

TABLE OF CONTENTS

PREFACE	ix
INTRODUCTION	1
AN OVERVIEW OF THE PROCESS	
<i>The Concepts of Teaching and Learning</i>	
<i>Participants in the Teaching-Learning Process</i>	
<i>The Study of the Teaching-Learning Process</i>	
CHAPTER ONE	19
LEARNING: THEORETICAL CONSIDERATIONS	
<i>Connectionist Learning Theories</i>	
<i>Other Controversies</i>	
<i>Theoretical Controversy and Classroom Practice</i>	
CHAPTER TWO	39
STRUCTURING A DISCIPLINE OF EDUCATION	
<i>Classroom Hypotheses</i>	
<i>Problems with Empirical Research</i>	
<i>The Development of Educational Principles</i>	
<i>A Model for Forming Research Hypotheses in Education</i>	
CHAPTER THREE	47
SOME EMPIRICAL ASPECTS OF TEACHING AND LEARNING IN THE CLASSROOM	
<i>The Dynamics of Classroom Learning</i>	
<i>Reinforcement for Learning in the Classroom</i>	
<i>Reinforcement and the Maintenance of Behavior</i>	
<i>Reinforcement Schedules and Extinction</i>	
<i>Forgetting</i>	
<i>The Distortion of Recall by Values and Predispositions</i>	
<i>Selective Recall</i>	

CHAPTER FOUR	72
MEANINGFULNESS AND THE TRANSFER OF LEARNING	
<i>The Learning of Meaningful Material</i>	
<i>The Transfer of Learning</i>	
<i>Can Creativity be Taught?</i>	
<i>The Transfer of Attitudes</i>	
CHAPTER FIVE	98
MOTIVATION IN THE CLASSROOM	
<i>The Measurement of Motivation</i>	
<i>Conflict in the Classroom</i>	
<i>Basic Needs of the Student</i>	
<i>Classroom Variables That Affect Motivation</i>	
<i>Sources of Reduced Motivation</i>	
CHAPTER SIX	126
METHODS OF TEACHING	
<i>Traditional Teaching Methods</i>	
<i>Specialized Techniques</i>	
<i>Choosing a Teaching Method</i>	
<i>New Ways of Organizing Teachers and Students</i>	
<i>Styles of Teaching</i>	
FOOTNOTES	151
BIBLIOGRAPHY	153
INDEX	157