



# Educational Psychology: Active Learning Edition (12th Edition)

By Anita Woolfolk

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—Elizabeth Pemberton, University of Delaware

“[T]he text is written in a . . . conversational style that invites students to actively explore complex questions about teaching and learning. It is well-organized, supported with visual aids, and various learning tools, such as guidelines, reflection activities, and cases presenting opposing viewpoints. Most importantly, the text is informed and well supported by contemporary scholarship in the field of educational psychology.”

—Alina Reznitskaya, Montclair State University

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### Review

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—Elizabeth Pemberton, University of Delaware

“The breadth of this text is more comprehensive than many other Educational Psychology textbooks I have considered. As such, it is an invaluable source of information for future teachers, but also contains the information I deem to be valuable for my students in my course. The reading level is accessible to my students. I have rejected other texts due to the demanding reading level. I have rejected some other texts because they omitted information that I felt was absolutely essential. . . . So, all in all, I would have to say that this text, while not perfect, best meets my needs . . . , and with the flexibility the modular structure offers, I would suspect that it would meet the needs of just about any other instructor as well.”

—Kathleen Kleissler, Kutztown University

“[T]he text is written in a . . . conversational style that invites students to actively explore complex questions about teaching and learning. It is well organized [and] supported with visual aids and various learning tools, such as guidelines, reflection activities, and cases presenting opposing viewpoints. Most importantly, the text is informed and well supported by contemporary scholarship in the field of educational psychology.”

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## About the Author

**Anita Woolfolk Hoy** was born in Fort Worth, Texas, where her mother taught child development at TCU and her father was an early worker in the computer industry. She is a Texas Longhorn—all her degrees are from the University of Texas, Austin, the last one a Ph.D. After graduating, she was a psychologist working with children in elementary and secondary schools in 15 counties of central Texas. She began her career in higher education as a professor of educational psychology at Rutgers University, and then moved to The Ohio State University in 1994. Anita’s research focuses on motivation and cognition, specifically students’ and teachers’ sense of efficacy and teachers’ beliefs about education. She is the editor of *Theory Into Practice*, a journal that brings the best ideas from research to practicing educators. With students and colleagues, she has published over 80 books, book chapters, and research articles. Anita has served as Vice-President for Division K (Teaching & Teacher Education) of the American Educational Research Association and President of Division 15 (Educational Psychology) of the American Psychological Association. Just before completing this 12th edition of *Educational Psychology*, she collaborated with Nancy Perry, University of British Columbia, to write the first edition of *Child Development* (Pearson, 2012), a book for all those who work with and love children. Her next project is the 4th edition of *Instructional Leadership: A Research-Based Guide to Learning in School* (Pearson), written with her husband, Wayne K. Hoy, the Novice Fawcett Chair of Educational Administration at The Ohio State University.

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