



Book Series

Theory to Practice: Educational Psychology for Teachers and Teaching

Series Editors

Mike Yough, *Oklahoma State University*; Jane S. Vogler, *Oklahoma State University*; Eric M. Anderman, *The Ohio State University*

In an age where the quality of teacher education programs has been called into question, it is more important than ever that teachers have a fundamental understanding of the principles of human learning, motivation, development, and assessment. *Theory to Practice: Educational Psychology for Teachers and Teaching* is a series for those who teach educational psychology in teacher education programs. At a time when educational psychology is at risk of becoming marginalized, it is imperative that we, as educators, "walk our talk" in serving as models of what effective instruction looks like.

Each volume draws upon the latest research to help instructors model fundamental principles of learning, motivation, and development to best prepare their students for the diverse, multidimensional, uncertain, and socially-embedded environments in which these future educators will teach. Topics include: Teaching on and for learning, teaching on and for motivation, teaching on and for development, teaching assessment in educational psychology, preparing advocates in teacher education and beyond, and teaching educational psychology across non-traditional contexts.

Volumes Expected:

- Volume 1 - Teaching on Assessment
- Volume 2 - Teaching Motivation for Student Engagement
- Volume 3 - Teaching Learning for Effective Instruction
- Volume 4 - Teaching to Prepare Advocates
- Volume 5 - Teaching on and for Development
- Volume 6 - Teaching in Online, Distance, and Non-Traditional Contexts

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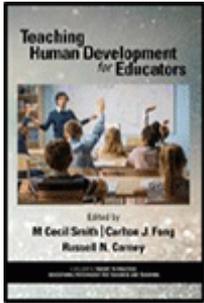
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- Teaching Learning for Effective Instruction
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Teaching Human Development for Educators

M Cecil Smith, Southern Illinois University Carbondale; Carlton J. Fong, Texas State University; Russell N. Carney, Missouri State University

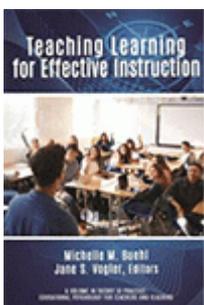
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In an age where the quality of teacher education programs has never been more important, educators need a fundamental understanding of human growth, development, and change at different ages and stages across the life span. The present volume draws upon the latest research to help teacher preparation instructors select and convey essential content on human development. Such efforts serve to prepare education professionals to work with infants, children, adolescents, and adults across diverse educational settings.

The chapters included in this volume summarize empirical research that supports the teaching of human development as it applies to PreK-12 and postsecondary settings, describe instructional practices used in college courses that are effective for teaching teachers-in-training about human development, and provide a systematic discussion of issues that influence the teaching of human development theories, research, and classroom applications.

The contributing authors are accomplished educational and developmental psychologists that have years of experience in teacher preparation. Their respective chapters provide insights into the challenges that teachers-in-training confront in learning about human growth and development and how novice teachers can apply knowledge of human development in their professional practice.

CONTENTS: Editors' Introduction: Teaching Human Development for Educators, *M Cecil Smith, Carlton J. Fong, and Russell N. Carney*. Teaching Human Development Using Human Development: The Science of Learning as a Guide for Future Educators, *Elias Blinkoff, Hailey Gibbs, Roberta Michnick Golinkoff, and Kathy Hirsh-Pasek*. The Student as a Developing Person in Context: Socio-Ecological Theory, Intersectionality, and Social Justice, *Gabriel Velez, Keshia Harris, and Carly Offidani-Bertrand*. Intentionally Integrating Developmental Theory and Research Into Teacher Education: Examples From the Field, *Sarah M. Kiefer, Raven Robinson, Rebecca West Burns, and Kerrijo Ellis*. The Why and How of What We Do: Using Case Studies to Understand Adolescent Development for Teacher Education, *Dana L. Haraway and Ann Allred*. Strategies for Centering Inclusion and Equity in Human Development Courses for Preservice Educators, *Alison C. Koenka, Korinthia D. Nicolai, and Richard Garries*. Creating Clarity Through Understanding Complexity: Building a Case for Development as a Critical Component of Educator Preparation, *Lisa Looney, Andréa C. Minkoff, and Gabriela Wilson*. Considerations and Importance of Generational Changes for Teaching, *Elizabeth J. Pope, Katrina A. Dotzler, Heidi Legg Burross, and Paul A. Schutz*. It Doesn't End at 18: Insight Into Adult Human Development as an Instrumental Area for Preservice Teachers to Understand, Apply, and Teach, *Abbie M. Bordewyk, Allison Fowler, and Kate E. Snyder*. About the Contributors. Subject Index.



