

Foreword v

Acknowledgements viii

1. PERSPECTIVE, PURPOSE, AND PROFILE 1

Emil J. Berger

PURPOSE OF THIS BOOK, 4

ORGANIZATION OF THIS BOOK, 4

2. INSTRUCTIONAL SPACES 7

Emil J. Berger

ORIGINS AND MAJOR INFLUENCES, 9

SELF-CONTAINED CLASSROOM ARRANGEMENT, 13

VARIED-SIZED GROUP ARRANGEMENTS, 17

Large Group Instruction, 17

Small Group Instruction, 20

Mathematics Laboratory, 24

Independent Study, 29

Tutoring, 32

TEAM TEACHING, 34

SCHEDULING, 37

Conventional Scheduling, 37

Modifications of the Conventional Scheduling Pattern, 37

Modular Flexible Scheduling, 38

COORDINATING FORM AND FUNCTION, 42

Modifying Conventional Buildings, 42

An Individualized Elementary School Mathematics Program

Conducted in a Varied-Sized Space Complex, 42

Open Space Schools, 46

EPILOGUE, 51

BIBLIOGRAPHY, 52

3. THE TEXTBOOK AS AN INSTRUCTIONAL AID 57

Henry H. Walbesser

PROLOGUE, 59

INTRODUCTION, 59

A HISTORICAL PERSPECTIVE, 59

Early Forms and First Purposes, 59

<i>Appearance Becomes a Factor</i> , 60	
<i>Early Mathematics Textbooks in the United States</i> , 63	
<i>New World Editions</i> , 64	
<i>Mastery: the Diet of the Day</i> , 64	
<i>Deviation From the Rules</i> , 66	
<i>Visual Appeal of Textbooks</i> , 67	
<i>The Historical Development of the Textbook, in Summary</i> , 70	
TWENTIETH-CENTURY CONTRIBUTIONS TO THE EVOLUTION	
OF THE TEXTBOOK, 70	
TEXTBOOKS AS PRODUCTIVE INSTRUCTIONAL AIDS, 72	
<i>Observations on Teacher's Manuals</i> , 73	
<i>Development of a Functional Means</i>	
<i>of Describing Textbooks</i> , 73	
<i>Search for Feasible Criteria</i> , 73	
<i>Advantages of Behavioral Description</i> , 74	
<i>Recommendations</i> , 76	
<i>Active Teacher Involvement</i> , 76	
A SET OF PROCEDURES FOR DESCRIBING AND CONSTRUCTING	
BEHAVIORAL OBJECTIVES, 76	
INSTRUCTIONAL AIDS AND BEHAVIORAL OBJECTIVES, 88	
A POTENTIAL SELECTION PROCEDURE, 94	
<i>Compromise Procedures</i> , 96	
EPILOGUE, 103	
BIBLIOGRAPHY, 104	

4. OTHER PRINTED MATERIALS	107
Hilde Howder, John N. Fujii	
WHAT ARE OPM?, 109	
<i>Why are OPM Being Produced?</i> 109	
<i>How are OPM Used?</i> 109	
MOTIVATION, 110	
DISCOVERY, 113	
ENRICHMENT, 117	
CHANGE OF PACE, 123	
DRILL AND PRACTICE, 125	
APPLICATIONS, 127	
PROFESSIONAL GROWTH, 130	
SUMMARY, 131	

5. TEACHING MACHINES AND PROGRAMED	
INSTRUCTION	135
James E. Gilbert, Leander W. Smith	
HISTORICAL SKETCH, 137	
DEVELOPING PROGRAMED INSTRUCTIONAL MATERIALS:	
AN OVERVIEW, 145	

DEVELOPING PROGRAMED INSTRUCTIONAL MATERIALS: SOME DETAILS, 145	
SELECTION AND EVALUATION OF PROGRAMED INSTRUCTIONAL MATERIALS, 146	
USE AND ADMINISTRATION OF PROGRAMED INSTRUCTION, 148	
<i>Preparing Students</i> , 148	
<i>Student-Program Interaction</i> , 148	
<i>Establishing Guidelines</i> , 148	
<i>Supervision</i> , 150	
<i>Measurement and Evaluation</i> , 150	
<i>Timing</i> , 150	
CONCLUSION, 150	
BIBLIOGRAPHY, 151	

