# Contents

### PART ONE TEACHING PRINCIPLES

## Essential Principles: The Keys to Successful Planning and Teaching 2

Explaining Adolescent Student Behavior, 3. Needs • Environmental influences • Expectations • Growth and development

Helping the Teacher Plan, 8. Types of objectives  $\cdot$  Inseparables: objectives and procedures  $\cdot$  The place of objectives  $\cdot$  The place of procedures

Forming and Using Clear Concepts, 10. Experience and behavior  $\cdot$  Differentiation and integration  $\cdot$  Conceptualization and meaning  $\cdot$  Levels of conceptual complexity

Problems for Study and Discussion, 14.

#### Essential Principles: The Keys to Meeting Instruction-Related Problems 16

Motivation, 17. Intrinsic versus extrinsic motivation • Procedures as motivators • Interests as motivators • Immediate goals as motivators • Environment as a motivator • Success as a motivator • Need for different incentives • Reward or punishment? • Avoidance of frustration

Interests, 20. Superficial versus intense interests · Maturity and interests

Readiness, 21. Conceptual readiness · Physical readiness

Individual Differences, 23. Different rates for learning subjects • Generalized versus specific teaching • Differences within the learner

Adjustment, 24. Learning: the primary concern • Teacher-caused maladjustment

Classroom Control, 26. Purpose of classroom control • The teacher's responsibility • Teacher behavior • Clearly defined goals

Transfer of Learning, 28. Application and transfer • Demonstration of transfer

Problems for Study and Discussion, 29.

# PART TWO PLANNING FOR TEACHING

#### 3. Planning Before Teaching 32

Planning-Forerunner of Effective Instruction, 33. Need for planning • Planning versus personality • Content plus methods • Criteria essential to planning

Planning for the Full School Year, 35. Examples of overall plans • Steps in developing overall plans

Planning for the Teaching of Units, 38. Unit defined • Subject-matter units and experience units • The teaching unit and the resource unit • Steps in developing a unit • The teaching unit and the overall plan

Determining Basic Information, 43. Specific information about the students  $\cdot$  Information about the unit  $\cdot$  Use of a seating chart  $\cdot$  Examples of basic information

Problems for Study and Discussion, 51.

# 4. Objectives and Procedures in a Teaching Unit 53

Determining Enabling Objectives for a Teaching Unit, 54. Concepts · Memorization · Skills · Habits

Using Behavioral Objectives Efficiently in a Teaching Unit, 59. What are behavioral objectives? • Assumed limitations of nonbehavioral objectives • Specific uses • Specific suggestions

Determining Procedures for Achieving Enabling Objectives, 64. What procedures are best? • The teaching of concepts • The teaching of skills • The teaching of memorization • The teaching of habits • The teaching of positive tastes

Problems for Study and Discussion, 74.

# 5. Organizing Activities for Unit Teaching 76

 Introductory Activities, 77. Sound activities · Variation in planning · Basic purposes · Unsound activities · Specific suggestions

 $\label{eq:condition} \textit{Developmental Activities}, \, 85. \quad \text{Sound activities} \cdot \text{Recurring activities} \cdot \text{Unsound activities} \cdot \text{Specific suggestions}$ 

Concluding Activities, 92. Sound activities • Unsound activities • Specific suggestions

Problems for Study and Discussion, 96.

### 6. Materials, Resources, and Evaluation in Unit Teaching 97

Materials and Resources, 98. Purpose of materials and resources · Classification of materials and resources · Principles related to the selection of materials and resources · Use of aids in teaching specific subjects · Need for a comprehensive list · Recommendations

Evaluation Procedures, 108. Purpose of unit evaluation • Principles related to unit evaluation • Specific kinds of evaluation procedures • Categories of unit evaluation • Recommendations • Nonunit-related evaluation

Problems for Study and Discussion, 115.

#### 7. Successful Teaching Units 117

Characteristics of Successful Unit Plans, 118. Basic information • Objectives • Procedures • Materials and resources • Evaluation procedures • Other general characteristics

Sample Teaching Units, 121. A teaching unit in biological science  $\cdot$  A teaching unit in English

Successful Teaching Units in Review, 148.

