

John Carroll University
Department of Education and Allied Studies
Learning-Teaching
ED 534
Fall, 2006

Rationale: The teaching-learning process is a multi-faceted, dynamic interaction between the teacher and the learner; a process that revolves around the diverse needs of the learner. Teaching and learning focuses on understanding the theories that have been constructed to explain the processes involved in human learning and the various teaching practices developed from these theories. This course is designed to provide an understanding of major theories of learning and motivation, and the implications of those theories on instructional strategies. (Bruner, 1977; Bruner, 1996; Darling-Hammond, 1985; Dewey, 1905; Dewey, 1938; Furth, 1986, Gardner, 1991; Langer, 1997)

Class participation and attendance: You are expected to be in class every day, on time. Attendance will be taken. Absences should be **rare** and excused; beyond that absenteeism **will certainly affect your grade**. You are expected to read the material in the text before class and be well prepared to participate in group discussion and group activities. A classroom is a community of learners; your preparation and participation are expected--particularly in a seminar-based class such as this one.

Blackboard responses: Each student will post a minimum of two Blackboard responses for each class session, one prior to the class, and one following the class.

The first, prior to the session, should include a summary and response for each article/reading prior to the class for which it is assigned. These summary/responses will serve as proof of preparation and as a springboard for our class discussions and seminars. Your response to the article will address the following:

- The main point or points of the reading
- 2-3 relevant quotations from the article
- Practice implications for educators (you)
- Your summary evaluation of/response to the article's usefulness for educators

The second, "post-class post" is a response and critique of the class session. It should include the following:

- Additional points raised or extended during class discussion
- What we could have done to improve the discussion
- Suggestions for readings or questions that might have enhanced the discussion
- Your "metaphor" exercise for the week.

Absence does not excuse you from the reading or the posted responses. If you must miss a class, your post-class responses will be in response to other class members' post-class responses.

Course Evaluation: Candidates' understanding may be evaluated through in-class discussions; assignments; presentations; exams; class attendance and participation.

Points Possible		Grading Scale
Attendance and Participation	50	188-200 =A
Preparation/reflection (includes blackboard responses and movie discussion)	50	180-187 =A- 172-179 =B+ 166-171 =B 160-165 =B-
Professionalism	25	154-159 =C+
Learning-Teaching		146-153 =C
Paper	50	140-145 =C-
Presentation/process	25	130-139 =D+ 120-129 =D
Total points possible	200	0-119 = F

Tentative Course Outline (open to revision)

Introduction

August 29 Pedagogy and Practice: course overview/expectations
Charles Dickens' *Hard Times*
To Sir, With Love

Movie suggestions:

- *Stand and Deliver*
- *Dangerous Minds*
- *Lean on Me*
- *Mr. Holland's Opus*
- *Dead Poets' Society*
- *The Miracle Worker*
- *Renaissance Man*
- *Music of the Heart*
- *Finding Forrester*

Metaphor exercise

Sept. 5 reading day (no class)

Learners

Sept. 12 Gardner, Chs. 1-5

Sept. 19 Gardner, Ch. 6-9

Sept. 26 differentiation:
how do you meet the needs of diverse learners in the classroom?
readings will be distributed

Teachers

Oct. 3 Gatto, "The Seven-Lesson Schoolteacher"
John Dewey

- Oct. 10 fall break
- Oct. 17 Alfie Kohn, grades, grade inflation, and "Unconditional Teaching."
- Oct. 24 Stigler & Hiebert, Chs. 1-5
- Oct. 31 Stigler & Hiebert, Chs.6-10

Schools

- Nov. 7 *Horace's Compromise*; workshop paper ideas
- Nov. 14 *Horace's Compromise*; workshop paper ideas
- Nov 21 Friday classes/begin Thanksgiving break

Culture

- Nov. 28 *Horace's Compromise*; editing workshop (draft)
- Dec. 5 Gatto, "We Need Less School, Not More"
Gardner, Chs. 10-13; editing workshop (draft)
- Dec. 12 Final 8-9:50 (present & submit final paper)

Learning-Teaching Paper: The purpose of this activity is to apply the theories and concepts addressed in Learning-Teaching to the development and evaluation of an individual topic in your own professional area.

