

教育学经典教材 · 英文影印版

Teaching Today: An Introduction to Education (8th Edition)

当代教学论 (第八版)

大卫·G·阿姆斯特朗 David G. Armstrong
[美] 肯奈斯·T·汉森 Kenneth T. Henson 著
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把握当代教学的特点

教学是教育的核心，教学是促进学生全面发展的主渠道，具有不可替代的首要地位。教育涉及教育政策、教育体系、教育制度、教育管理、教育过程等方方面面的问题，但教学是教育的核心环节，从本质上讲，一切政策、体系、制度、管理等都是为教与学、为学生的全面发展服务的。一切教育改革都应该为教学改革服务，发生在课堂里的教学改革是最深刻的教育革命；不触及课堂教学、不能对课堂教学产生深刻影响的教育改革是表层的、肤浅的。

教学已经有几千年的历史，教学改革历尽沧桑，教学观念、教学内容、教学方法、教学技术发生了多次变革。立足当代，社会发展、人的发展以及教育自身的发展对于教学提出了更高的要求。当前我国正在积极推进的课程改革，其本质就是一场深刻的教育改革，力图让课堂教学焕发出生命与活力，让学生主动、充分、全面发展。这对每一位教师、每一位教育管理者都提出了严峻的挑战，立足当代，我们必须明确：为什么教？该教什么？该怎么教？谁有资格来教？如何针对学生的年龄特征与个性特点因材施教？如何把现代信息技术与学科教学整合？我们必须认识到，教学承担着崇高的使命，教学并不是一个技术性的操作流程，它要求教师身处小课堂，胸怀大世界，有教育理想，有道德境界，根据社会发展、人的发展的时代需要去把握每一个教学环节，审视每一个教学措施，关注每一个学生，保证每一节课课堂教学的有效性，最大限度地促进全体学生的全面发展。

如何应对这种挑战？《当代教学论》能给我们提供丰富的启示。本书与一般的教学论书籍的一个显著不同是：把教学放在一个更广阔的视野中去审视，要求教师在教育改革、学校变革的背景下去把握自己的职业定位与专业发展，要求教师了解教育观念、教育历史、信息技术、教育行政、教育法律（尤其是师生的权利和义务）对于教学实践的影响。它力图让教师有一个更宽广的视野，让教师在一个更宏大的坐标系中把握自己的日常教学。通过把握宏观去把握微观，是提升教师教学境界、促进教师专业发展的重要路径。

《当代教学论》的另一个特点是突出学生在教学过程中的地位。它

要求教师真正了解学生，关注不同年龄、年级学生的特点，本书描述了小学低年级学生、小学高年级学生、初中学生、高中学生不同的特点，要求教师根据不同群体的特点施教。本书要求教师尊重学生的多样性和差异性，关注弱势群体，公平对待每一个学生，让包括残疾学生和英才学生在内的每一个学生都得到充分发展。本书倡导有效教学，而了解学生是保证教学有效性的基本前提。促进学生充分、全面发展是教学的宗旨，也是评价教学是否有效的基本尺度。本书暗含的一个重要观念是：教师应该在促进学生发展中促进自己的发展，在促进学生发展中实现自己生命的价值。以学生为本、关注学生、关注学习，是本书的重要特色。

《当代教学论》一书由美国著名教育学家大卫·G·阿姆斯特朗等人所著，语言简洁，通俗易懂，重点突出，设计合理，在美国很受欢迎，已经多次修订再版。读者现在看到的影印版是其第八版，经过多次修订，《当代教学论》一书已臻完善，成为一本经典的教学论教材。每一章的结构在设计上都值得称道：每章开始以图示展现本章框架结构，并阐明学习目标；正文中穿插网上资源；每章末有案例分析、小结、自测、反思、实践等内容设计。作者在写作中充分体现了以人为本的精神，体现了现代教学论的本质要求，希望给予读者、学习者最大的支持和帮助。

本书适合每一位教育工作者以及所有关心教育的人阅读。中国人民大学出版社已经配套出版了本书第七版的中译本《教育学导论》，为方便读者快捷阅读提供了方便。

[褚宏启，北京师范大学教授，北京师范大学教育管理学院院长、教育部小学校长培训中心主任，主要从事教育政策与教育管理研究。]

DEDICATION

The quality of any journey is enhanced by your companions. Throughout our careers we have been fortunate to have companions who have helped us celebrate the successes and cope with the detours. We dedicate this edition to our spouses. Thank you Sharon and Marsha for being there and for your constant encouragement.

