ANNEXTED BIBLIOGRAPHY


This book represents a significant sample of the research on the application of Piagetian theory to education.


A clear account of the major features of Piaget's work. A chapter is devoted to each of the following: the sensorimotor period, the pre-conceptual sub-stage, the intuitive sub-stage, the sub-stage of concrete operations, and the period of formal operations.


A listing of differences and similarities between objective and essay tests with explanations of when to use each kind of test.


A well written and useful guide for teachers on how to clarify objectives in terms of learner outcomes. Whereas many other books on behavioral objective writing focus on the writing of content objectives, Gronlund makes an attempt to show how behavioral objectives can also be written for process objectives.


A very helpful analysis of the major models of teaching. Some models use social interaction as a basis for their model; others use information processing. Some models are based on the personal while others are based on behavioralism.


A complete listing of criterion measures which can be used for evaluation of school programs.

Moatson, Muska, Teaching: From Command to Discovery.

A helpful analysis of seven basic teaching styles. Each style is analyzed in terms of the decisions it asks students to make. A sequence of styles is suggested which gradually allows students to take the responsibility for more and more decisions.


A presentation of many of the important Montessori ideas in outline form. This book makes for a handy listing of principles.


This book represents an introductory overview and framework for several other books. It gives a brief glimpse of the view that teaching can be considered a problem solving process.


One of the main books that analyzes group process in the classroom. Among other things, the book presents the task and social emotional functions that a successful group member can perform. In addition, it gives what the effective communicator-listener can do.


This is a book on grouping. Appendix A and C presents an interesting and rather thorough assessment battery for indicating student preference in such things as types of classroom activities, participation, types of teacher, who should make decisions, ways of doing things, values, etc.


This outlines the characteristics of Open Education. Appendix E presents the pedagogical characteristics of Open Education and Appendix D presents an Observation-Rating Scale.


A presentation on how to develop instructional units using an instructional systems approach and media.


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