

Social Foundations of American Education

THIRD EDITION

Perry Castelli

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Foreword to the Third Edition

The initial step in preparing the third edition was dedicated to examining and enhancing the flow, pace and purpose of the text.

Three new chapters have been added to the third edition of the text. *Psychological Foundations of Education*; *Legal Foundations of Education*; and *Technological Foundations of Education*. The new chapter, *Psychological Foundations of Education*, outlines up-to-date coverage of the principal areas within educational psychology: learning, development, motivation, teaching, and assessment, combined with an examination of emerging trends in the field (and society) that affect student learning, such as student diversity, inclusion of students with special learning needs, technology, education and neuroscience, and No Child Left Behind/Race to the Top. Major learning theorists (e.g. Piaget, Vygotsky, Erikson, Kohlberg, Skinner, Maslow, etc.) are highlighted in this chapter. The second new chapter, *Legal Foundations of Education*, presents lawful issues and more in a systematic narrative covering the legal basis of public school law. The third new chapter, *Technological Foundations of Education*, discusses the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. Included in the chapter is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. However, the discussion is not limited to software, hardware, Internet applications and activities. The chapter also examines the dialectic regarding the pros and cons of the appropriate place of technology in the schools.

Of the thirteen chapters in the second edition, Chapters 1, 2 and 5 through 13 were rewritten to various extents. Within these chapters tables and charts were either replaced or updated with current data. The final chapter, *Education in the 21st Century*, received the most in depth transformation with constant rewriting ongoing over the last two years given the changes within the political, sociological and educational climate of the United States. Chapters three and four, detailing the historical foundations of education were expanded in the second edition and therein only received minor alterations in the third edition. The Index was significantly expanded from the first edition to the second edition, and has been further developed in the third edition.

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We are very grateful to our seventeen colleagues (some former students) who took time out of their extremely busy schedules to make a contribution to this text—*Voices From the Field*. It goes without saying that we are proud of their work as practitioners and it is an honor to call them all personal friends. We would also like to acknowledge the following Florida Southern College graduate and undergraduate students and one high school student that contributed new research to the text, updated existing research and assisted in editing:

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Perry A. Castelli & Vivian L. Castelli