

Mosston, Muska, Teaching: From Command to Discovery.

A helpful analysis of seven basic teaching styles. Each style is analyzed in terms of the decisions it asks students to make. A sequence of styles is suggested which gradually allows students to take the responsibility for more and more decisions.

Neubert, Ann B., A Way of Learning: A Montessori Manual. Cincinnati, Ohio: Xavier University Press, 1972.

A presentation of many of the important Montessori ideas in outline form. This book makes for a handy listing of principles.

Schmuck, Richard, Chesler, Mark, Lippitt, Ronald, Problem Solving to Improve Classroom Learning. Chicago: SRA, 1966.

This book represents an introductory overview and framework for several other books. It gives a brief glimpse of the view that teaching can be considered a problem solving process.

Schmuck, Richard A. and Schmuck, Patricia A., Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1971.

One of the main books that analyzes group process in the classroom. Among other things, the book presents the task and social emotional functions that a successful group member can perform. In addition, it gives what the effective communicator-listener can do.

Thelen, Herbert, A., Classroom Grouping for Teachability. New York: John Wiley and Sons, 1967. Appendix A and C.

This is a book on grouping. Appendix A and C presents an interesting and rather thorough assessment battery for indicating student preference in such things as types of classroom activities, participation, types of teacher, who should make decisions, ways of doing things, values, etc.

Walberg, Herbert J., Characteristics of Open Education: Toward an Operational Definition. IDR Associates, Inc., Newton, Mass. for Education Development Center Pilot Communities Program, under U.S. Office of Education Title IV Program Contract, 1971.

This outlines the characteristics of Open Education. Appendix E presents the pedagogical characteristics of Open Education and Appendix D presents an Observation-Rating Scale.

Wittich, Walter A. and Schuller, Charles F., Instructional Technology: Its Nature and Use. 5th Edition. New York: Harper and Row Pub., 1973.

A presentation on how to develop instructional units using an instructional systems approach and media.

ANNOTATED BIBLIOGRAPHY

Athey, Irene J. and Rubadegu, Duane O., Educational Implications of Piaget's Theory. Waltham, Massachusetts: Ginn-Raisdell, 1970.

This book represents a significant sample of the research on the application of Piagetian theory to education.

Beard, Ruth M., An Outline of Piaget's Developmental Psychology for Students and Teachers. New York: Basic Books, Inc., Publishers, 1969.

A clear account of the major features of Piaget's work. A chapter is devoted to each of the following: the sensorimotor period, the pre-conceptual sub-stage, the intuitive sub-stage, the sub-period of concrete operations, and the period of formal operations.

Ebel, R.E., "Objective Tests v.s. Essay Tests" from Making the Classroom Test: A Guide for Teachers. Educational Testing Service, 1969, pp. 84-109.

A listing of differences and similarities between objective and essay tests with explanations of when to use each kind of test.

Gronlund, Norman E., Stating Behavioral Objectives for Classroom Instruction. London: Macmillan Co., 1970.

A well written and useful guide for teachers on how to clarify objectives in terms of learner outcomes. Whereas many other books on behavioral objective writing focus on the writing of content objectives, Gronlund makes an attempt to show how behavioral objectives can also be written for process objectives.

Joyce, Bruce and Weil, Marsha, Models of Teaching. New Jersey: Prentice-Hall, Inc. 1972.

A very helpful analysis of the major models of teaching. Some models use social interaction as a basis for their model, others use information processing. Some models are based on the personal while others are based on behaviorism.

Metfessel, Newton S., and William B. Michael, "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs." Educational and Psychological Measurement. 1967, 27(4): Part II, 931-943.

A complete listing of criterion measures which can be used for evaluation of school programs.

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