Problems for Study and Discussion, 149.

## Making a Daily Lesson Plan Effective 151

Essential Parts of the Plan, 152.

Daily Lesson Plan Forms, 154.

Practical Use of Specific Forms, 157.

Specific Suggestions, 165. Recommendations

Problems for Study and Discussion, 168.

#### PART THREE SPECIFIC TEACHING PROCEDURES

### 9. Teacher-Centered Procedures 172

Use of the Lecture, 173. Principles related to lecturing • Correct and incorrect use • The lecture in special situations • Specific suggestions

Use of Questions, 179. Purposes of questions  $\cdot$  Principles related to questioning  $\cdot$  Specific suggestions

Use of Demonstrations, 184. Types of demonstrations • Demonstrations in special situations • Specific suggestions

Teacher-Centered Procedures in Review, 188.

Problems for Study and Discussion, 188.

### 10. Student-Centered Procedures 190

Use of the Textbook, 191. Principles related to the effective use of the textbook • Correct and incorrect use • Use in specific subjects • Specific suggestions

Use of the Assignment, 195. Characteristics of assignments  $\cdot$  Principles related to the effective use of assignments  $\cdot$  Correct and incorrect use  $\cdot$  Assignments in specific subjects  $\cdot$  Specific suggestions

Use of Homework, 199. Controversy and criticism • Principles related to the effective use of homework • Correct and incorrect use • Specific suggestions

Student-Centered Procedures in Review, 203.

Problems for Study and Discussion, 204.

## 11. Additional Student-Centered Procedures 205

Group Procedures, 206. Types of group procedures • Size of instructional groups • Principles related to group procedures • Correct and incorrect use • Specific suggestions

Individualized Instructional Procedures, 211. Types of individualized procedures • Recent individualization techniques • Principles related to individualized procedures • Correct and incorrect use • Specific suggestions

The Field Trip, 215. Principles related to the field trip  $\cdot$  Incorrect usage  $\cdot$  Use of the field trip in specific subjects  $\cdot$  Specific suggestions

Additional Student-Centered Procedures in Review, 219.

Problems for Study and Discussion, 219.

# 12. Recurring Instructional Concerns 221

Continuous Study of the Student, 222. Special information about students • Devices used in the study of students • Principles related to the study of students • Specific suggestions

Use of Resource Persons, 227. Advantages of using resource persons • Principles related to the use of resource persons • Correct and incorrect use • Use in specific subjects • Specific suggestions

Use of Teacher-Prepared Materials, 231. Classification of materials • Special advantages • Principles related to the use of teacher-prepared materials • Use in specific subjects • Specific suggestions

Recurring Instructional Concerns in Review, 235.

Problems for Study and Discussion, 236.

# PART FOUR SPECIAL TEACHING PROBLEMS

# 13. Serving Instructional Purposes Through Discipline 240

Principles Basic to Effective Classroom Control, 241. The effect of the curriculum • The effect of planning • The effect of objectives and procedures • The effect of meaning • The effect of habits • The effect of growth and develop-

ment  $\cdot$  The effect of environmental influences  $\cdot$  The effect of adolescent needs  $\cdot$  The effect of expectations  $\cdot$  The effect of readiness  $\cdot$  The effect of motivation

Classroom Control in Practice, 252. Unsound procedures · Sound procedures

The Role of the Teacher, 255. Teacher-caused student misbehavior  $\cdot$  Maintenance of specific routines

Classroom Control Practices in Different Subjects, 258. Skill subjects · Concept-centered subjects · Social-centered procedures

Specific Suggestions, 259. Recommendations · Cautions

Classroom Control in Review, 263.

Problems for Study and Discussion, 263.

#### 14. Readiness and Motivation 265

Effect of Readiness on Learning, 266. Types of readiness • Readiness for a specific learning task • Principles related to readiness • Correct and incorrect use • Specific suggestions

Effect of Motivation on Learning, 275. No learning without motivation • Motivational influences • Principles related to motivation • Correct and incorrect use • Specific suggestions

Readiness and Motivation in Review, 284.

