

# **HARD GAINS IN THE SOFT SCIENCES**

## **The Case of Pedagogy**



*A CEDR Monograph  
Phi Delta Kappa*

**N. L. Gage**

# Hard Gains In The Soft Sciences

**George A Brown, George Brown, Dr  
George A Brown, Ted Wragg**



## **Hard Gains In The Soft Sciences:**

Hard Gains in the Soft Sciences Nathaniel Lees Gage, 1985 This monograph updates a 1978 publication titled The Scientific Basis of the Art of Teaching Based on lectures presented during the 1983-84 academic year this work discusses research on teaching to provide a substantial scientific basis for the art of teaching and for the education of teachers in that art For several decades one research reviewer after another concluded that relationships between teaching practices and educational outcomes were not evident The negative consensus was largely due to a simple but widespread fallacy the fallacy of taking seriously the statistical significance of statistically weak single studies Recent meta analysis has improved the procedures for drawing conclusions from any set of studies of relationships between roughly similar variables Divided into three chapters this book 1 reviews the research gains made evident through meta analysis 2 discusses the application of these gains for the improvement of teaching practices and teacher education and 3 considers the process product ethnographic sociolinguistic and other paradigms for research on teaching to improve these gains Six pages of references conclude the document PN

Redesigning Teacher Education Alan R. Tom, 1997-01-01 Explores the shortcomings of teacher education and proposes design principles for rethinking teacher preparation Establishes a reform agenda for teacher education faculties Alan Tom is among the best at relating important issues in teacher education and a critical reading of the literature with his own professional experience This book is ambitious It lives up to the claim of examining political and institutional problems along with conceptual and intellectual ones This is something few teacher educators attempt and is a critical area to open up for sustained analysis Drawing upon events from his career as a teacher educator Alan R Tom candidly analyzes the predominant criticisms of teacher education and rejects the common tendency to infer the teacher education curriculum from such ideas as metaphors for teaching or knowledge He proposes eleven design principles to serve as a reform agenda including creating programs capable of self renewal having faculty model the desired image and skills of teaching and rethinking the sequence of practice and theory Each principle identifies a differing dimension for the conceptual and structural redesign of teacher preparation Four specific change strategies are evaluated as well task force top down piloting and family style The low status of teacher educators and the excessive regulation of teacher education are also examined as is the failure to give adequate attention to the administrative organization for teacher education

**Remaking the Concept of Aptitude** Lyn Corno, Lee J. Cronbach, Haggai Kupermintz, David F. Lohman, Ellen B. Mandinach, Ann W. Porteus, Joan E. Talbert, 2001-09-01 The unique perspective of Richard E Snow in recent years one of the most distinguished educational psychologists integrates psychology of individual differences cognitive psychology and motivational psychology This capstone book pulls together the findings of his own 35 years of research on aptitudes and those from especially European scholars of which he had exceptional knowledge A panel of experts and former associates completed this book after his death in 1997 expanding his notes on implications of the theory for instructional design and

teaching practice The panel developed Snow's ideas on where the field should go next emphasizing promising research strategies Viewing intelligence as education's most important product as well as its most important raw material Snow stressed the need to consider both cognitive skills and affective motivational characteristics In this book previously unconnected research and scattered theoretical ideas are integrated into a dynamic model of aptitude Understanding the transaction between person and situation was Snow's primary concern This volume draws from diverse resources to construct a theoretical model of aptitude as a complex process of unfolding person situation dynamics **Remaking the Concept of Aptitude** Extending the Legacy of Richard E Snow presents historical and contemporary discussion of aptitude theory illuminating recent ideas by pointing to their historic antecedents provides evidence of how sound research can have practical ramifications in classroom settings discusses the strengths and weaknesses of prominent research programs including Gardner's multiple intelligence meta analysis ATI experiments and information processing describes in detail specific research that has developed important concepts for example Czikszenmihalyi on flow Lambrechts on success in stressful training Sternberg on componential analysis and Gibson on tailoring affordances to match motivations and keeps statistical complexities to a minimum and includes a simply written Appendix that explains the interpretation of key technical concepts By characterizing sound research in the field this volume is useful for psychologists and educational researchers It will also be instructive for teachers seeking to deepen their knowledge of the whole child and for parents of children facing standardized testing