Teaching Learning for Effective Instruction

Michelle M. Buehl, George Mason University; Jane S. Vogler, Oklahoma State University

2023. Paperback 978-1-64802-977-6 \$52.99. Hardcover 978-1-64802-978-3 \$94.99. eBook 978-1-64802-979-0 \$85.

Given the complexity of learning, an increasingly diverse student population, and growing demands on today's teachers, educational psychology has never been more relevant for informing instructional practice. Notably, an understanding of learning, both what it is and how it occurs, is essential for teachers to design and implement effective instruction that is responsive to the needs of their learners. As part of the six-part series Theory to Practice: Educational Psychology for Teachers and Teaching, this volume highlights what and how teacher educators should teach about learning so that developing teachers will be more effective in their instructional practice.

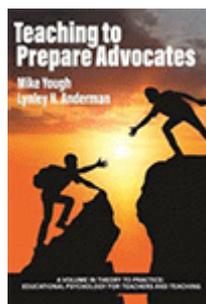
Preservice teachers represent a group of unique learners; in that they are learning about learning in order to support others' learning. Similarly, teacher educators represent a unique group of educators in that they are guiding others in not just content knowledge but also in how to teach content across a variety of domains. As a means to highlight the ideas and

constructs most essential for preservice teachers to learn, this volume was crafted for teacher educators, whether teaching educational psychology content incorporated into domain-specific courses or in a dedicated educational psychology course. Each chapter offers insight into what teachers need to know about learning as well as practical applications for how to teach the content. Chapters draw from a variety of theoretical perspectives about learning and identify common misconceptions that educational psychology instructors and teacher educators need to address in their work with preservice teachers.

ENDORSEMENT:

"The volume takes an expansive and inclusive view of teacher education and highlights how educational psychology can contribute to conversations about learning, motivation, teaching, inquiry, cooperation and collaboration, study strategies, intercultural competence, assessment, and student perceptions." — Nancy E. Perry & Anita Woolfolk Hoy

CONTENTS: Foreword: Toward Transparency in Teaching Learning for Learners Who Will Teach, *Nancy E. Perry and Anita Woolfolk Hoy*. Acknowledgments. **SECTION I: A GUIDE FOR NAVIGATING THE GAP BETWEEN LEARNING THEORY AND PRACTICE.** Introduction: Setting a Course for the Teaching of Learning, *Jane S. Vogler and Michelle M. Buehl*. Transparent Pedagogy: Promoting Metacognition for Students of Teaching, *Laura Kelley and Monique Alexander*. **SECTION II: TOOLS FOR NAVIGATING LEARNING.** Student Perceptions of Teachers: What Can Students Teach Teachers About Teaching? *Angela D. Miller and Jeff Vomund*. Developing Students' Intercultural Competence Through Educational Psychology, *Kimberly M. Alberts, Alexandra A. Lee, Marissa Zhu, and David Wong*. Assessment as an Instructional Strategy: Coupling Assessment for Learning and Instruction in Teacher Education, *Aarti P. Bellara and Jessica O. Lototski*. **SECTION III: CHARTING INSTRUCTION TO CHALLENGE STUDENTS' (MIS)CONCEPTIONS OF LEARNING.** "I Went to Class Every Day, So All That Stuff Must Be in My Head Somewhere": Common Misconceptions About the Nature of Knowledge and Learning, *Jeanne Ellis Ormrod*. Strategies and Challenges to Teaching for Conceptual Learning, *Marcus Lee Johnson, Imogen Rose Herrick, Ashley R. Vaughn, Suzanne H. Jones, Sydnie Schoepf, and Gita Taasobshirazi*. Preventing "I Never Learned How to Study": How Teachers Can Develop Students' Effective Learning Strategies, *Lauren Hensley, Yeo-eun Kim, Robin Sayers, and Anna C. Brady*. **SECTION IV: LEARNING AS A COLLABORATIVE JOURNEY.** Vygotsky's Sociocultural Theory: Key Concepts, Common Misconceptions, and Applications for Inclusive Classrooms, *Jenna Kelley Zucker and Meagan M. Patterson*. The Effectiveness of Cooperative Activities in Promoting Individual Learning, *Katherine S. Moore and James E. Corter*. **SECTION V: DEVELOPING THE LEARNING ITINERARY WITH DAILY EXCURSIONS.** Applying Content to Practice: Assessment for Active Learning in Educational Psychology, *Tim Pressley*. Practicing What We Preach: Knowing and Learning in Preservice Teacher Education, *Elizabeth X. de los Santos*. Preparing Future Educators to Teach Across Content Areas: Infusing Educational Psychology Into Teacher Preparation, *Annemarie H. Hindman, Samantha Schwartz, Brianna McMillan, Johnson Ho, and Qiling Wu*. About the Authors. Index.



