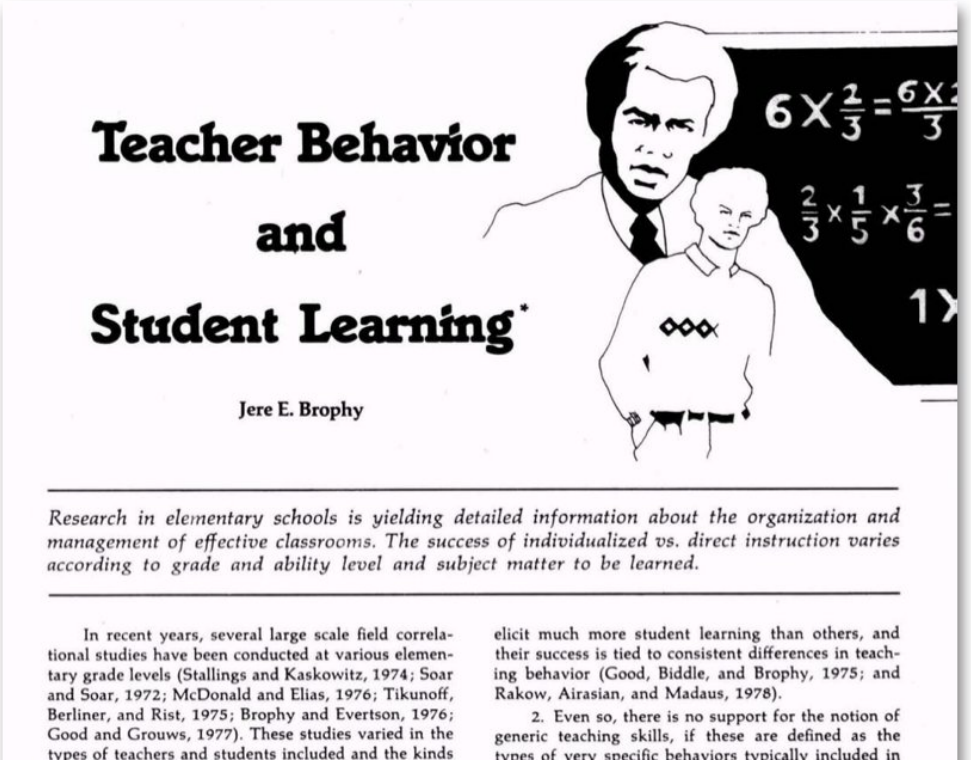
Twitter Thread by Peps Mccrea

Peps Mccrea
@PepsMccrea

For those of you interested in what edu-geeks of times past argued about, here's a selection of journal articles* from the 70s:

1/10



Teacher Behavior and Student Learning*

Jere E. Brophy

Research in elementary schools is yielding detailed information about the organization and management of effective classrooms. The success of individualized vs. direct instruction varies according to grade and ability level and subject matter to be learned.

In recent years, several large scale field correlational studies have been conducted at various elementary grade levels (Stallings and Kaskowitz, 1974; Soar and Soar, 1972; McDonald and Elias, 1976; Tikunoff, Berliner, and Rist, 1975; Brophy and Evertson, 1976; Good and Grouws, 1977). These studies varied in the types of teachers and students included and the kinds elicit much more student learning than others, and their success is tied to consistent differences in teaching behavior (Good, Biddle, and Brophy, 1975; and Rakow, Airasian, and Madaus, 1978).

2. Even so, there is no support for the notion of generic teaching skills, if these are defined as the types of very specific behaviors typically included in

2/10



Direct Instruction: Effective for What and for Whom?*

Penelope L. Peterson

According to Barak Rosenshine (1979), direct instruction has the following characteristics: an academic focus; a teacher-centered focus; little student choice of activity; use of large groups rather than small groups for instruction; and use of factual questions and controlled practice in instruction. Thomas Good (1979) describes direct instruction as "active teaching":

A teacher sets and articulates the learning goals, actively assesses student progress, and frequently makes

3/10



Trouble Over Testing

Walt Haney

Current conflicts over test bias and "truth in testing" reflect differing aims of education and the increasingly important social role of testing in our society.

Standardized testing is much in the news. Even more than earlier debates—in the early 1960s, concerning personality tests, and in the 1970s over bias in tests—the current furor over standardized testing has become both highly public and intensely political. Testing is being debated in state legislatures and in the U.S. Congress. It is being covered widely in the popular press and on TV and radio. Federal courts more and more are asked to adjudicate testing controversies. The popular prominence of current debate over testing was perhaps epitomized by the appearance of Ralph Nader on the "Tonight Show" on January 24, 1980, to publicize the recent Nader report on the Educational Testing Service (ETS). After condemning the "reign" of ETS, Nader gave an impassioned plea for wider consideration of traits like perseverance, wisdom, idealism, and creativity—traits that cannot be measured by multiple-choice aptitude and achievement tests of the sort ETS publishes. The "Tonight Show" audience broke into spontaneous applause.

