

Educational Psychology

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The book, *Educational Psychology (Third Edition)*, was written by Kelvin Seifert and Rosemary Sutton. **Kelvin Seifert** is professor of educational psychology at the University of Manitoba. His research interests include the personal identity development of teachers, the impact of peers in pre-service teacher education, and the development of effective strategies of blended learning, during his career of 35 years, Teaching Educational Psychology.

**Rosemary Sutton** After four years of teaching high school mathematics in New Zealand, Dr. Rosemary Sutton attended graduate school and earned her MS in Educational Psychology from the University of Illinois and her Ph.D. from Pennsylvania State University in Human Development. Her recent research interests have focused in two areas: teaching educational psychology and teachers' emotions.

**Reviewers of the Book**

**Sandra Deemer** is professor of educational foundations at Millersville University, in Millersville, PA. She is also the editor of the online journal called "Teaching Educational Psychology," and has contributed to the development of the Special Interest Group on Teaching Educational Psychology (TEP SIG) sponsored by the American Educational Research Association. She teaches courses in educational psychology and educational research; her research interests focus on how motivational theory can be used to create learning-focused classrooms.

**Virginia L. Navarro** Associate Professor in the Division of Teaching and Learning at UM-St. Louis and co-director the Career Transitions Certification Program to prepare teachers for urban schools until 2009, Dr. Navarro's work interrogates the social construction of identity, including how school discourses shape cultural understandings about gender, race, and class.

**Introduction**

An Educational Psychology Textbook, authors and publishers have gradually added more practical features that raise the cost of books without evidence of adding educational value. Educational psychology publishers in particular have increased the number of

illustrations and photographs, updating the real life situations, switched to full-color editions, important quotations, increased the complexity and number of study guides and ancillary publications, and created proprietary websites usable fully only by adopters of their particular books. These features have sometimes been attractive. The students from the teacher education programme it was useful to learn more about the psychological thoughts with integrated learning. From my teaching experience at B.Ed. and M.Ed. level I suggest, however, that it support the students from learning key ideas about educational psychology about as often as they help students to learn.

### **Content Analysis of the Textbook**

The contents of the book draw on research, theory, and practical wisdom wherever appropriate. Chapter-1 is explored to the feature students, how to changing the teaching profession apart from the traditional teaching methods, the psychology changing the attitude and the behavior of the students and teachers in the technological scenario. Chapter-2 is about learning theory, and learning process, which will the students and teachers to enhancing the learning process with learning environment Chapter-3 is contain about students development towards physical, cognitive, social, Moral development, the highlighted the teacher would help the students develop their learning in the daily teaching. Chapter- 4 is about several forms of student diversity in the global level Chapter-5 is about one form of diversity that has become prominent in schools recently students with disabilities and fulfill their special needs Chapter-6 is about motivation, easily given suggestions to the teachers to motivate their students in their classroom situation. Theories of motivation also practiced in the daily teaching which help us enhance the teaching strategies. Chapter-7 offers more ideas about classroom management; the chapter helps us preventing the classroom problems. Chapter-8, ideas about communicating with students and structure of the communications; effective communicative strategies help the learners to competent with the other environment. Chapter-9, about ways to assist students' complex forms of thinking; teacher directed their students learn their space and inquiring learning and cooperative learning make their life success. Chapter-10, about planning instruction systematically and facilitate the students learning done through various learning resources. Chapter-11 focuses on teachers' own efforts to assess students and providing the feedback which is help them rectifying their problems in the real life and Chapter-12 focuses on standardized measures of assessment which is help the teachers understand the learning progress of the student Appendix A: Preparing for licensure, Appendix B: Deciding for yourself about the research, Appendix C: The reflective practitioner.

### **Summary**

The learners are acquire the knowledge from educational psychology is the study of how humans learn and retain knowledge, primarily in educational settings like classrooms. This includes emotional, social, and cognitive learning processes. Areas of focus might include teaching, learning process, learning strategies, problem solving, feedback, testing and assessment methods, psychometrics, classroom or learning environments, and learning, motivation, social, and behavioral problems that may barriers of learning, technology in learning. We train our students within educational psychology to be excellent consumers and producers of research in order to address challenging educational related problems. These

students gain a deep understanding of learning theory and methods to allow them to contribute to both theory and practice in the domain in which they select to teaching and learning. The assessment of student's ability based on participation of learning activities, the educational psychology will help the students to express their view without any hesitation. Thus, we seek individuals who will first meet challenging academic standards for entrance and show promise for success in the exciting field of educational psychology

### **Advantages of the Textbook**

The following advantages are highlighted the Educational Psychology Textbook.

- The textbook well organized material and features in ways that we hope will allow for a variety of students, instructors, and institutions to use the book.
- For instructors and courses that seek a strong focus on research and the research process.
- To describe a number of particular educational research programs or topics in detail and that invite students to reflect on the quality and implications of the research.
- Whether or not a strong focus on research is a priority in your particular course, there are additional features of the book that are intended to help students in learning about educational psychology.
- In particular, each chapter ends with a "Chapter Summary", contain a list of "Key terms", and links to Internet sites (called Further Resources) relevant to the themes of the chapter.
- One of the sites that is cited frequently and that may be particularly helpful to instructors is the teaching, an archive of hundreds of teaching and learning materials that supports the teaching of introductory educational psychology.
- All in all, we hope that students are finding Educational Psychology a useful and accessible part of their education. If you are preparing to be a teacher, good luck with learner studies and their future. If an instructor, good luck with helping the students learns about this subject easily.

Kelvin Seifert & Rosemary Sutton. (2011). *Educational Psychology*. (3rd. ed.).  
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