Teaching to Prepare Advocates

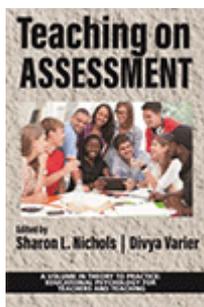
Mike Yough, Oklahoma State University; Lynley Anderman, The Ohio State University

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This book is the fourth volume in the six-part series Theory to Practice: Educational Psychology for Teachers and Teaching. The objective of most other volumes in this series is to help instructors apply and model fundamental principles of learning, assessment, motivation, and development in preparing their students for the diverse, multidimensional, uncertain, and socially-embedded classrooms in which these future educators will teach.

This volume is a strong compliment to others in the series as it prepares readers to be better positioned to advocate for principles of psychology in their programs and departments, and to prepare preservice teachers to do likewise in the K-12 classrooms they will soon guide. Even more, this volume will help instructors in shaping pre-service teachers to be stronger advocates for their own students. This volume is organized around two themes: (1) Advocating for principles and practices of educational psychology, and (2) advocating for students. These themes go hand-in-hand. While advocating for educational psychology principles and evidence-based practices in their schools, teachers also are called upon to advocate for and empower historically marginalized groups of students. Topics in Part I include development of intercultural competency, implementation of professional learning communities, culturalizing the curriculum, journalistic learning, incorporation of inquiry learning, and universal design. Topics in Part II include supporting student self-advocacy, creating an allyship with LGBTQ+ students, advocating for victims of bullying, and supporting students with mental health needs.

CONTENTS: Foreword, *Susan Bobbitt Nolen*. Introduction: Preparing Advocates, *Mike Yough and Lynley H. Anderman*. **PART I: ADVOCATING FOR EDUCATIONAL PSYCHOLOGY.** Preparing Future Teachers as Advocates of Inclusion: Intercultural Competency and Educational Psychology, *Karen Moran Jackson and Faelan Carley*. Teachers as Change Agents: Challenging Future Teachers to Advocate for Evidence-Based Principles of Learning, Development, and Motivation, *Heather L. Tacovsky and Stephanie Rahill*. Preparing Teacher Advocates for the 21st Century, *Christine Calderon Vriesema, Imogen Rose Herrick, and Sharon L. Nichols*. Culturalizing and Animating Educational Psychology Teaching: A Translational Theory-to-Practice Paradigm, *Revathy Kumar, Susan Hany, and Vicki Dagostino-Kalniz*. Cultivating Agency and Advocacy Through Journalistic Learning, *Ed Madison, Rachel Guldin, and Ross Anderson*. Advocating for Teacher Inquiry: The Keystone of Clinically Based Teacher Education, *Sarah M. Kiefer and Rebecca West Burns*. Advocating for Access: Teaching Universal Design for Learning in Teacher Education, *Alicia M. Drelick and Justin E. Freedman*. **PART II: ADVOCATING FOR STUDENTS.** Advocacy as a Sociocultural Practice: Power, Equity, and Identity, *Gavin Tierney*. Preparing Teachers to Advocate for LGBTQ+- Identifying Students: Learning from the Experiences of Two Gay and Lesbian Teachers from Pre-Service Teachers to Professional Teaching, *William Toledo and Bridget Maher*. Advocating for Victimized Students, *Lisa H. Rosen and Laura Trujillo-Jenks*. Students Take Center Stage: Developing Self-Advocacy Through Educational Psychology in Teacher Education, *Anne J. Steketee, Michael J. Doria, and Sherilyn Kile*. Biographies. Subject Index.