*Identify a specific topic/problem that interests you and for which a realistic solution can be proposed utilizing concepts and principles of learning/teaching. Develop a specific problem statement & limit the scope of the problem.

*Analyze the problem from at least two theoretical perspectives studied this semester. In your analysis, include any of the content areas presented and discussed in this course that you believe have relevance for your chosen topic. You should also utilize at least three outside scholarly articles/books dealing with your research problem (please limit internet sources to only reliably published journal articles or government reports).

*Design a solution/program/plan for the topic you have selected. The plan should incorporate the techniques related to the concepts that you have used from this course to analyze the problem.

*Explain and justify your plan using the concepts and theories utilized while designing it. Present any possible criticism of the plan that might be held by theorists/practitioners that hold different views from your own.

*Discuss concerns you may have regarding the implementation of your program. Critique the effectiveness of your proposed plan from a theoretical perspective. Which aspects would hold up, and which ones might be more difficult to manage?

*The paper should be composed on a word processor or typewriter, double-spaced, 1 inch margins, and should be about 5 pages in length. The paper will be evaluated by its content, organization, originality, clarity, grammar/spelling, and proper APA citation and reference page. See attached scoring rubric.

We will discuss these papers as ongoing projects within the class throughout the semester.

Pedagogical perspectives/trends:

- Behaviorism
- Information processing
- Progressive movement
- Constructivism
- Multiple Intelligences

Others....

Additional Course Guidelines

1. Papers must be typed, double-spaced, and use APA style.
2. Plagiarism and/or cheating of any kind will not be tolerated and will result in course failure. See the Graduate School Policy on Plagiarism.
3. Appropriate professional behavior will be expected throughout the semester.
4. If you are in need of special considerations in any area please do not hesitate to request this.

Students with Disabilities--Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.

University Counseling Center--397-4283. Located on Belvoir, two doors away from the tennis courts. A Counseling Center staff member is available 24 hours a day, seven days a week during the school year. In the event of an emergency after regular working hours, an on-call person from the Counseling Center can be reached through Campus Safety Services at 216-397-4600.

Campus Ministry--397-4717

Campus Safety Services--397-4600

The Center for Career Services--2563 South Belvoir 397-4237

Writing Center--Room OC 207 Mon-Thurs 1:00-9:00, Friday 1:00-3:00

School Closing Info: 216-397-4666 after 2:00 p.m. for evening classes, after 6:30 a.m. for day classes.

Conceptual Framework

ED 534 is grounded in the Jesuit view of education and seeks to develop the Jesuit ideal of the educator. This course focuses on all five dimensions of the Jesuit idea of an ideal educator: Formation of the total person, Personal influence of the educator, Educational settings as communities of personal influence, Education as a vocation, Integration of the disciplines to extend & synthesize knowledge. The course also draws on the four

academic content strands from the JCU Conceptual Framework for Advanced Programs: Personal and Professional Development, Leadership, Scholarship and Specialization. Regarding scholarship, this course is grounded in the accumulated knowledge related to teaching and learning in order to assist educators in making informed decisions. This course seeks to enhance students' knowledge base with respect to the theories and concepts surrounding issues of teaching and learning while facilitating students' ability at applying that theory to their practice. These strands define certain outcomes or expectations for the practitioner, which will be addressed through course content, class activities, and assessment.

