

CONTENTS



What Makes A Successful Teacher?	1	
Attributes of the Successful Teacher	2	
Knowledge of Subject Matter Content / Applying Psychological Principles / The Teaching-Learning Process / Adapting to New Situations		
THE DEVELOPING INDIVIDUAL	7	PART ONE
Socializing the Young Child: The Preschool Years	11	Chapter 1
What Is Socialization?	12	
The Family: Primary Transmitter and Interpreter of Culture	13	
Variations in Child-Rearing Practices / Systems of Caretaking / Effects of Parental Deprivation		
Preschool Education Programs: Formal Transmitters and Interpreters of Culture	25	
Preschool Education in the U.S.S.R. / Kibbutz Education in Israel / Preschool Education in China / Day Care in the United States		
The Peer Group and Play: Informal Transmitters and Interpreters of Culture	32	
Modeling, Imitation, and Television	33	
The Effects of Culture on Socialization	35	
Socioeconomic Status / Sex Typing and Identity		
Common Behaviors Generated by Socialization	38	
Dependency and Attachment / Trust / Altruism and Cooperation / Anger and Aggression / Jealousy and Rivalry / Fear		
Problem Behaviors and Socialization	42	
Summary and Suggested for Further Reading	43	
Developing Thought Processes: The Early School Years	45	Chapter 2
The Relationship Between Language and Cognitive Development	46	
Theories of Language and Cognition		
Theories of Cognitive Development	49	
Stage-Dependent Theory: Piaget / Learning-Environmental Theories		

Planning for Cognitive Development	58	
Stage-Dependent Approaches / Learning-Environmental Approaches / Preschool Education Programs / Elementary School Programs		
Summary and Suggested for Further Reading	71	
Developing Identity and Values: The Adolescent Years	73	Chapter 3
Adolescence: The Search for Identity and Values	74	
Theories of Identity Development	76	
Stage-Dependent Theories / Learning-Environmental Theories		
Theories of Value Development	79	
Stage-Dependent Theories / Learning-Environmental Theories / Comparison of Two Approaches to Identity and Value Development		
Planning for Development of Identity and Values	87	
Child Rearing and the Family / The Peer Group / The School / Choosing A Vocation		
Adolescence: A Time of Conflict	95	
Adolescent-Adult Conflict / Drugs, Delinquency, and Alienation		
Adolescents and Society: Suggestions for the Future	98	
Summary and Suggested for Further Reading	100	
PRINCIPLES OF LEARNING AND TEACHING	103	PART TWO
Explaining Behavior: Associationist Theories	107	Chapter 4
Introduction	108	
Contiguity Theory	109	
Classical (Respondent) Conditioning	109	
The Law of Effect	111	
Operant (Instrumental) Conditioning	113	
Components of Operant Conditioning / Operant Conditioning and Higher-Order Learning / Schedules of Reinforcement		
The Significance of Associationist Theories in Learning	125	
Classical Conditioning / Operant Conditioning: The Effects of Reinforcement		
Behavior Management in the Classroom: What the Teacher Can Do	128	
Select Desirable Behavior / Select Proper Reinforcers / Use Extinction / Problems in Classroom Behavior Management		
Programmed Instruction	134	
Varieties of Programming / Thinking and Programmed Instruction / Developing Teacher-Made Programs		
The Science of Behavior: Implications for the Classroom and Everyday Life	139	
The Myth of Freedom / The Use of Behavioral Technology / The Ethics of Behavior Management		
Summary and Suggested for Further Reading	143	
Building Understanding: Cognitive-Field Theories	144	Chapter 5
What Are Cognitive-Field Theories?	145	
The Foundations of Cognitive-Field Theories / Differences		

Between Cognitive-Field and Associationist Theories		
Gestalt Theories of Learning		148
The Laws of Organization / Insight Learning / Productive Thinking / Topological or Vector Theory of Learning (Lewinian Field Theory)		
Bruner's Theories of Learning		162
Introduction / Structure / Transfer / Cognitive Development / Insight / The Problems of Teaching		
Applications of Cognitive-Field Theory to the Classroom		175
Teaching Perceptual Skills / The Discovery Method of Teaching		
Summary and Suggested for Further Reading		182
Motivating the Student in the Classroom		184 Chapter 6
What Is Motivation Theory?		185
Theories of Need Systems and Motivation		189
Maslow's Hierarchy of Needs / Achievement Motivation / Competence Motivation / Stimulation and Exploration as Needs and Motivations / The Need for Identity / The Need for Equilibrium / Fear and Anxiety as Drives		
Motivating Students: What the Teacher Can Do		203
The Hierarchy of Needs and Classroom Learning / Develop Achievement Motivation / Promote Group Reinforcement and Competition as Sources of Classroom Motivation / Promote Creativity / Reduce Anxiety and Its Effects / Different Kinds of Classroom Motivation / Plan the Curriculum for Motivation		
Summary and Suggested for Further Reading		221
Specific Types, Outcomes, and Styles of Learning		223 Chapter 7
Types of Learning		224
Perceptual Learning / Motor Learning / Language Learning / Concept Learning and Problem-Solving / Attitude Learning		
Outcomes of Learning		249
A Rationale for a Taxonomy of Learning Objectives / Preparing Learning Objectives		
Styles of Learning		259
Variables Affecting Learning Style / Planning for Different Learning Styles		
Summary and Suggested for Further Reading		264
Remembering, Forgetting, and Transferring Learning		267 Chapter 8
Introduction		268
Three Types of Memory		
Why We Remember and Forget		271
Associationist Theories / Motivation Theories / Gestalt Theories / Cybernetic Theory or Information-Processing Approach		
How to Increase Long-Term Memory		277
What the Classroom Teacher Can Do / What the Student Can Do / Methods for Measuring Remembering in the Classroom		