TVS

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PREFACE

Welcome to the Eighth Edition!

Because education is one of the critical components in society, the quality of education is the subject of much debate. This debate is often passionate and complex. Therefore, as we enter the 21st century, education is in an age of reform. Every aspect of education from the preparation of teachers to the quality of preschool is the focus of reform. These reform proposals have the potential to dramatically change education as we know it. However, change can be positive or it can be negative. Therefore, education today poses many challenges and opportunities. One thing is certain—the status quo is not acceptable.

The responsibilities of those involved in education include evaluating proposals for change and making sure that the interests of students are upheld. The nation needs quality teachers who have a clear grasp of basic issues—motivating us to write the eighth edition of *Teaching Today*.

We have had exciting and productive careers in education and we have found teaching to be an exciting and rewarding profession. We hope to encourage the best and the brightest of our nation to accept the challenge to be teachers. However, to enter the teaching field as a challenging responsible individual, pre-service teachers must understand that there are thorns that go with the roses. There are challenges to being a teacher. Perhaps that is what makes the successes so sweet. Therefore, in *Teaching Today* we have tried to provide a strong dose of reality. We want individuals to realize that there are many conflicting points of view. There is not a national consensus about the goals of education or how they should be accomplished. Although we recognize that there might be some who find this conflict and the prospect of profound change disconcerting, we believe that many are invigorated by this prospect, and realize that they can play an important role in shaping the lives of students and the future of society.

In preparing the eighth edition, we have emphasized topics that are relevant to the world you will enter as an educator. In addition to basic information about these topics, we have attempted to give alternative perspectives on these issues so that you can better analyze, reflect, and decide. You can go beyond the text to pursue these topics on the MyEducationLab site (www.myeducationlab.com) and at other locations on the World Wide Web.

This text provides opportunities for you to reflect on issues and develop your personal perspectives. We have also included opportunities for you to develop an Initial Development Portfolio that will help you record your growth toward becoming a professional educator.

Organization of This Text

Both undergraduate and graduate students have used earlier editions of *Teaching Today* as they seek to develop a broad understanding of the complex world of education. This edition organizes content under three major headings, as listed and described below.

Part 1 The Changing Profession. If there is one constant in contemporary education, it is change. There are many proposals for change from various different sectors. Chapter 1

focuses on the changing nature of education and those forces that influence the change. Chapter 2 emphasizes the process of becoming a professional educator and the possible roles that educators play. Chapter 3 discusses specific proposals for reforming schools.

Part 2 Working with Students. Chapter 4 presents information on selected characteristics of students and patterns of development that influence student learning. Chapter 5 focuses on the great diversity of students found in contemporary classrooms. This diversity includes cultural diversity, students with exceptionalities, and students who are gifted and talented. Chapter 6 discusses what is taught and how it is taught. The basic topics are curriculum and instruction. Chapter 7 emphasizes assessment. In an age of accountability, it is important for teachers to know how data is gathered and whether students have learned.

Part 3 Forces Shaping Educational Policies and Practices. This is the most extensive section. It discusses a number of forces. Chapter 8 focuses on the history of education so that teachers can understand how educational practices and policies were developed. It is important to note that we define history as not just one story, but as a number of stories. Specifically, we present a story of Native American education and a story of African American education. Chapter 9 discusses the role of school in society and different perspectives through which education can be viewed. Chapter 10 focuses on specific educational philosophies and how they influence educational policy and practice. Chapter 11 emphasizes how the role of technology is changing education. Chapter 12 presents legal issues relating to the rights and responsibilities of teachers and students. Finally, Chapter 13 discusses the critical dimension of who governs education and how education is financed.