A. Knowledge

The candidate will be able to:

1. Understand prevalent theories of learning and their relevance within individual learning environments.
2. Understand the intricate nature of the learning-teaching process.
3. Understand the developmental characteristics of the learning-teaching process.
4. Understand the processes associated with learning, i.e., sensory input, perception, memory, behavior.
5. Understand the brain as a complex organism with a variety of subsystems which influence learning-teaching.
6. Understand the dynamics of the hemispheres of the brain and their specific and interrelated role in the process of learning.
7. Understand the dynamics of the learning process.
8. Understand the variation in learning styles present within a classroom.
9. Understand the role of learning materials in the learning-teaching process, i.e., technology, textbooks, method, activities, materials, in order to develop instructional objectives and learning prescriptions which meet the needs of students.
10. Understand the learning-teaching process in such a manner as to become a critical reader of learning literature.
11. Understand the basic concepts of developmental theory in the learning-teaching process.
12. Understand the dynamics of individualization within the learning-teaching process.
13. Understand the influence of attitudes and values on the learning-teaching process.
14. Understand that the learning-teaching process is individualized for each teacher-student relationship.
15. Understand that learning is a lifelong on-going process without regard to specific time, place, age, culture and/or content

B. Skills

The candidate will be able to:

1. Evaluate and discuss the prevalent theories of learning in light of their own learning theory and the present educational theory
2. Identify factors which influence/hinder the learning process for each semester.
3. Develop and implement learning-teaching styles which respect the developmental characteristics of the learner.

4. Identify the various roles and functions of the hemispheres of the brain in the process of learning.
6. Implement teaching processes which respect and enhance the learning process within all students.
7. Evaluate the specific learning styles of students and create learning environments which enhance each style.
8. Select learning materials based on their positive impact within the specific learning-teaching process.
9. Analytically read and apply the research in the learning-teaching field of study.
10. Respect the developmental learning differences which exist among students and create learning environments which meet the developmental learning styles and needs of all students.
11. Prepare learning environments which respect individualization and avoid a group learning mentality.
12. Develop learning environments which enhance the optimal levels of anxiety and learning for each child.
13. Develop a community environment within the classroom and entire school which emphasizes the dignity and sensitivity of the person.
14. Develop meaningful learning-teaching relationships among the students, and between the teacher and students.

C. Dispositions

The candidate will be able to:

1. Respect the dignity of each learner.
2. Respect their own value within the learning-teaching environment.
3. Respect the inherent value of the overall educational process.
4. Enjoy the process of discovery that exists in the learning environment.
5. Respect learning as a personal, individualized process and the significant role of the teacher in this process.
6. Respect the long-term effects of the learning-teaching process on the learner.
7. Respect the influence and role of the family and community in the teaching-learning process.
8. Respect the process of personal and professional reflection and development as an educator
9. Reflect on professional work
10. Contribute to the profession through practice, professional development opportunities, and school/community involvement.

Learned Society Standards Addressed: NCATE, CACREP, NASP, See following table.

JCU Conceptual Framework, NCATE, CACREP, NASP Standards, and Practitioner Assessment

