

CONTENTS

Chapter 1

Introduction	1
Theories of Education	1
Basic Principles of Teaching	3
<i>Create a Favorable Classroom Climate</i>	3
<i>Understand the Characteristics of the Age-Group You Teach</i>	6
<i>Define Educational Goals</i>	7
<i>Make Learning Meaningful</i>	8
<i>Individualize Instruction</i>	8
<i>Base Instruction on Entering Behavior</i>	10
<i>Allow Mastery Learning</i>	11
<i>Provide for Active Learning</i>	13
<i>Reduce Student Failure</i>	13
<i>Seek Help From Others</i>	13
Humanistic Education	15
Summary	18

PART 1

HUMAN DEVELOPMENT 21

Chapter 2

Concepts and Theories of Development	23
“Unfolding” and “Molding”: Anchor Points in Understanding Development	23
<i>Unfolding Theories</i>	24
<i>Molding Theories</i>	25
<i>A Comparison of Theories</i>	27
Early Theories of Development	28
Current Theories of Development	32
<i>Jean Piaget: A Stage Theory</i>	32
<i>Evaluation of Piaget’s Theory</i>	37
<i>Jerome Bruner</i>	40
<i>Hunt and Bloom</i>	43
<i>Bijou, Baer, and Bandura</i>	45
<i>A Final Comment: The Authors’ Place on the Continuum</i>	49
Summary	49



Chapter 3

The Normal Sequence of Development	53
The Preschool Years: Ages 2 to 6	53
<i>Physical Development</i>	54
<i>Social and Emotional Development</i>	55
<i>Language and Cognitive Development</i>	58
<i>Moral Development</i>	60
The Elementary-School Years: Ages 6 to 10	62
<i>Physical Development</i>	62
<i>Social and Emotional Development</i>	63
<i>Language and Cognitive Development</i>	65
<i>Moral Development</i>	67
The Middle School Years: Ages 10 to 14	69
<i>Physical Development</i>	69
<i>Social and Emotional Development</i>	70
<i>Language and Cognitive Development</i>	72
<i>Moral Development</i>	74
The High-School Years: Ages 14 Through 18	75
<i>Physical Development</i>	75
<i>Social and Emotional Development</i>	75
<i>Language and Cognitive Development</i>	75
<i>Moral Development</i>	76
The Stability of Intellectual and Personality Characteristics During Development	76
Developmental Issues Related to Education: <i>Acceleration and Readiness</i>	77
<i>Is it Possible to Accelerate Readiness?</i>	79
<i>Is it Desirable to Accelerate Readiness?</i>	81
Summary	84

PART 2

LEARNING, MEASUREMENT, AND
SOCIAL PROCESSES 87

Chapter 4

Learning and Memory 89

- Definitions of Learning and Retention 89
- Varieties of Learning: Gagné's Analysis 90
 - Verbal Information 90
 - Intellectual Skills 92
 - Cognitive Strategies 93
 - Attitudes 95
 - Motor Skills 95
- Learning to Think, Be Creative, and Teach Oneself 97
 - The Process of Problem Solving 98
 - Teaching Students to Solve Problems 98
 - Encouraging Creativity 100
- Memory and Transfer: Learning Today What Will Be Used Tomorrow 102
 - Methods for Studying Memory 103
 - Factors Affecting Memory 103
 - Theories of Forgetting 108
 - The Nature of Transfer 110
- Summary 113



Chapter 5

Learning and Motivation 117

- Positive Reinforcement 117
- Loss of Reinforcement 120
- Punishment 120
- Negative Reinforcement 124
- Modeling 125
- Stimulus Pairing 126
- Stimulus Repetition 128
- Additional Concepts in Learning 129
 - Stimulus Control 129
 - Extinction 130
- Motivation 132
 - Types of Motivation 132
 - Understanding Motivation 136
 - The Hierarchy of Motives 140
 - Achievement Motivation 142
- Summary 143

Chapter 6

Measuring Educational Potential 147

- Differences Between Individuals 147
 - Measuring Individual Differences 147
 - Sources of Individual Differences 152
- Intelligence 161
 - The Concept of Intelligence and Its Use in Education 161
 - Measuring Intelligence 161
 - Constructing Intelligence Tests 167
 - Intelligence Tests and Their Interpretation 169
- Summary 176

Chapter 7

- Measuring Educational Progress 181
- Standardized Achievement Tests 181
- The Design and Administration of Standardized Achievement Tests* 181
- The Interpretation of Standardized Achievement Tests* 184
- Teacher-Constructed Achievement Tests 186
- Instructional Objectives* 186
- Writing Instructional Objectives* 188
- Writing Test Items* 192
- Basing Achievement Tests on Instructional Objectives* 197
- Criterion-Referenced Tests 198
- Issues in Testing 200
- Using Tests in Grouping* 201
- Tests and Record Keeping* 202
- Tests and Grading Policies* 203
- Accountability in Education* 204
- Summary 208



PART 3

SOCIAL ASPECTS OF EDUCATION 213

Chapter 8

Social Factors in the Classroom 215

- Social Climate of the Classroom 215
- Giving Direction to Learning* 215
- Communication in the Classroom* 217
- The Peer Group* 219
- Cohesiveness* 220
- Group Morale* 225
- Sociometry of Peer Group Structure* 226
- Ability Grouping* 228
- Teacher Expectancy Effects 229
- Summary 231