**Educational Research, Policymaking and Practice** Martyn Hammersley, 2002-03-22 Educational Research maps the demands now being made on educational research against the background complexities of the relationship between research and practice

**Collaborating with Teachers on Research** Andrew C. Porter, 1986

**Crisis in the Primary Classroom** Maurice Galton, 2021-12-24 First published in 1995 Crisis in the Primary Classroom redefines the crisis plaguing primary classrooms by challenging many of the educational and political orthodoxies of the nineties The book is set during a particular period in the nineties when primary education was under attack from the Government and sections of the media with accusations that reading standards had fallen the National Curriculum was not being taught well and training colleges had failed to produce sufficient teachers of quality In response to these concerns the Government commissioned a report which presented a series of solutions Maurice Galton argues that the report failed to identify the root causes of the problems facing primary schools He examines critically whether the National Curriculum was necessary and whether teaching methods and classroom organization really needed to be changed radically He also addresses the issue of quality among teachers suggesting ways in which this might be developed Crisis in the Primary Classroom deserves to be read by all concerned with the planning administration and practice of primary education Teachers will be encouraged by the message that methods found to be successful in the past must be accommodated in new patterns of organization and classroom practice

**An Introduction to Classroom Observation (Classic Edition)** Ted Wragg, 2011-11-29 How does

classroom observation support your professional development How can you observe as effectively as possible Highly regarded as one of the most widely used and authoritative texts on this topic *An Introduction to Classroom Observation* is an essential text for anyone serious about becoming a good teacher or researcher in education Now part of *Teaching in the Primary School* Neil Kitson, 2002-09-11 It is now widely recognized that learners are more successful when they are active participants in the learning relationship This book offers a general introduction to primary education and child development using the learning relationship between teachers and children as its focus Divided into two parts the first looks at the child's contribution to the learning relationship and the second examines that of the teacher *Failing Teachers?* R.P.

Chamberlin, G.S. Haynes, E.C. Wragg, Prof E C Wragg, 2005-07-05 First published in 1999 Routledge is an imprint of Taylor Francis an informa company **An Introduction to Classroom Observation** Ted Wragg, 2002-03-11 The first edition of this book was a bestseller and is generally regarded as the most widely used and authoritative text on this topic This completely revised and updated second edition takes into account the latest changes in educational practice and includes coverage of recent developments in teacher appraisal and school inspection procedures Ted Wragg is an international expert on research into teaching and learning but has always been someone who writes with the teacher in mind Using a combination of case studies photographs and illustrations Wragg shows how various people study lessons for different purposes and in different contexts He explains a number of approaches in clear language and gives examples of successful methods that have been employed by teachers student teachers researchers and pupils This is an essential text for anyone serious about becoming a good teacher or researcher in education **An Introduction to Classroom Observation**

Edward Conrad Wragg, 2012 Highly regarded as one of the most widely used and authoritative texts on this topic *An Introduction to Classroom Observation* is an essential text for anyone serious about becoming a good teacher or researcher in education **Explaining** George A Brown, George Brown, Dr George A Brown, Ted Wragg, 2006-04-10 Explaining shows what explanation is and what it aims to do It explores the various strategies open to teachers and by a combination of activities and discussion points it helps them to build up a repertoire of techniques suitable for various situations and to evaluate the effectiveness of their explanations in the classroom It covers such issues as the use of an appropriate language register the place of analogies building on children's questions and coping strategies for effective explanation when the teacher is unfamiliar with the subject matter *Class Management in the Secondary School* Prof E C Wragg, 2003-08-29

This book is one of a set of eight innovative yet practical resource books for teachers focussing on the classroom and covering vital skills for primary and secondary teachers The books are strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work The first editions of the series were best sellers and these revised second editions of the series will be equally welcomed by teachers eager to improve their teaching skills Successful secondary teachers operate in many different ways but they have one thing in common an ability to manage their

classrooms effectively Without the skills required to do this the most inspiring and knowledgeable teacher will fail In Class Management in the Secondary School Ted Wragg helps teachers to clarify their own aims and to find the strategies which will work for them Topics covered include first encounters the establishment of rules relationships management of time and space specific discipline problems There are certain skills that teachers possess that are of paramount importance class management is one of those areas Effective classroom management can be the single most influential factor in getting it right and is a core teaching skill that both trainee and experienced teachers should constantly be improving on