JCU Conceptual Framework	NCATE Standards	CACREP Standards	NASP Standards	Assessment
<p>Strand 1: Scholarship</p> <p>1. Reflects on professional work. 2. Demonstrates accuracy, organization, & persistence in achieving intellectual & professional goals. 3. Contributes to the school, district, & the broader professional community. 4. Engages in systematic inquiry.</p>	<p>Standard 1: <i>Candidate Knowledge, Skills, and Dispositions</i></p> <p>1.2 Content Knowledge for Other Professional School Personnel</p> <p>1.5 Professional Knowledge and Skills for Other School Personnel</p>	<p>3.HUMAN GROWTH & DEVELOPMENT</p> <p>b.theories of learning and personality development; c.human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; d.strategies for facilitating optimum development over the life-span.</p>	<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.</p>	<p>-Instructional Conversations -Reflective Essay -Learning-Teaching Paper -Presentations -Course discussions and activities -Class participation & professionalism</p>
<p>Strand 2: Personal & Professional Development</p> <p>5. Seeks out opportunities for professional development & growth 6. Actively participates in professional events & projects. 7. Assists fellow professionals.</p>	<p>Standard 1: <i>Knowledge, Skills, and Dispositions</i></p> <p>1.2 Content Knowledge for Other Professional School Personnel 1.5 Professional Knowledge and Skills for other School Personnel 1.6 Dispositions for all Candidates</p>	<p>8f. Ethical and legal considerations. 2. Social and cultural diversity 3. Human Growth & Development</p>	<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.</p>	<p>-Instructional Conversations -Reflective Essay -Learning-Teaching Paper -Presentations -Course discussions and activities -Class participation & professionalism</p>
<p>Strand 3: Specialization</p> <p>8. Demonstrates knowledge of content and pedagogy 9. Demonstrates knowledge of clients/ students 10. Demonstrates knowledge of resources. 11. Designs coherent interventions. 12. Establishes a context for learning/successful intervention. 13. Uses knowledge of communication techniques to foster collaboration & supportive interaction.</p>	<p>Standard 1: <i>Knowledge, Skills, and Dispositions</i></p> <p>1.2 Content Knowledge for Other Professional School Personnel 1.5 Professional Knowledge and Skills for other School Personnel 1.6 Dispositions for all Candidates 1.8 Student Learning for Other Professional School Personnel</p> <p>Standard 4: <i>Diversity</i></p>	<p>8f. Ethical and legal considerations. 2. Social and cultural diversity 3. Human Growth & Development 7. Assessment</p>	<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</p>	<p>-Instructional Conversations -Reflective Essay -Learning-Teaching Paper -Presentations -Course discussions and activities</p>
<p>Strand 4: Leadership</p> <p>14. Takes initiative in assuming leadership roles. 15. Initiates activities that contribute to the profession.</p>	<p>Standard 1: <i>Knowledge, Skills, and Dispositions</i></p> <p>1.5 Professional Knowledge and Skills for other School Personnel 1.6 Dispositions for all Candidates</p>	<p>8d. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications.</p>		<p>-Instructional Conversations -Course discussions and activities -Presentations -Class participation & professionalism</p>

<p>16. Assumes responsibility in decision making & helps ensure decisions are based on highest professional standards.</p> <p>17. Challenges negative attitudes & practices, & is proactive in serving clients, students, colleagues.</p>	<p>1.8 Student Learning for Other Professional School Personnel</p>			
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Other program guidelines aligned to these strands and desired outcomes:

National Association for the Education of Young Children (NAEYC)

National Middle School Association (NMSA)

Interstate New Teacher Assessment and Support Consortium (INTASC)