6. THE ROLE OF ELECTRONIC COMPUTERS AND CALCULATORS	153
Robert L. Albrecht, William F. Atchison, David C. Johnson, Walter J. Koetke, Bruce E. Meserve, John O. Parker, Dina Gladys S. Thomas	
BRIEF HISTORY, 155	
THE COMPUTER IN MATHEMATICS INSTRUCTION, 161	
<i>General Computer Uses</i> , 161	
<i>The Impact of the Computer in the Mathematics Classroom</i> , 163	
EXAMPLES OF PROBLEM SETTINGS AND PROGRAMS, 166	
COMPUTING EQUIPMENT, 179	
<i>Calculators</i> , 181	
<i>Programable Calculators</i> , 183	
<i>Digital Trainers</i> , 186	
<i>Small General-Purpose Computers</i> , 187	
<i>Time-Sharing Systems</i> , 188	
CONCLUSION, 190	
SELECTED BIBLIOGRAPHY, <i>Annotated</i> , 191	
7. PROJECTION DEVICES	203
Donovan R. Lichtenberg	
MOTION PICTURES, 205	
<i>Using Motion Pictures Effectively</i> , 206	
<i>Developments in Projectors</i> , 208	
TELEVISION, 212	
<i>Effective Utilization of ITV</i> , 214	
<i>Classroom Arrangement for ITV</i> , 215	
OVERHEAD PROJECTION, 217	
<i>Preparing Transparencies</i> , 218	
<i>Illustrations of Transparencies</i> , 219	
<i>Screen Placement for Overhead Projection</i> , 223	

OPAQUE PROJECTION, 224
SLIDES AND FILMSTRIPS, 225
SOME MAJOR SOURCES OF PROJECTION EQUIPMENT
AND MATERIALS, 228
SELECTED REFERENCES, 229

8. USING MODELS AS INSTRUCTIONAL AIDS

233

Donovan A. Johnson, Emil J. Berger, Gerald R. Rising
THE ROLE OF MODELS IN THINKING, 235
THE ROLE OF MODELS IN THE TEACHING AND
LEARNING OF MATHEMATICS, 236
Models Provide a Setting for Discovery of Concepts, 236
*Models Can Be Used to Focus Attention on Ideas
That Are Under Discussion*, 238
*Models Provide a Means for Making
Independent Investigations*, 243
*Models Can Be Used to Provide for
Individual Differences*, 246
*Models Can Be Used to Generate Interest
in a New Topic*, 249
*Models Can Be Used to Promote Enjoyment
of Mathematics*, 253
*Models Can Be Used to Build Appreciation
for Mathematics*, 256
*A Major Function of Models is Their Positive
Effect on Retention*, 258
Models Can Be Used to Teach Applications, 261
SUGGESTIONS FOR USING MODELS EFFECTIVELY, 264
THE KEY TO EFFECTIVE USE OF MODELS, 266
USING GUIDE SHEETS IN CARRYING OUT
EXPERIMENTS WITH MODELS, 267
STUDENT-MADE MODELS, 274
BUILDING A MODEL COLLECTION, 278
WHAT MODELS ARE AVAILABLE, 279
WHAT IS THE FUTURE OF MODELS? 280
SUMMARY, 280
MODELS FOR TWENTY MATHEMATICAL TOPICS AND CONCEPTS, 281
BIBLIOGRAPHY, 295

9. MANIPULATIVE DEVICES IN ELEMENTARY
SCHOOL MATHEMATICS

299

Robert L. Jackson, Gussie Phillips
RESEARCH ON MANIPULATIVE DEVICES IN ELEMENTARY
SCHOOL MATHEMATICS INSTRUCTION, 302
SOME CHARACTERISTICS OF GOOD MANIPULATIVE DEVICES, 303