Transfer of Learning	289	
What Is Transfer? / Early Development of the Concept of Transfer / Theories of Transfer		
How to Increase Positive Transfer in Classroom Learning	296	
Summary and Suggested for Further Reading	303	
Alternative Instructional Designs for the Classroom	305	Chapter 9
Introduction	306	
Alternative Instructional Designs for Preschool Education	307	
Montessori Programming / Public Educational Television for the Preschool Audience		
Alternative Instructional Designs for Traditional Public Elementary and High School Programs	312	
The Open Classroom / Instruction Individually Prescribed for the Student / The Use of Technology in Classroom Instruction / Programs That Reorganize Traditional Student and Teacher Roles		
Alternative Instructional Designs for Untraditional Elementary and High School Programs	330	
The Free School Movement		
Alternative Instructional Designs for Higher Education	339	
Summary and Suggested for Further Reading	341	
DIFFERENCES AMONG INDIVIDUALS: EFFECTS ON LEARNING AND TEACHING	345	PART THREE
Teaching the Socially Disadvantaged	349	Chapter 10
Who Are the Socially Disadvantaged?	350	
Backgrounds of the Socially Disadvantaged / Health of the Socially Disadvantaged / Behavior and Attitudes of the Socially Disadvantaged / Poverty: A Vicious Cycle		
Why Are We Failing?	356	
What Are the Issues? / What Have We Accomplished So Far?		
Some Solutions and Programs	362	
Changing Our Traditional Programs / Early Childhood Intervention Programs / Programs for School-Age Children / Compensatory Programs for Older Students		
Summary and Suggested for Further Reading	375	
Identifying and Teaching Students with Special Needs	377	Chapter 11
Who Are the Students with Special Needs?	378	
Special Needs and the Normal Curve / The Handicapped Student / The Gifted Student		
Identifying Students with Special Needs	385	
Identifying the Handicapped / Identifying the Gifted		
Programming for Students with Special Needs	389	
Mainstreaming: A Rationale / Mainstreaming: Services to Students in Heterogeneous Classes / Special Education: Services to Students with Special Needs in Homogeneous Classes / Programs and Services for Students with Special Needs Outside the School		
Summary and Suggested for Further Reading	402	

Identifying and Teaching Students with Problem Behaviors	404	Chapter 12
What Are Personality and Problem Behaviors?	405	
Average and Problem Behavior: A Statistical Model / Well-Adjusted and Poorly Adjusted Personalities: A Clinical Model / Problem Behaviors		
Factors Related to Problem Behaviors in Schoolchildren	408	
Family-Related Factors / School-Related Factors / Society-Related Factors		
Common Problem Behaviors in the Classroom	415	
Withdrawal / Violence and Other Forms of Aggression / Hyperactivity / Severe Anxiety / Adolescent Problem Behaviors		
What Can Be Done	424	
Mainstreaming: The Teacher's Role in the Regular Classroom / Calling in the Specialist		
Summary and Suggested for Further Reading	431	
Teacher Behavior and Classroom Achievement	433	Chapter 13
The Role and Importance of the Teacher in the Public School System	434	
Conflicting Roles of the Teacher / The Importance of the Teacher in Affecting Classroom Achievement		
The Teacher as a Human Being	437	
The Teacher's Participation as a Citizen and a Community Member / Some of the Major Dissatisfactions with Teaching / The Impact of Unionization		
The Teacher as a Leader	448	
Factors in Effective Leadership / Problems Stemming from Poorly Used Leadership / Some Solutions for the Teacher		
Teacher Accountability	455	
What Is Teacher Accountability? What Does It Really Mean for the Teacher? / Effects of Accountability: Implications for Education / Special Problems and Issues in Accountability / Accountability to Oneself		
Summary and Suggested for Further Reading	460	
USES AND METHODS OF EVALUATION	463	PART FOUR
Evaluating Classroom Learning	465	Chapter 14
Testing: A Means of Evaluation	466	
Purposes of Classroom Testing / Social Implications of Testing / Criteria of Good Tests and Their Evaluation		
Developing Classroom Tests	473	
Alternative Approaches to Classroom Testing	484	
Criterion-Referenced Testing and Competency-Based Instruction / Cooperative Planning / Self-Paced Evaluation		
Grading: A Means of Recording Evaluation	489	
Purposes of Grading / Types of Grading / Problems of Grading: What the Teacher Can Do / Management of School Grades and Records / Grading and Teacher Accountability		
Summary and Suggested for Further Reading	495	

Standardized Tests of Ability and Achievement**497 Chapter 15****What Is a Standardized Test?****498**

Types of Standardized Tests / How Standardized Tests Are Developed / Advantages and Disadvantages of Standardized Tests

Standardized Tests of Ability: The IQ Test**507**

What Is the IQ? / The IQ Test as a Predictor of Future Ability / Advantages and Disadvantages of IQ Testing in the Schools

Standardized Tests of Achievement**516**

What Are the Purposes of Standardized Achievement Tests? / Advantages and Disadvantages of Standardized Achievement Tests / Standardized Achievement Tests and Accountability

Summary and Suggested for Further Reading**521****Appendixes****523**

Appendix 1: Averages / Appendix 2: The Normal Curve and Other Frequency Distributions / Appendix 3: Correlation / Appendix 4: Scores Often Used on Standardized Tests / Appendix 5: A Simple Item Analysis That the Teacher Can Use

Glossary**532****References and Author Index****540****Subject Index****557**