Pathwise/Praxis Domains

Jesuit Ideal of the Educator

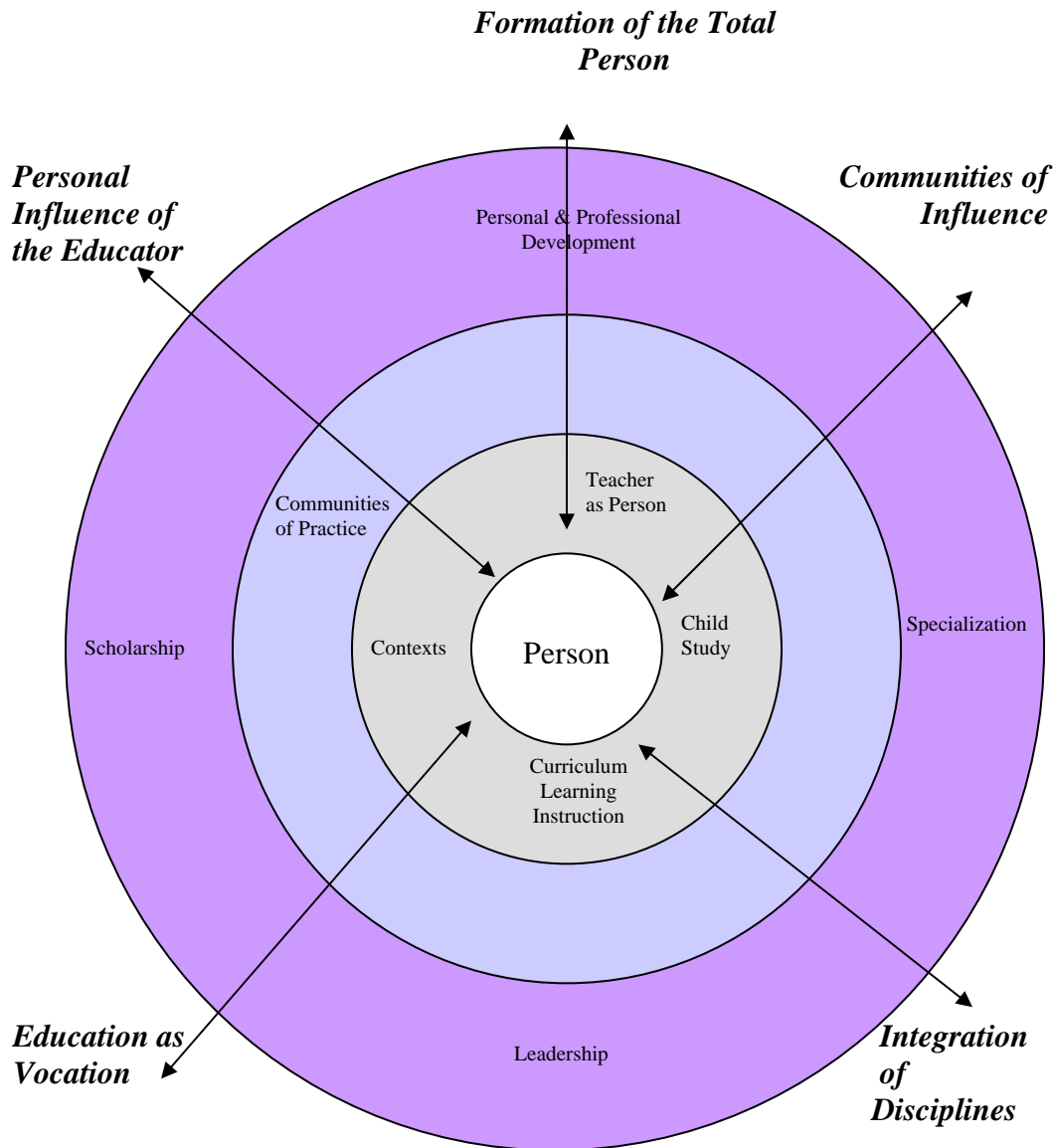


Figure 1: This model illustrates that professional education in the department is organic. Development of the total person as an educator expands through interactions with the program curricula and communities of educational practice. These interactions are both cumulative and progressive, resulting in an educator reflective of the Jesuit ideal.

The **Learning-Teaching Paper** will be assessed using the following criteria:

