TABLE OF CONTENTS

Part I. Purpose and Method	11
Chapter I.1. Genesis of the study D. Stern	13
Teachers' interest in active learning	14
Obstacles to active learning in classrooms	17
Chapter I.2. Definitions and theories of active learning	19
P. R. J. Simons	
What is active learning?	19
Why active learning (again)?	21
Advances in theories of learning and instruction	23
Some empirical evidence	34
Barriers and conditions	35
Conclusions	39
Chapter I.3. Study procedures D. Stern	40
Protocol for classroom observation	41
Questions for teacher interview about teachers' active learning	49
Part II. Examples of Active Learning in Eight Countries	51
Chapter II.1. Australia	53
M. Baum, K. Dohring and P. Eckert	
National policy context	53
Port Pirie high school students build a data base on smoking Canadian Lead primary school: "Robin Dwarf and the Seven	54
Hoods"	56
Students' responsibility for the various phases of the learning	
process	58
Groups of teachers as active learners at Port Pirie and Cana-	
dian Lead	59
St. Pius X: electrical connections	60
Reservoir District secondary college: cubes in groups	63
Individual teachers as active learners at St. Pius and Reservoir	
District	65

Chapter II.2. Denmark J. Dolin and G. Ingerslev	67
The Danish Gymnasium and HF (Higher Preparatory School)	67
The concept of active learning and metacognition	68
The classroom observations	70
Conclusions	74
Conclusions	/-1
Chapter II.3. Finland: Urban school	76
S. Hämäläinen and K. Häkkinen	
Contract work as a basis for teaching: flexible schedule and	
baskets tasks	76
Active learning activities in Puistokoulu: bus stop tasks and	
other devices	78
Chapter II.4. Finland: A Rural School	82
E. Kimonen and R. Nevalainen	0.4
The context of a small school	82
Active learning by students: creating information products	83
Active learning by teachers in a changing school context	87
Conclusion	88
Chapter II.5. Germany	89
G. L. Huber and J. H.W. Roth	
Active learning of individual students: writing a newspaper	90
Active learning in student teams: researching hot topics	91
Students and teacher learning together: whose skull is this?	92
Teachers: free to learn	93
Chapter II.6. The Netherlands	95
V. W. Withagen	,
Policy context: basisvorming	95
Partial autonomy for students at a Montessori school	95
Teachers' learning	99
Conclusions	101
Chapter II.7. Spain	102
I. Cordoba Rodriguez de Guzman	
Policy context	102
Active learning by students: a lesson from violent history	106
How the teacher learns	106

Chapter II.8. United Kingdom D. Hopkins, K. Black-Hawkins, K. Aldrige, H. Lay, P. Jewell, and	108
D. Hopkins, K. Biack-Hawkins, K. Alarige, H. Lay, P. Jewell, and D. Davidson	
Images of active learning in recent government policy	108
Examples of group learning in three English secondary schools	108
Analysis of student's active learning	111
Conclusions	113
Conolidations	113
Chapter II.9. United States: Seton Keough High School S. Magri	115
A science teacher experiments with active learning	115
Schoolwide, students regulate their own work	116
A new course: students manage a local resource	116
Nurturing self-regulated learning in a nutrition course	118
Teacher as independent learner	118
Conclusions	118
Chapter II.10. United States: Motorola Summer Program R. C. Harris and P. Wangemann	120
Posing the pager problem	120
Active learning for youth and adults	121
Solving the pager problem: a week of active learning	122
What are we learning?	126
Chapter II.11. United States: Roots and Wings C. P. Daniels	128
Roots and wings	128
Classroom observation	130
Conclusion	133
Part III. Analysis Across Countries	135
Chapter III.1. Self-regulated learning by individual students G. L. Huber	137
Self-regulated learning a tautology?	137
Characteristics of self-regulated learning processes	140
Qualitative images of self-regulated learning in the case	0
studies	144
Conditions for self-regulated individual learning	149
Open questions	155
• •	_

Chapter III.2. Co-operative learning among students R. E. Slavin Evolution of co-operative learning Research on co-operative learning Co-operative learning and active learning	159 159 161	
		169
		Forms of co-operative learning in the CERI country reports
	Conclusion	173
Chapter III.3. Active learning by teachers H. Niemi Teaching as life-long learning The case studies	174	
	174	
	176	
Conditions for teachers' active learning	178	
Conclusion	182	
Chapter III.4. What are we learning? D. Stern	183	
Aims and aimlessness in education	183	
Immediacy and continuity: a conflict?	185	
Individual self-regulation, classroom groups, and the learning		
economy	187	
List of contributors	189	
References	191	