Teaching on Assessment

Sharon L. Nichols, University of Texas at San Antonio; Divya Varier, George Mason University

2021. Paperback 978-1-64802-427-6 \$52.99. Hardcover 978-1-64802-428-3 \$94.99. eBook 978-1-64802-429-0 \$85.

In an age where the quality of teacher education programs has been called into question, it is more important than ever that teachers have a fundamental understanding of the principles of human learning, motivation, and development. Theory to Practice: Educational Psychology for Teachers and Teaching is a series for those who teach educational psychology in teacher education programs. At a time when educational psychology is at risk of becoming marginalized, it is imperative that we, as educators, “walk our talk” in serving as models of what effective instruction looks like. Each volume in the series draws upon the latest research to help instructors model fundamental principles of learning, motivation, and development to best prepare their students for the diverse, multidimensional, uncertain, and socially-embedded environments in which these future educators will teach.

The inaugural volume, Teaching on Assessment, is centered on the role of assessment in teaching and learning. Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers. Written for practitioners, the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice. This volume is important not only because of the dwindling presence of assessment-related instructional content in teacher preparation programs, but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K-12 classrooms.

Praise for Teaching on Assessment

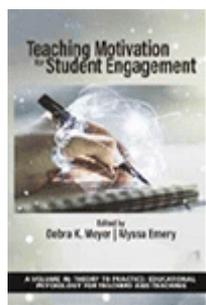
"This thought-provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation, engagement, and learning. In the volume, editors Nichols and Varier present a set of chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions, understand assessment within the context of learning and motivation theory, and draw on assessment in ways which can meet the needs of diverse learners. Written in a highly accessible language and style, each chapter contains clear takeaway messages designed for educational psychologists, teacher educators, teachers, and pre-service teachers. This book is essential reading for anyone involved in teaching or developing our future teaching professionals." **Lois R. Harris**, Australian Catholic University

"This impressive book provides a wealth of contemporary and engaging resources, ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision-making as an essential component of instruction. Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers' decision-making about classroom assessments that promote all students' learning and motivation. It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement, enabling students to understand how to integrate practical

classroom constraints and realities with current knowledge about self-regulation, intrinsic motivation, and other psychological constructs that assessment needs to consider. The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications. Notably, the volume includes very important topics rarely emphasized in other assessment texts, including assessment literacy frameworks, diversity, equity, assessment strategies for students with special needs, and data-driven decision making. The book will be an excellent supplement for educational psychology classes or for assessment courses, introducing students to current thinking about how to effectively integrate assessment with instruction." **James McMillan**, Virginia Commonwealth University.

CONTENTS: Acknowledgements. Endorsements. Introduction: Toward a Better Understanding of Assessment in Teaching and Teacher Preparation, *Divya Varier and Sharon L. Nichols*. **SECTION I: OVERVIEW AND GENERAL**

INTRODUCTION. Preparing Pre-Service Teachers for Assessment of, for, and as Learning, *Chad M. Gotch, Kira J. Carbonneau, and Dustin S. J. Van Orman*. Making Valid Instructional Decisions: Teaching Educators to Consider Validity Evidence, *Davis Gerber, Matthew Ryan Lavery, and Jonathan D. Bostic*. **SECTION II: BRIDGING ASSESSMENT AND EDUCATIONAL PSYCHOLOGY.** Motivating Students and their Teachers Through Self-Regulated Learning and Reframing Assessment Language, *Maria K. DiBenedetto and Dale H. Schunk*. Conceptualizing and Using Classroom Assessment to Support Students' Learning and Self-Regulation, *Peggy P. Chen and Sarah M. Bonner*. Motivating Assessment: How to Leverage Summative Assessments for the Good of Intrinsic Motivation, *Lia M. Daniels, Gabrielle Pelletier, Amanda I. Radil, and Lauren D. Goegan*. **SECTION III: ASSESSMENT AND DIVERSE LEARNERS.** Assessment as Learning: Fostering Belonging of Underrepresented Students in the STEM Content Areas, *Amanda Nolen and Tony L. Talbert*. The Role of Assessment in Learning and Teaching Mathematics with English-Speaking and English Learner (EL) Students, *Alison L. Bailey, Carolyn A. Maher, Louise C. Wilkinson, and Usufu Nyakoojo*. Examining Validity and Accommodations for English Learners in High-Stakes Content Area Standardized Tests, *Margarita Huerta, Tiberio Garza, and Fuhui Tong*. High Quality Assessment for Students with Disabilities, *Mary A. Hansen and Vicki Donne*. Dynamic Assessment in Schools: What, Why, and How, *Eunsoo Cho and Cynde Katherine Josol*. **SECTION IV: DATA DRIVEN DECISION MAKING.** The Role of Assessment in Data-Informed Instructional Practice, *Lisa M. Abrams*. Data Use and Education Psychology: Using Data to Understand the Whole Child and Inform Instruction and Educational Decisions, *Ellen B. Mandinach and Susan E. Mundry*. Author Biographies.