Problems for Study and Discussion, 284.

# Individual Differences, Remedial Teaching, and the Reporting of Pupil Progress 286

Meeting Individual Differences, 287. Advantages of knowing individual differences • Procedures for differentiating instruction • Principles related to differentiation • Correct and incorrect procedures • Use in specific subjects • Specific suggestions

Identifying a Sound Remedial Teaching Program, 301. Goals of remedial teaching • Principles related to remedial teaching • Specific suggestions

Using Sound Marking and Reporting Procedures, 306. Differences in marking and reporting  $\cdot$  Principles related to marking and reporting  $\cdot$  Current practices in reporting pupil progress  $\cdot$  Specific suggestions

Individual Differences, Remedial Teaching, and Reporting Pupil Progress in Review, 315.

Problems for Study and Discussion, 315.

## 16. Consistent Improvement in Instruction 317

Specific Practices for Improving Instruction, 318. Identifying effective teaching • Gaining command of content • Evaluating methods • Improving the voice • Making use of personality • Using supervisory help • Using student opinion • Making the improvement program systematic • Affiliating with professional organizations • Pursuing graduate work

Principles Related to Instructional Improvement, 326.

Correct and Incorrect Practices, 328. Incorrect practices · Correct practices

Specific Suggestions, 331. Recommendations · Cautions

Problems for Study and Discussion, 334.

#### PART FIVE RECENT DEVELOPMENTS IN TEACHING

## 17. Programed Instruction 336

Definition of Programed Instruction, 337.

History of Programed Instruction, 339. Early experiments  $\cdot$  Mid-century interest  $\cdot$  Current trends

Professional Reaction to Programed Instruction, 342. Limitations of programed instruction • Advantages of programed instruction

Basic Types of Programs, 345. Skinnerian programing · Crowderian programing · Programs for use in machines · Computer programs · Programed textbooks

Generalizations About Programed Instruction, 352.

Areas Using Programed Instruction, 356. The sciences  $\cdot$  English  $\cdot$  Mathematics  $\cdot$  Foreign languages

Principles Related to Programed Instruction, 363.

Correct and Incorrect Use, 365. Procedures with limitations • Procedures with promise

Specific Suggestions, 369. Recommendations · Cautions

Programed Instruction in Review, 370.

Problems for Study and Discussion, 371.

## Television and Team Teaching in the Modern Classroom 372

Television Instruction, 373. History of teaching by television · Approaches to teaching by television · Advantages of television instruction · Limitations of television instruction · Principles related to teaching by television · Sound and unsound practices · Use of television in specific subjects · Specific suggestions

Team Teaching, 388. Development of team teaching • Definition of team teaching • Current variations in team teaching methods • Advantages of team teaching • Limitations of team teaching • Principles related to team teaching • Sound and unsound practices • Specific suggestions

Television and Team Teaching in Review, 401.

Problems for Study and Discussion, 401.

## 19. Recent Instructional Innovations 403

Individualization, 404. Programed instruction • Study carrels • Continuous progress programs • Self-directed learning • Reaction to teaching styles

Grouping, 410. Large groups  $\cdot$  Small groups  $\cdot$  Individualization  $\cdot$  Grouping for special purposes

Problems for Study and Discussion, 413.

# 20. Additional Recent Instructional Innovations 414

Technology, 415. Computer-assisted instruction • Projection devices • Television

Flexibility, 421. Flexible scheduling • Flexible housing • Flexible procedures • Flexible use of instructional materials

Problems for Study and Discussion, 431.

## BIBLIOGRAPHY 432

## **APPENDICES**

Appendix A: Self-Scoring Instrument for Teaching Units, 441.

Appendix B: Confidential Evaluation of Self-Improvement Techniques, 453.

Appendix C: Innovations Awareness Checklist, 461.

Appendix D: Inventory of Student Unrest, 468.

Appendix E: How Relevant Is Your Curriculum for Students? 473.

INDEX 477