teacher, Thornhill Secondary School, York Region District School Board

Jane Witte, Educational Consultant, Faculty of Education, University of Western Ontario

Anita Wong, Kindergarten Teacher, Huntington Ridge Public School, Peel District School Board

Individuals Profiled Through the Eyes of Students Features in the First Canadian Edition

We wish to convey our heartfelt thanks to the students and parents from across the country who contributed their stories for inclusion in the Through the Eyes of Students features in each chapter. These individuals offered invaluable insights into the pursuit of education through expressing their attitudes and feelings.

Expert Consultants for the U.S. Edition

Finally, we also are indebted to the panel of expert consultants for the First U.S. Edition of the text, who did an outstanding job in helping to create the foundation for the First Canadian Edition.

Dr. Frank Adams, Wayne State College

Dr. James Applefield, University of North Carolina at Wilmington

Dr. Elizabeth C. Arch, Pacific University, Forest Grove, Oregon

Dr. Robert R. Ayres, Western Oregon University

Professor Robert Briscoe, Indiana University of Pennsylvania

Professor Kay Bull, Oklahoma State University

Dr. Mary D. Burbank, University of Utah

Dr. Sheryl Needle Cohn, University of Central Florida

Dr. Rayne Sperling Dennison, Penn State

Dr. Carlos F. Diaz, Florida Atlantic University

Professor Ronna Dillon, Southern Illinois University

Dr. Peter Doolittle, Virginia Polytechnic Institute and State University in Blacksburg, Virginia

Dr. David Dungan, Emporia State University

Dr. William L. Franzen, University of Missouri-St. Louis
 Dr. Susan Goldman, Vanderbilt University
 Dr. Algea Harrison, Oakland University, Rochester, Michigan
 Dr. Jan Hayes, Middle Tennessee University, Murfreesboro, Tennessee
 Dr. Alice S. Honig, Professor Emerita, Syracuse University
 Dr. Kathryn W. Linden, Professor Emerita, Purdue University
 Dr. Richard E. Mayer, University of California, Santa Barbara
 Dr. James H. McMillan, Virginia Commonwealth University
 Professor Sharon McNeely, Northeastern Illinois University
 Dr. Karen Menke Paciorek, Eastern Michigan University
 Dr. Peggy Perkins, University of Nevada, Las Vegas
 Dr. Nan Bernstein Ratner, University of Maryland, College Park
 Dr. Gilbert Sax, University of Washington
 Dr. Dale Schunk, Purdue University
 Dr. O. Suthern Sims, Jr., Mercer University
 Dr. David Wendler, Martin Luther College
 Dr. Allan Wigfield, University of Maryland, College Park
 Professor Ann K. Wilson, Buena Vista University
 Dr. Tony L. Williams, Marshall University, Huntington, West Virginia
 Dr. Peter Young, Southern Oregon University
 Dr. Steven Yussen, University of Minnesota

INSTRUCTOR RESOURCES

i-Learning Sales Specialist

Your *Integrated Learning Sales Specialist* is a McGraw-Hill Ryerson representative who has the experience, product knowledge, training, and support to help you assess and integrate any of the below-noted products, technology, and services into your course for optimum teaching and learning performance. Whether it's about how to use our test bank software, helping your students improve their grades, or how to put your entire course online, your *i*-Learning Sales Specialist is there to help. Contact your local *i*-Learning Sales Specialist today to learn how to maximize all McGraw-Hill Ryerson resources!



i-Learning Services Program

McGraw-Hill Ryerson offers a unique *i*-Services package designed for Canadian faculty. Our mission is to equip providers of higher education with superior tools and resources required for excellence in teaching. For additional information, visit www.mcgrawhill.ca/highereducation/eservices/.

Instructor's Manual

Fully adapted for Canada, this flexible planner includes key terms, discussion/reflection topics, classroom-based activities, video-segment activities, and further readings for each chapter. The complete Instructor's Manual is available for download in the passcode-protected Instructor's Centre on the Online Learning Centre (www.mcgrawhill.ca/college/santrock).

Test Bank

This test bank includes approximately 1,000 questions relating to the First Canadian Edition of *Educational Psychology*. The test bank provides multiple-choice questions, short-answer questions, critical-thinking questions, essay questions, and applied assessments for each chapter.

Computerized Test Bank

The questions in the Test Bank are also available on Brownstone, a powerful, accessible test-generating program on a hybrid CD-ROM. With Brownstone, instructors can easily select questions and print tests and answer keys. Instructors can also customize questions, headings, and instructions; add or import their own questions; and print tests in a choice of printer-supported fonts.

Online Learning Centre

The Online Learning Centre (www.mcgrawhill.ca/college/santrock) features a variety of instructor resources, including additional case studies, downloadable supplements, and Weblinks, in a passcode-protected environment.



PageOut™

Build your own course Website in less than an hour. You don't have to be a computer whiz to create a Website, especially with an exclusive McGraw-Hill product called PageOut. It requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. With PageOut, even the most inexperienced computer user can quickly and easily create a professional-looking course Website. Simply fill in templates with your information and with content provided by McGraw-Hill, choose a design, and you've got a Website specifically designed for your course. Visit us at www.pageout.net to find out more.



Teaching Stories: A Video Collection for Educational Psychology

This brand-new two-video set includes 16 segments and video case studies developed for the Santrock *Educational Psychology* text.

FolioLive

FolioLive makes it easy for students to build Web-based portfolios, and for instructors to review and evaluate them. Visit www.foliolive.com to learn more about this unique resource.

STUDENT RESOURCES

Online Learning Centre

The Online Learning Centre (www.mcgrawhill.ca/college/santrock) features a variety of resources to help students succeed in the Educational Psychology course. Interactive versions of various text features, Weblinks, self-grading quizzes, videos, and Internet activities are keyed to each chapter of the First Canadian Edition of *Educational Psychology*.



PowerWeb

This unique online tool provides students with premium content such as current articles, curriculum-based materials, weekly updates with assessment, informative and timely world news, Weblinks, research tools, study tools, and interactive exercises.



FolioLive

FolioLive makes it easy for students to build Web-based portfolios. Visit www.foliolive.com to learn more about this unique resource.