Percentage/Points Possible

	Unsatisfactory	Basic	Proficient	Distinguished	Total Possible
Content	<p>*Topic/Problem statement not clearly written.</p> <p>*Topic not analyzed from 2 theoretical perspectives.</p> <p>*Solution plan is not developed.</p> <p>*Self-critique of plan is not developed.</p> <p>0-4 Points</p>	<p>*Topic/Problem statement provided.</p> <p>*Topic analyzed from 1 theoretical perspective.</p> <p>*Solution plan is provided.</p> <p>*Self-critique of plan is provided.</p> <p>5-10 Points</p>	<p>*Topic/Problem statement clearly written.</p> <p>*Topic analyzed from 2 theoretical perspectives.</p> <p>*Solution plan is developed.</p> <p>*Self-critique of plan is developed.</p> <p>11-14 Points</p>	<p>*Topic/Problem statement clearly written.</p> <p>*Topic analyzed from 2 theoretical perspectives.</p> <p>*Solution plan is thoroughly developed.</p> <p>*Self-critique of plan is thoroughly developed.</p> <p>15-16 Points</p>	<p>16 Points 40% of assignment</p>
Organization	<p>*Paper is not well organized by topic-information on similar topics is not kept together.</p> <p>*Subheadings are not well utilized to help organize sections of the paper.</p> <p>0-2 Points</p>	<p>*Paper displays some organization by topic-information on similar topics is not always kept together.</p> <p>*Subheadings are not always utilized to help organize sections of the paper.</p> <p>3-4 Points</p>	<p>*Paper is well organized by topic-information on similar topics is usually kept together.</p> <p>*Subheadings are typically utilized to help organize sections of the paper.</p> <p>5-7 Points</p>	<p>*Paper is well organized by topic-information on similar topics is kept together.</p> <p>*Subheadings are well utilized to help organize sections of the paper.</p> <p>8 Points</p>	<p>8 Points 20% of assignment</p>
Citation	<p>*Proper formation of source citation within text and reference page using APA style was not utilized.</p> <p>*Sources were not cited whenever using someone else's ideas or direct quotes (see section on Academic Dishonesty)</p> <p>0-2 Points</p>	<p>*Sources were cited and reference page created but not with APA format.</p> <p>*Sources not always cited whenever using someone else's ideas or direct quotes.</p> <p>3-4 Points</p>	<p>*Proper formation of source citation within text and reference page using APA style sufficiently followed.</p> <p>*Sources were sufficiently cited whenever using someone else's ideas or direct quotes.</p> <p>5-7 Points</p>	<p>*Proper formation of the citations for sources within the text and for the reference page using the APA Publication Manual 5th Edition.</p> <p>*Sources were always cited whenever using someone else's ideas or direct quotes.</p> <p>8 Points</p>	<p>8 Points 20% of assignment</p>
Sources	<p>*0-2 scholarly articles/ books beyond the course were utilized.</p> <p>*Credible sources were not utilized.</p> <p>0 Points</p>	<p>*At least two scholarly articles/ books beyond course texts were utilized.</p> <p>*Information cited from mostly credible sources.</p> <p>1-2 Points</p>	<p>*At least three scholarly articles/ books beyond course texts were utilized.</p> <p>*Information cited from credible sources.</p> <p>3 Points</p>	<p>*More than three scholarly articles/books beyond the course texts were utilized.</p> <p>*Information cited from credible sources.</p> <p>4 Points</p>	<p>4 Points 10% of assignment</p>
Mechanics	<p>*Proper English grammar, punctuation, spelling were not utilized.</p> <p>0 Points</p>	<p>*Proper English grammar, punctuation, spelling needs improving.</p> <p>1-2 Points</p>	<p>*Proper English grammar, punctuation, spelling were sufficiently utilized.</p> <p>3 Points</p>	<p>*Proper English grammar, punctuation, spelling were always utilized.</p> <p>4 Points</p>	<p>4 Points 10% of assignment</p>
Total Possible					40 Points

Movies about Teachers*

1930-1939

- 1932-The Penguin Pool Murder [Hildegard Withers Series]
- 1933-Topaze
- 1934-Murder on the Blackboard [Hildegard Withers Series]
- 1935-Murder on a Honeymoon [Hildegard Withers Series]
- 1935-The Plot Thickens [Hildegard Withers Series]
- 1936-These Three
- 1936-Murder on a Bridle Path [Hildegard Withers Series]
- 1937-Forty Naughty Girls [Hildegard Withers Series]
- 1939-Good-bye Mr. Chips

1940-1949

- 1940-Anne of Windy Poplars
- 1940-Little men
- 1941-Cheers for Miss Bishop
- 1941-Pimpemel Smith
- 1941-Remember the Day
- 1943-Hitler's Children
- 1943-This Land is Mine
- 1945-The Corn is Green

1950-1959

- 1953-Bright Road
- 1954-Her Twelve Men
- 1955-The Blackboard Jungle
- 1955-Good Morning, Miss Dove
- 1955-The Private War of Major Benson
- 1956-Bigger Than Life
- 1956-Our Miss Brooks
- 1956-The Unguarded Moment
- 1957-Spring Reunion
- 1958-As Young as We Are
- 1958 – Teacher's Pet

