



Educational Psychology: Theory and Practice (with MyEducationLab) (9th Edition)

By Robert E. Slavin

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This edition continues to have in-depth, practical coverage with a focus on the intentional teacher by presenting up-to-the-minute research that a reflective, intentional teacher can apply. The eighth edition of this popular text from renowned educational psychologist Robert Slavin translates theory into practices that teachers can use in their classrooms with a further inquiry into the concept of intentionality. An “intentional teacher,” according to Slavin, is one who constantly reflects on his or her practice and makes instructional decisions based on a clear conception of how these practices affect students. To help readers become “intentional teachers,” the author offers a set of questions to guide them and models best practices through classroom examples. Firmly rooted in research, up-to-date theory, and classroom-tested applications, *Educational Psychology* prepares teachers as no other text does. It teaches them to think about how students develop and learn, to make decisions before and during instruction, and to consider what constitutes evidence that their students are learning and succeeding.

This edition includes a new focus on reflection, new cases, sections on brain research, programs for language minority students, technology, No Child Left Behind, and after school and summer school programs. It contains new critiques of assessment and accountability strategies and a substantially updated treatment of programming for students with special needs.

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Editorial Review

From the Back Cover

Slavin, Educational Psychology: Theory and Practice, 9e

The Ninth Edition of this popular text from renowned educational psychologist Robert Slavin translates theory into practices that teachers can use in their classrooms with a further inquiry into the concept of intentionality and a thorough integration of standards.

This edition continues to have in-depth, practical coverage with a focus on the intentional teacher by presenting up-to-the-minute research that a reflective, intentional teacher can apply. An “intentional teacher,” according to Slavin, is one who constantly reflects on his or her practice and makes instructional decisions based on a clear conception of how these practices affect students.

New to this edition:

- Readers will encounter new material on **important and emerging topics** in the field, including: the accountability movement, benchmark assessments, data-driven reform, the effects of No Child Left Behind, the Achievement Gap--why it isn't closing and how we can help, emerging applications of technology, and the latest research on the neuroscientific underpinnings of psychological development.
- A **MyEducationLab** site specifically devoted to this edition of the text provides video and other types of interactive material tied strongly to key course content that serve as the basis of homework exercises. All online resources are supported by online assessments (results can be printed or automatically transmitted to the professor) and called out in the margins of the text.
- Thoroughly updated citations ensure that the text is grounded in the **most current research**. More than one third of all citations are from 2000 or later.

Here's what your colleagues are saying about this book:

“This text has the best coverage of introduction to research of any educational psychology books I have used...It is an exemplary book packed with information including research, theory, and application. The author has done a marvelous job.”

Dr. Theresa Sullivan Stewart, University of IL, Springfield

“I have been a ‘Slavin fan’ for years. My undergraduates’ student evaluations concerning this book have been consistently positive.”

Dr. Susan Frusher, Northeastern State University

“This is a highly refined piece of writing.”

Rick Van Sant, Ferris State University

About the Author

Robert Slavin is director of the Center for Research and Reform in Education, Johns Hopkins University, director of the Institute for Effective Education at the University of York (England), and chairman of the Success for All Foundation. He received his Ph.D. in Social Relations from Johns Hopkins in 1975, and since that time he has authored more than 200 articles and book chapters on such topics as cooperative

learning, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. Dr. Slavin is the author or -coauthor of 20 books, including *Cooperative Learning*, *School and Classroom Organization*, *Effective Programs for Students at Risk*, *Preventing Early School Failure*, *Show Me the Evidence: Proven and Promising Programs for America's Schools*, *Two Million Children: Success for All*, *Effective Programs for Latino Students*, and *Educational Research in the Age of Accountability*. In 1985 Dr. Slavin received the Raymond Cattell Early Career Award for Programmatic Research from the American Educational Research Association. In 1988 he received the Palmer O. Johnson Award for the best article in an AERA journal. In 1994 he received the Charles A. Dana Award, in 1998 he received the James Bryant Conant Award from the Education Commission of the States, and in 2000 he received the Distinguished Services Award from the Council of Chief State School Officers. He again received the Palmer O. Johnson award for the best article in an AERA journal in 2008, and received the AERA Review of Research award in 2009.

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