

Classroom Instruction That Works – Chapter 1

Questions/Main Ideas	Notes
<p>Historically, why are there limited studies within the field of education, with regard to effective learning and teaching strategies?</p>	<p>Teaching – historically thought of as an art rather than a science. Systematic teaching strategy studies initiated within the last 30 years.</p>
<p>What are some monumental studies in education?</p>	<p>Coleman report – quality of schools and teaching only produces a variance of 10% in student achievement. Major differences on student achievement should be attributes to social issues and a student’s innate ability to learn. Examined using average effect = average highly effective teachers with ineffective teachers. This may skew data because student achievement may be effected by individual effective teachers</p>
<p>Why do many educators and non-educators hold a low opinion or education research?</p>	<p>Rosenthal, Hunter and Schmidt – an individual teacher can have a large affect a student’s learning process’ even if the school as a whole does not increase student achievement.</p> <p>Hedges – “soft sciences” need comparable research in rigor and strategy. Recommends looking for general trends from analysis of numerous small studies.</p> <ul style="list-style-type: none"> • Meta-analysis –combines the results from a number of studies to determine the average effect of a given technique • Effect size –expresses the increase or decrease in achievement of the experimental group in standard deviation units. Negative effect size means the experimental group performed worse than the control group <p>Popular opinion is education research is not as rigorous or conclusive as “hard science” research. Refuted by Hedges, he found research in education has the same variability in data as a physics or chemistry study.</p>

Summary: Although the study of effective teaching techniques and overall effectiveness in the classroom is a relatively new science, researchers have begun focusing on student achievement. Educators and non-educators are gaining confidence in educational research as the studies progress over time, become smaller in size and yield more comprehensive data.

Text

“In traditional academic domains, the instructor determines what is to be learned, how it is to be learned, and the pace and rhythm of the learning. The learner, to a large degree, loses control. With someone else in charge, personal growth diminishes.” Brooks and Brooks Pg.49

“Effective questioning requires that you call on all students, especially the non-volunteers.” Cruickshank, et al Pg.355

Response

I agree with this statement. By the secondary level, many students have been in 10 years of classroom time. They have had teachers, most of whom have provided traditional academic domains. Without the adoption of constructionism school-wide, would one class be able to prompt the same results? If I had a classroom of English 9th graders for a year and used the constructionist approach to teaching and learning, but none of the student’s 5 other teachers that year used the approach, would I be more or less successful with teaching these kids the relevant material? And, if the following year, their new 10th grade English teacher had a traditional approach to teaching, would the material they learned in my class get filtered out like the rest of the information since the methodology is not the same? In my opinion, a constructionist approach would need to be consistent throughout the child’s education, or at least grade level learning to make the impact described by Brooks and Brooks.