Teaching Motivation for Student Engagement

Debra K. Meyer, Elmhurst University; Alyssa Emery, Iowa State University

2021. Paperback 978-1-64802-366-8 \$52.99. Hardcover 978-1-64802-367-5 \$94.99. eBook 978-1-64802-368-2 \$85.

Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development. As they learn about motivation and engagement, teachers need conceptually rich, yet easy-to-use, frameworks. At the same time, teachers must understand that student engagement is not separate from development, instructional decision-making, classroom management, student relationships, and assessment. This volume on teaching teachers about motivation addresses these challenges. The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories, and tie theory and research to real-world experiences that teachers are likely to encounter in their courses and classroom experiences. Additionally, each chapter is summarized with key “take away” practices.

A shared perspective across all the chapters in this volume on teaching teachers about motivation is “walking the talk.” In every chapter, readers will be provided with rich examples of how research on and principles of classroom motivation can be re-conceptualized through a variety of college teaching strategies. Teachers and future teachers learning about motivation need to experience explicit modeling, practice, and constructive feedback in their college courses and professional development in order to incorporate those into their own practice. In addition, a core assumption throughout this volume is the importance of understanding the situated nature of motivation, and avoiding a “one-size-fits” all approach in the classroom. Teachers need to fully interrogate their instructional practices not only in terms of motivational principles, but also for their cultural relevance, equity, and developmental appropriateness.

Just like P-12 students, college students bring their histories as learners and beliefs about motivation to their formal study of motivation. That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences. Relatedly, college instructors need to know their students and model differentiating their interactions to support each of them. The authors in this volume have, collectively, decades of experience teaching at the college level and conducting research in motivation, and provide readers with a variety of strategies to help teachers and

future teachers explore how motivation is supported and undermined. In each chapter in this volume, readers will learn how college instructors can demonstrate what effective, motivationally supportive classrooms look, sound, and feel like.

CONTENTS: Introduction: Teaching Teachers about Classroom Motivation, *Debra K. Meyer and Alyssa Emery*. **SECTION I: ADDRESSING PRINCIPLES AND ISSUES IN TEACHING MOTIVATION.** Understanding the Practical, Contextual, and Malleable Nature of Motivation—And Why It Matters, *Lauren C. Hensley, Anna Brady, Yeo-eun Kim, and Robin Sayers*. How Energy Flows in Groups: Motivational Dynamics in the Classroom, *Kelly B. Henry and Holly Arrow*. Common Misconceptions and Challenges in the Teaching of Motivation Principles, *Marcus Lee Johnson, Ashley R. Vaughn, and Gita Taasoobshirazi*. Shifting Mindsets Before Teaching Mindsets: The Role of Belief Change Among Preservice Teachers Learning about Motivation, *Melissa C. Duffy and Gregory J. Trevors*. Cultivating the Motivation of African American Students, *Kimberley Edelin Freeman, Elizabeth D. Ricks, Danyelle Tauryce Ireland, Felicia Gangloff-Bailey, and Oral B. Grant*. Understanding Psychological Needs to Guide Culturally-Responsive Instruction for Students from Under-Represented Minority Backgrounds, *Sharon Zumbrunn, Christine Bae, Jennifer Furman, and Marquita Sea*. **SECTION II: TEACHING AND MODELING MOTIVATION IN THE COLLEGE CLASSROOM.** Using the Essential Self-Regulation Model as an Organizational Structure to Teach Motivation, *Steven R. Wininger, Antony D. Norman, and Lisa C. Duffin*. Teaching and Modeling Motivation to Support Learning: Four Principles for Fostering Motivationally-Supportive Classrooms, *Charlotte A. Agger and Alison C. Koenka*. Teaching with Visible Motivation Principles: Autonomy, Belonging, Competence, and Meaning (ABC+M), *Rhonda Bondie and Akane Zusho*. Motivating Calvin: Using Problem-Based Learning to Teach Motivation, *Kevin J. Pugh*. Using Case-Based Instruction to Promote Preservice Teachers' Understanding and Application of Motivation Theory, *Amanda R. Baker and Alyssa Emery*. From Theory to Practice: Scaffolding Preservice Teachers' Understanding of Student Motivation and Engagement, *Sheree E. Springer, Janice A. Dole, and Colli R. Lucas*. Biographies.



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