**Effective Teaching** Richard Dunne,E.C. Wragg,Prof E C Wragg,2003-09-02 First Published in 2004 In the nineteenth century teacher training institutions were called normal schools because it was assumed that there was only one way to teach the norm Today there is no single style of teaching endorsed by everyone How teachers teach depends on factors like the age and ability of the children their background and needs the nature of the subject or topic being studied and the resources available The authors draw on their considerable experience of teacher training and research into classrooms to explore several dimensions of teaching These include planning and preparation direct instruction the management of materials and of behaviour conversation with children monitoring and evaluating learning They show how teachers can improve their competence and meet their aspirations both individually and with their colleagues The book will be very useful to trainee and experienced teachers heads teacher trainers and inspectors

**Resources in Education** ,1986

**Improving Literacy in the Primary School** R. P. Chamberlin,G. S. Haynes,E. C. Wragg,Prof E C Wragg,2005-07-28 One of the most important challenges teachers face is making sure children can read It is an absolutely crucial skill and current educational policy is giving it a very high priority Based on one of the largest studies ever undertaken of what primary schools do to improve literacy this book reports what Professor Ted Wragg and his research team found The importance placed on literacy has never been greater When children learn to read they are laying the foundations for their entire educational future Effective teachers can make a huge difference as a poor start can hinder children throughout their schooling and beyond By looking at what actually goes on in classrooms this volume provides an invaluable insight into what happens to children and how their reading progresses It shows how particular teachers manage the improvement of their pupils reading levels and also follows individual pupils through a school year This is a very readable account of a fascinating and crucial area of research that is highly topical Every class teacher should read it

**Effective Teaching with Internet Technologies** Alan Pritchard,2007-06-19 The aim of this book is to support schools in using the internet effectively Refreshingly it has a strong pedagogical focus and emphasises the value of technology to support learning Overall a useful book that should help schools in thinking about how the internet might enhance teaching and learning Learning Teaching Update All schools now have internet access but the potential of internet technology as a teaching and learning tool is still far from fully realised This timely book helps teachers develop pedagogical skills in using the internet through a series of case studies of good practice

all of which are based on extensive classroom research Accessible and practical it is a guidebook on how integrate the use of technology across teaching and learning The book offers a range of ideas which can be used in different classroom settings The emphasis is on practical ways of developing skills in teaching and learning rather than on the technical specifics of the technology itself Illustrative material examples of children s work website links and further details of how projects were set up are presented on a companion website Chapters include The internet and its use in Education what is the internet and what is its history in schools Pedagogy and the Internet what impact is new technology having on teaching styles Learning Theory past and current perspectives Teaching with the internet a series of case studies analysed in terms of pedagogy learning theory and the effectiveness of the teaching and the learning Effective Teaching with the Internet some guidelines for good practice This book will appeal to teachers in training as well as practising teachers ICT co ordinators and those on CPD courses **More Statistical and Methodological Myths and Urban Legends** Charles E. Lance,Robert J.

Vandenberg,2014-11-05 This book provides an up to date review of commonly undertaken methodological and statistical practices that are based partially in sound scientific rationale and partially in unfounded lore Some examples of these methodological urban legends are characterized by manuscript critiques such as a your self report measures suffer from common method bias b your item to subject ratios are too low c you can t generalize these findings to the real world or d your effect sizes are too low What do these critiques mean and what is their historical basis More Statistical and Methodological Myths and Urban Legends catalogs several of these quirky practices and outlines proper research techniques Topics covered include sample size requirements missing data bias in correlation matrices negative wording in survey research and much more Engineering Education John Heywood,2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation

beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation

**Education and Psychology in Interaction** Brahm Norwich, 2002-11-01 This book takes an in depth look at how education and psychology relate to each other and at the current state of this relationship Through comprehensive analysis of the ideological historical social and professional contexts of this interaction the author develops the theme that despite basic differences in aims the fields are interconnected



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