The incident symbolized the depth of feelings over standardized testing, but it barely scratched the surface of the myriad concerns and conflicts currently swirling around testing. Should students have to pass minimum competency tests in order to pass each grade or graduate from high school? Should "truth in testing" legislation be passed to guarantee that test-takers have access to corrected test results and to force test sponsors and developers to be more accountable for the instruments they produce and profit from? Should the role of standardized tests as gatekeepers to educational and occupational opportunities be enhanced or diminished? And whatever their role, how can tests be made more fair, to enhance equality of opportunities for both poor and rich, male and fe-

4/10

Brain, Language, and New Concepts of Learning

New understanding of language helps point the way to startling revisions of ideas about human learning.

LESLIE A. HART



Indications are that within the next few years education may take a "quantum jump" forward. Great advances of this nature are common enough in other fields—television, the computer, atomic energy, antibiotics, the airplane, and space travel—but the experience will be new in education.

Spectacular progress has flourished in technological areas but lagged in "human" affairs—for a simple reason: the directing human organ is the brain. That is where we must look to understand what humans do and why. Most human behavior is learned, and the brain is where learning takes place. Unfortunately, until the last quarter-century or so, the human brain has largely been a mystery.

But that is no longer so. In recent years, findings in many disciplines—not only the neurosciences but also anthropology, primatology, ethology, communication theory, computer science, human and brain evolution, and the newer cognitive or information-

bites, and other activities transmit them and result in disease. No more readily could you explain that some prevalent conditions stem from lack of vitamins in the diet. The village elders might well find your ideas preposterous. (After all, not long ago eminent American doctors went from patient to patient, hands unwashed, indignantly refusing to believe that they were spreading deadly childbirth

cally-transmitted tendency toward speech; that large, rather well-defined areas of the cerebrum are allocated to language; and that each child builds anew a system of syntax.

When children say "I felled down," or "he hitted me," or "the dentist looked at my tooths" we can hardly claim that these were learned from adults or older siblings. Such utterances attest that children extract subtle rules from exposure to talk. They do this without teaching because the human brain is by nature a powerful pattern-extracting device.

We should note, too, that while parents may modify their direct talk to babies, this soon stops. Most of the speech a child hears (including that on radio and television) is not simplified or "graded," but is adult, complex, unplanned, and unordered. Yet almost all children become quite expert talkers, with even greater comprehension. Again we see demonstrated the power of a magnificent brain that is *born* motivated to learn in its own way. As Smith (1975) and

5/10

The Expanding Role of Teachers in Negotiating Curriculum

Jacqueline B. Vaughn

Teachers implement curriculum goals, but do they help to determine them? In Chicago, teachers are seeking a greater role in curriculum decision making through collective bargaining. The Vice President of the Chicago Teachers Union details this process and lists the curriculum provisions that teachers in that city have negotiated.

Although many elements are involved in curriculum development including local schools; districts; state departments of education; local, federal, and state agencies; and private business, industry, and foundations, only in recent years has serious consideration been given to

the Chicago Teachers Union, which stipulates that classroom teachers shall have equal representation on curriculum writing and evaluating committees in all subject areas, as well as on textbook selection committees. In the current agreement, *Article 29/Curriculum Guide and*

6/10

Mastery Learning: Does It Work?

Robert B. Burns



Research evidence shows that mastery learning is much more effective than conventional methods. We do not yet know whether it works equally well for all kinds of learning and for all kinds of students.

The past decade has seen the rise of two distinct types of "mastery learning" instructional strategies: Bloom's (1968) Learning for Mastery (LFM) and Keller's Personalized System of Instruction (PSI). Although the LFM and PSI instructional strategies have evolved from different scientific traditions, affect classroom practice in different ways, and are typically used at different levels of education,[1] they share the common assumption that quality learning is possible for virtually all students. In fact, proponents of mastery learning often claim that as many as 90-95 percent of students can learn as well under a mastery strategy as the top 15-20 percent of students learn under nonmastery approaches. This is certainly a bold assertion, and it should be checked empirically before practitioners decide whether or not to use mastery learning. The purpose of this paper is to summarize the research data addressed to the question of "Do mastery learning instructional strategies work?"

The research evidence comparing mastery strategies with conventional methods of instruction contains an array of anecdotal impressions, research reports, experimental studies, field trials in a single classroom, and large-scale programs across a number of classrooms and content areas. One way to handle the diversity of research is to first establish a set of ground

7/10



Exemplary Schools and the Search for Effectiveness

Gilbert R. Austin

traditional education due to a number of new studies (Coleman, 1966; Jencks, 1972; Plowden, 1967; Husen, 1967). One example is the Coleman Report, a vital document in the annals of educational research.

What Makes a Difference?

The Department of Justice initiated this survey

8/10

Research Information Service

JAMES SWEENEY

RESEARCH SYNTHESIS ON EFFECTIVE SCHOOL LEADERSHIP

The direct responsibility for improving instruction and learning rests in the hands of school principals. Do principals of schools with high achievement exhibit any particular leadership behavior? Research suggests that they do.