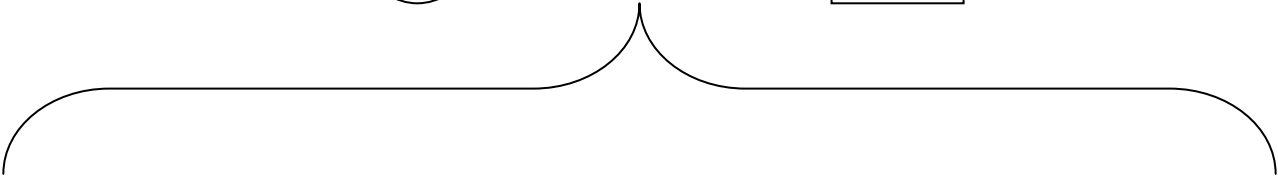
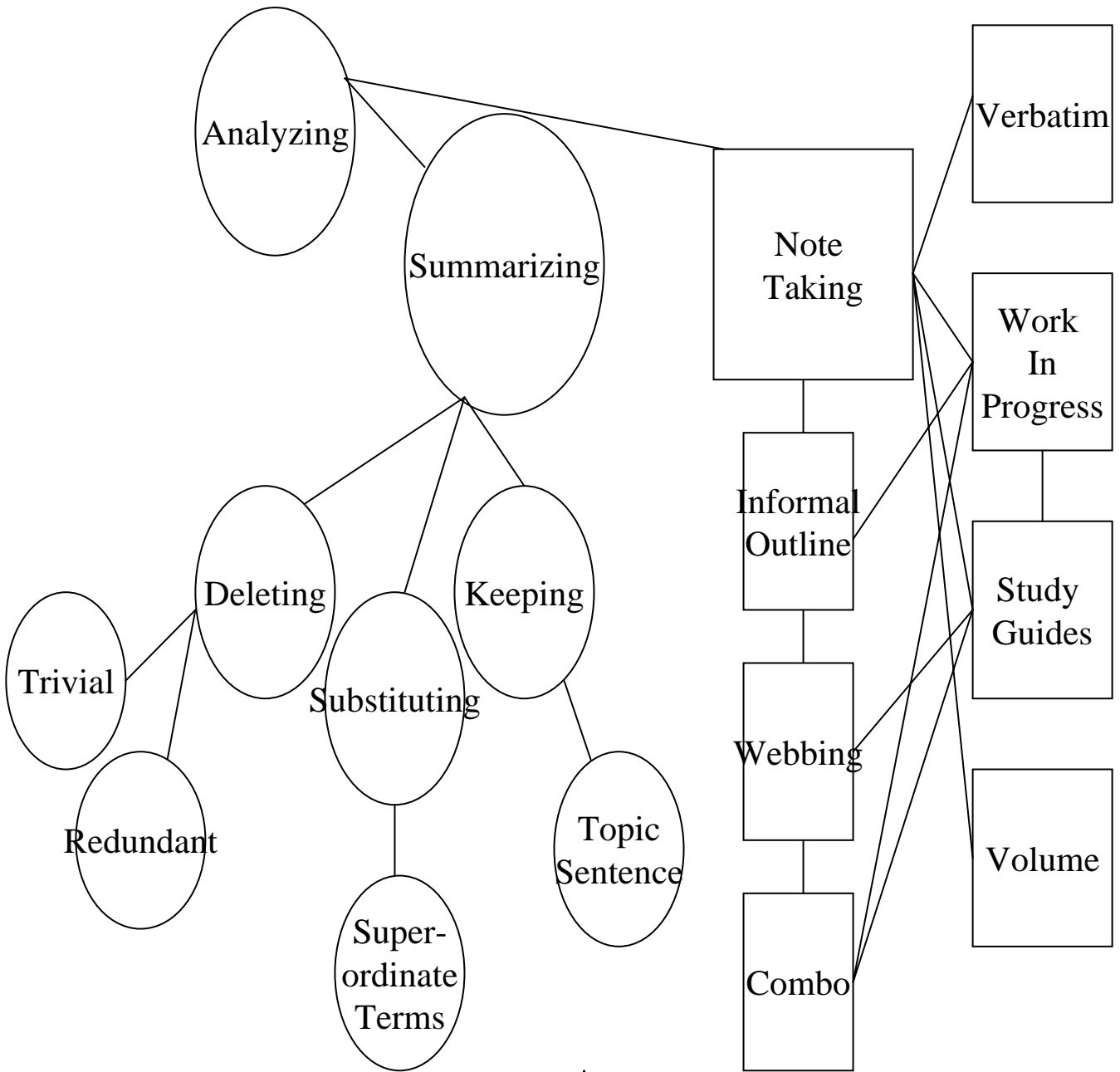
When I was teaching English in Japan, I made a point of seeking out the non-volunteers in the class. Most of the time, I was rewarded for asking them the question with a great answer. There were a couple times though, where it was painful to “give the child time” to answer the question. The student was clearly uncomfortable and the silence was excruciating. Reflecting on our in-class discussion on the Level I – III learners, I wonder how effective it is to put someone on the spot. Does it make students prepare more, pay close attention, volunteer? For those struggling in the class, does it help or hurt the learning process? Or, does it help the “smarter” kids that are not achieving up to their potential?

Text

“Jackson (1990) contends that many students fail at school not because they lack intelligence, but because they are unable to decipher or understand classroom procedures which may vary greatly from their routines at home.”
Cruickshank, et al Pg. 383

Response

Is negotiating rules in the classroom the difference between having a dropout student vs. an achiever? What procedures could possibly affect a student to the point of failure? What rules and routines would be so complex that students would be unable to understand the environment and thus fail? Very few classrooms reflect my home environment and routine, however, as a child, I was more apt to adapt to different environments and rules even if they contradicted my home rule or other classroom rules. Students deal with contradiction on a daily basis. Unfortunately, the author does not give further example to this study.



Six Types of Summary Frames – Narrative, Topic-Restriction-Illustration, Definition, Argumentation, Problem/Solution, Conversation