SOME GENERAL GUIDELINES FOR THE USE OF MANIPULATIVE DEVICES, 303	
CLASSIFICATION OF MANIPULATIVE DEVICES, 304	
DEMONSTRATION BOARDS AND DEVICES, 304	
PLACE VALUE DEVICES, 306	
COLORED BEADS, BLOCKS, RODS, AND DISCS, 309	
NUMBER BOARDS, 313	
CARDS AND CHARTS, 316	
MEASUREMENT DEVICES, 318	
MODELS OF GEOMETRIC RELATIONSHIPS, 322	
GAMES AND PUZZLES, 325	
SPECIAL COMPUTATIONAL DEVICES, 328	
CONCLUSIONS REGARDING RESEARCH, 332	
EVALUATION OF MANIPULATIVE DEVICES, 332	
OUTLOOK FOR THE FUTURE, 333	
SOURCES OF MANIPULATIVE MATERIALS FOR ELEMENTARY SCHOOL MATHEMATICS, 335	
SELECTED BIBLIOGRAPHY, 339	

10. MATHEMATICS PROJECTS, EXHIBITS AND FAIRS,
GAMES, PUZZLES, AND CONTESTS

347

Viggo P. Hansen, Samuel L. Greitzer, Emil J. Berger,
William K. McNabb

THE NATURE OF A MATHEMATICS PROJECT, 349	
PREPARATION OF A PROJECT, 349	
THE ROLE OF PROJECTS IN THE LEARNING OF MATHEMATICS, 352	
EXHIBITS AND FAIRS, 353	
EXAMPLES OF STUDENT PROJECTS, 354	
<i>Computational Devices and Computers</i> , 355	
<i>Estimating the Value of π</i> , 357	
<i>Making Measuring Instruments</i> , 358	
<i>Applications of Mathematics in Science</i> , 359	
<i>Making Models of Three-Dimensional Figures</i> , 362	
<i>Geometry and Art</i> , 364	
<i>Giving Geometrical Interpretations to</i> <i>Algebraic Expressions</i> , 364	
<i>Graphical Representation of Complex Roots</i> <i>of an Equation</i> , 365	
<i>Geometrical Constructions and Curve Drawing</i> , 366	
<i>An Optical Method of Showing Conic Sections</i> , 368	
<i>Reflection Properties of the Parabola and the Ellipse</i> , 368	
<i>Exponential Curves</i> , 369	
<i>Fundamental Principle of Counting</i> , 370	
<i>Probability</i> , 370	
<i>Trisecting an Angle</i> , 373	

Non-Euclidean Geometry, 373

Map Projections, 374

Sundials, 374

Making Designs, 375

A Historical Project, 378

Theorem Demonstration Models, 378

MATHEMATICAL GAMES AND PUZZLES, 379

MATHEMATICS CONTESTS, 382

SUMMARY, 383

REFERENCES FOR SIXTY-SEVEN PROJECT TOPICS, 384

PRODUCERS AND DISTRIBUTORS OF MATHEMATICAL
GAMES AND PUZZLES, 399

A SELECTED BIBLIOGRAPHY OF GAMES AND PUZZLES, 399

11. A SYSTEMS APPROACH TO MATHEMATICS INSTRUCTION 401

Jack E. Forbes, James F. Gray

WHAT IS A SYSTEMS APPROACH TO INSTRUCTION? 403

What Is a System? 403

Systems in Education, 405

ANALYSIS OF SYSTEM COMPONENTS, 408

Human Components of the System, 408

Printed Medium Components, 409

Audio and Visual Components, 410

*Models, Manipulative Devices, and Games
as Components*, 412

Machines as Components, 412

TEACHER-MANAGED INSTRUCTIONAL SYSTEMS, 413

*The Teacher-Managed Instructional System
in the Large*, 414

Classroom Systems Thinking in the Small, 415

*The Teacher-Manager and the Motivational
Components of the System*, 420

A Résumé, 420

COMPUTER-MANAGED INSTRUCTIONAL SYSTEMS, 422

Evaluation Management, 422

Management of Drill, 423

A Complete Computer-Managed System, 424

Plans for Making CMI Available, 425

A SYSTEMS ANALYSIS OF AN ITEM OF INSTRUCTION, 426

Assumed Entering Behaviors, 427

Expected Terminal Behaviors, 428

The Design of a System, 429

Continuing Toward a "Best Design," 433

BIBLIOGRAPHY, 434