Background

School effectiveness has been a concern of educators for the past two decades. While the 60s were marked by large national studies investigating the effects of input variables, such as quantities of resources and pupil characteristics, recent research has focused directly on school processes. Each of the studies discussed below uses the organization or case study approach since data collected

The evidence presented is based on studies that represent, in my opinion, the most valid and extensive research. Do principals make a difference and if so, which leadership behaviors are associated with positive outcomes? A look at the evidence.

Reading, Inner-City Children (Weber, 1971). Weber's work provided educators with a point of departure from the devastating Coleman Report (1966). It achieved its purpose for it was intended as an alternative to Coleman's widely accepted conclusion that schools do *not* make a difference; a student's achievement is exclusively a function of family background. Conducted in four inner-city schools in New York, Los

New York State Performance Review (1974). By 1974 there were only four studies clearly connecting school leadership with school effectiveness. The New York studies tended not only to confirm the Weber findings but pointed to the school environment as being instrumental in elevating achievement scores. Two inner-city schools in New York City that matched on important environmental factors but differed significantly in reading achievement were studied in depth. The analysis revealed that differences in student achievement appeared to be attributable to factors under the school's control, some of them significantly related to leader behavior. The principal in the more effective school had developed and implemented a plan

Staff Development: Bright Hope or Empty Promise?

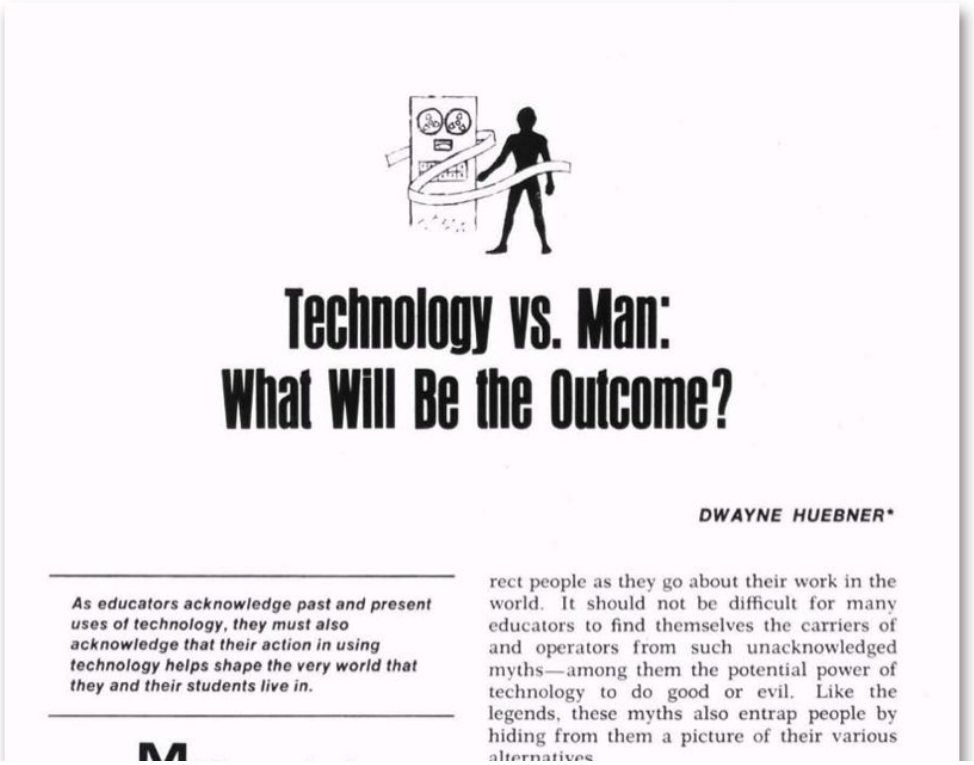
Elizabeth A. Dillon

Decreasing teacher turnover, public criticism of the school, and other factors are leading to new efforts in the area of staff development—many occurring at the local building level.

Staff development, under the title "in-service education" has been with us ever since

A New Look at an Old Idea

Today, staff development has much broader implications and is generating widespread interest. National organizations that have recently published reports on the topic include the National Education Association, the National School Public Relations Association, and the American Association for Colleges of Teacher Education.



Technology vs. Man: What Will Be the Outcome?

DWAYNE HUEBNER*

As educators acknowledge past and present uses of technology, they must also acknowledge that their action in using technology helps shape the very world that they and their students live in.

rect people as they go about their work in the world. It should not be difficult for many educators to find themselves the carriers of and operators from such unacknowledged myths—among them the potential power of technology to do good or evil. Like the legends, these myths also entrap people by hiding from them a picture of their various alternatives

It's both unnerving and comforting that we are still unpacking these things in the 2020s. Some problems will likely never be resolved to our satisfaction.

*All from 'Educational Leadership', clearly a kick-ass journal. Go check it out: https://t.co/5v3XH7nf16 (■)