1960-1969

- 1962-The Children's Hour
- 1967-To Sir, With Love
- 1967-Up the Down Staircase
- 1968-Rachel, Rachel
- 1969-Decline and Fall of a Bird Watcher
- 1969-The Prime of Miss Jean Brodie

1970-1979

- 1972-Child's Play
- 1973 -- Paper Chase
- 1974-Conrack
- 1977-Looking for Mr. Goodbar

1980-1989

- 1982 -- Fast Times at Ridgemont High
- 1983 -- Educating Rita
- 1984-Teachers
- 1985-Heaven Help Us
- 1986-Hoosiers
- 1986 -- Ferris Bueller's Day Off
- 1987-Leader of the Band
- 1987-The Principal
- 1987-Summer School
- 1988-Stand and Deliver
- 1989-Dead Poets Society
- 1989-Lean On Me

1990-1999

- 1990 -- Freshman
- 1990-Class of 1999
- 1992-Sister Act
- 1992-Waterland
- 1993-The Man Without A Face
- 1993 – Philadelphia (diversity)
- 1994 -- Renaissance Man (disillusioned ad man teaching the dregs of the Army so they'll improve in basic training)
- 1994-The Browning Version
- 1995-The Lotus Eaters
- 1996-Carried Away
- 1995-Dangerous Minds
- 1996-Mr. Holland's Opus
- 1996 – The Mirror Has Two Faces
- 1996-The Substitute
- 1997-In and Out
- 1999-- The Green Mile (diversity, looking beyond the surface, death penalty)

2000-2009

- 2000 – Not one less (Chinese)
- 2000 -- Finding Forrester
- 2000 – Cheaters (the Steinmetz High School cheating scandal)
- 2002 – Blackboards

- 2003 -- School of Rock
- 2003 -- Spellbound
- 2003 -- Mona Lisa Smile
- 2004 – Disney's Teacher's Pet
- 2005 – Happy Lesson – Teacher's Pet Collection

St Trinian's films:

- 1957 – Blue Murder at St. Trinian's
- 1966 – The Great St. Trinian's Train Robbery
- 1994 – Belles of St. Trinian's

Unknown dates:

- Tuesday's with Morrie
- Good-bye Mr. Chips
- Apartment for Peggy

*(from <http://test.tc-library.org/files/movies%20about%20teachers.doc>)

Resources and Readings:

- Bailey, S.L. (1981). Stimulus overselectivity in learning disabled children. Journal of Applied Behavioral Analysis. 14, 239-248.
- Bigge, M.L. (1982). **Learning theories for teachers**. (4th ed.). Harper Collins Publishers.
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- Druker, J.F. & Hagen, J.W. (1969). Developmental trends in the processing of task relevant and task-irrelevant information. Child Development. 40, 371-382.
- Erikson, E.H. (1968). **Identity: youth and crises**. New York: Norton
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- Furth, Hans. (1986). **Piaget for Teachers**. 2nd ed. CAE Publishing, Inc.
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- Haith, M.M. (1971). Developmental changes in visual information processing and short

- term visual memory. Human Development. 14, 249-261.
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- Hunter, M. (1976). **“Right-brained kids in left-brained schools.”**
- Interstate New Teacher Assessment and Support Consortium. INTASC Standards. <http://tera.teralink.com/~shar/Portfolio/INTASC.html>
- Isaacs, N. (1974). **A brief introduction to Piaget**. New York: Schocken Books.
- James, W. (1958). **Talks to teachers**. New York: W.W. Norton & Co.
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- Kirk, S.A., & Gallagher, J.J. (1989). **Educating exceptional children**. Boston: Houghton Mifflin
- Langer, E.J. (1997). **The Power of Mindful Learning**. Massachusetts: Addison-Wesley Publishing Company, Inc.
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- Livesey, P.J. & Little, A. (1971) Sequential learning in children. The Journal of genetic psychology. 118, 33-38.
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