Chapter 9

The Influence of Schools on Society 235

- Do Schools Change Society? 236
- The Relative Importance of Inheritance in Educational Attainment* 240
- The Role of Inheritance in Racial Differences in Intelligence and Achievement* 241
- Compensatory Education for the Disadvantaged 242
- Theories of the Educational Problems of Disadvantaged Children* 242
- Experimental Educational Programs for the Disadvantaged: Project Follow Through 248
- Summary 251

PART **4**

**APPLYING BASIC PRINCIPLES IN
THE CLASSROOM 255**

Chapter 10

Teaching Basic Educational Skills 257

Preschool Education 257

Objectives for Preschool Instruction 258

*Organization of the Preschool Learning
Environment* 262

Preschool Education in Perspective 263

Basic Educational Skills 264

Reading Instruction 264

Major Approaches to Reading Instruction 265

*Applying the Principles of Instruction to
Teaching Reading* 267

Spelling and Composition 275

Spelling 275

Composition 276

Mathematics Instruction 277

Curriculum Approaches 277

Teaching Strategies for Mathematics 279

Teaching "Real-World" Skills 280

Summary 284

Chapter 11

Content Instruction 289

What Should Be Taught? 289

Presenting Content for Learning 290

Meaningful Learning is Effective Learning 293

Organization of Content 294

Some Guidelines for Teaching Concepts 296

*Discovery Learning Versus Expository
Teaching* 298

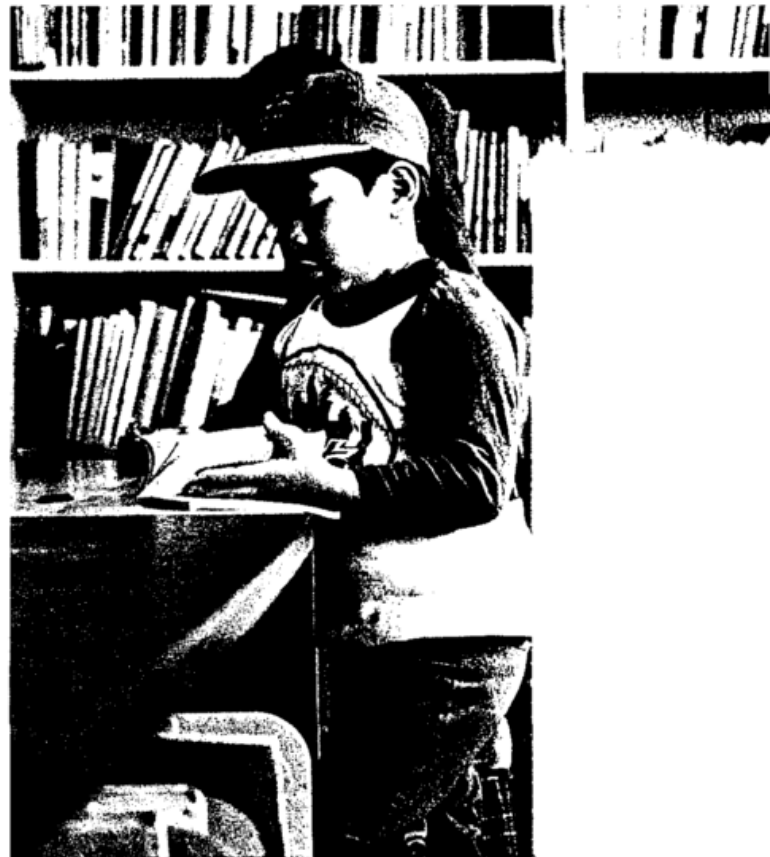
Using Tests and Reviews as Learning Tools 299

*Mastery Learning Strategies for Content
Instruction* 301

*Using Positive Reinforcement to Improve
Content Learning* 302

Teaching Study Skills to Students 304

Summary 308



Chapter 12

Exceptional Children 313

Definition of Exceptionality 313

Models of Exceptionality 316

The Medical Model of Exceptionality 316

The Humanistic Model of Exceptionality 316

The Behavioral Model of Exceptionality 317

Meaning of Diagnostic Categories to the
Teacher 318

Mental Retardation 319

Behaviorally/Emotionally Disturbed Children 323

Learning Disabilities 326

Physical Handicaps 326

The Meaning of Related Diagnostic Terms 327

Noncategorical Education for Exceptional
Children 330

Mainstream Education for Exceptional
Children 332

An Overview of the Teacher's Role 332

Summary 334



Chapter 13

Discipline and the Encouragement of Learning 337

Discipline and Positive Reinforcement 337

Some Guidelines for Discipline Using Reinforcement 338

Self-Control and Related Methods 341

Self-Instruction 342

Self-Recording 343

Daily Report Cards 343

Methods of Discipline for Serious Misbehaviors 344

Quiet Corners, Loss of Reinforcement, and Punishment 344

Using Free Time as Reinforcement 347

Token Economies 348

Special Methods for Special Problems 354

Truancy 354

School Phobias 355

Peer Tutoring as an Aid to Teacher and Discipline 356

Summary 358

Glossary 360

References 366

Acknowledgments 375

Index 379