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	2	A Comprehensive Model for Value Education and Moral Education Howard Kirschenbaum recommends a synthesis of traditional approaches and new approaches to moral education in the schools. Phi Delta Kappan (1992), 73, 771–776.	8
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11 The Shame of American Education

B. F. Skinner criticizes today's educational methods and proposes to "program" instruction so students can learn twice as much in the same amount of time. American Psychologist (1984), 39, 947–954.

12 Communicating with Teachers—Honestly

Lois A. Bader insists that the only thing new in cognitive instruction is the jargon and that such concepts as schemata were explained in much simpler language 80 years ago. Phi Delta Kappan (1989), 70, 626–629.

GENERIC THINKING SKILLS: THEIR RISE, FALL, AND RECOVERY

13 Are Cognitive Skills Context-Bound?

D. N. Perkins and Gavriel Salomon ask: Can an expert chess master become a military leader? They review the evidence for teaching and learning general thinking strategies as opposed to domainspecific knowledge and conclude that good education cannot have one without the other. Educational Researcher (1989), 18(1), 16–25.

CAN CONSTRUCTIVIST THEORY GUIDE INSTRUCTION?

14 Constructivism: New Implications for Instructional Technology? 149 Thomas M. Duffy and David H. Jonassen review four perspectives of Constructivism and their influence on instructional design. Educational Technology (1991), 31(5), 7–12.
15 An Instructional Designer's View of Constructivism Walter Dick argues that Constructivism appears to be a theory that is boundless, lacking in accountability, and of little use in guiding the design of instruction. Educational Technology (1991), 31(5), 41–44.
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28 Using Performance Assessment for Accountability Purposes

William A. Mehrens favors the use of performance assessment by individual teachers for purposes of classroom assessment. He raises some serious concerns about using such assessment strategies for accountability purposes. Educational Measurement: Issues and Practice (1992), 11(1), 3–9, 20.

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29 The Effects of Important Tests on Students: Implications for a National Examination System

George F. Madaus suggests that before lurching down the road to national testing a number of questions must be answered. He catalogues a number of advantages and disadvantages attributed to high-stakes examinations as a starting point for considering national examinations. He notes that his list of important disadvantages is considerably longer than his list of advantages. Phi Delta Kappan (1991), 73, 226–231.

30 Good News about American Education	30	Good News	about	American	Education
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Barbara Lerner opines that the Minimum Competency Testing Movement was the only successful education-reform movement of the last three decades. She suggests we now need to raise the floor to lift all our students to a higher base. Commentary (1991, March), 19–25.

GRADING PRACTICES

31 Inside High School Grading Practices: Building a Research Agenda

Richard J. Stiggins, David A. Frisbie, and Philip A. Griswold have investigated whether teachers actually follow the grading practices recommended by textbook authors. They locate some discrepancies and discuss some possible explanations for them. Educational Measurement: Issues and Practice (1989), 8(2), 5–14.

INTELLIGENCE TESTS: WHY THE DIVERSITY IN SCORES?

32 Intelligence and IQ: Landmark Issues and Great Debates

Richard A. Weinberg describes the status of controversies regarding the definition and measurement of intelligence, and the role of genes and environments in its development. American Psychologist (1989), 44, 98–104.

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34	Enhancing Student Motivation: A Schoolwide Approach Martin L. Maehr and Carol Midgley, rather than focusing on individual students, recommend a schoolwide motivational program based on McClelland's notion of the "achieving society." Educational Psychologist (1991), 26, 399–401, 415–427.	334
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35	Compliant Cognition: The Misalliance of Management and Instructional Goals in Current School Reform Mary McCaslin and Thomas L. Good note the incongruence between the modern school curriculum with its emphasis on producing self-motivated, active problem solvers and a management system that often insists on blind obedience. They propose an authoritative management system that allows students to operate as self-regulated, risk-taking learners. Educational Researcher (1992), 21(3), 10–17.	344
36	Assertive Discipline—More Than Names on the Board and Marbles in a Jar Lee Canter discusses assertive discipline and addresses some of the concerns that are frequently raised about this approach. Phi Delta Kappan (1989), 71, 57–61.	355
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	Becky Schloemer, a transition-first teacher supports a developmental philosophy and suggests that a transition room allows a child to develop and learn at a rate that is comfortable, not frustrating. Phi Delta Kappan (1988), 69, 390.	
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