New to This Edition

New, Revised, and Reorganized Chapters.

- New Chapter 13 *Who Controls and Finances Education?* focuses on two critical components of education: governance and finance.
- The previous chapter on Social and Philosophical Perspectives has been divided into two chapters for a more comprehensive resource:
 - New Chapter 9 *What Is the Role of School in Society?* and
 - New Chapter 10 *How Do Philosophical Perspectives Influence Education?*. The previous chapters on diversity and exceptional learners has been revised and combined into
- Chapter 5 *How Has Diversity Changed?*, to offer students one strong, streamlined and updated chapter.
- Chapter 6 *What is Taught and How Is It Taught?* has been revised, updated, and combined with the previous chapters on curriculum and the instruction, to offer a concise resource for today's learners.

"A Day in the Life . . ." attempts to capture some of the rewards and challenges that teachers face. This feature asks the reader to consider the values of successful teachers. Readers then examine a "Disposition Check" section that provides an understanding of the teacher's disposition and offers questions for the reader to reflect on. The scenarios are based on the stories of real teachers.

A DAY IN THE LIFE . . . Looking Beyond Test Scores

In many classes there are students who surprise you. Such was the case of Juana. Juana was a Hispanic girl whose parents did not speak English. At the beginning of the year, Pat Taylor noticed on Juana's cumulative records that her IQ score was listed as in the mid 80s. Pat had expected her to be one of those students who needed extra help and struggled with school work.

Such was not the case! Juana turned out to be an enthusiastic student who did everything well. On all of her assignments and tests she was near the top of the class. She was one of the classroom leaders who was quick to help other students who needed help. She was especially helpful in translating material for the two limited English-speaking students in the classroom. In short, she became one of Pat's favorite students.

As the year progressed, Pat wanted to make sure Juana's abilities were recognized and that she was encouraged to pursue education beyond high school. There was a special academic enrichment program in the school that was supposed to take the most talented students and provide them with some challenging and academically enriching experiences. Pat decided that Juana was a perfect candidate for the program and that it would provide her with experiences that would help her obtain a scholarship for college. Pat wrote the school counselor a glowing letter of recommendation for Juana.

Today the school counselor met with Pat. The counselor started by telling Pat how impressed she was with Pat's recommendation and the samples of Juana's work that had been submitted. "However," the counselor continued, "I don't think she is a good candidate for the enrichment program. I wouldn't want her to be placed in a program where she might have trouble keeping up with the other students." "Wait a minute," responded Pat, "She is motivated, enthusiastic and demonstrates good task persistence. She is doing just fine competing with the other students in my class." "Well, yes," said the counselor, "However, one of the criteria for admission is an above average IQ and her score is just in the 80s."

Pat was absolutely livid. Wasn't the real test of ability how a person performed rather than a score on a test given several years ago? What was education all about if it wasn't finding talent in students and encouraging them to excel?

However, the counselor was not moved. Rules were rules and Juana simply did not qualify.

☒ Disposition Check

Sometimes students are labeled and misjudged by criteria of questionable validity. Teachers have a responsibility to look beyond first impressions or isolated bits of data. Teachers who are committed to students and who do develop attachments to students are often frustrated by the inability of others to get beyond labels and strict rules.

1. As you review this situation consider what dispositions were being demonstrated by Pat?
2. What dispositions were being demonstrated by the school counselor?
3. How might your dispositions lead to conflict with others in the school?

Part I The Changing Profession

will be observed and interpreted and have consequences beyond the immediate situation. For example, if you display great anger when a learner makes a mistake in class, you may find class members increasingly fearful of volunteering responses to your questions. On the other hand, if you are willing to experiment and share your errors, your classroom will become a safe place where your students will become scientific risk-takers (Pheips, 2006). If you teach in a middle school or high school, behaviors you have displayed in one class quickly become known and affect your relationships with other classes you teach.

History

The interaction you have with class members over a term or an entire year develops a class history. A class history is a kind of culture that is unique to each class of students and results from an ongoing record of interaction between the teacher and students. The manner in which you relate to learners, plan instruction, and react to unpredictable events creates this history.

Differences in particular class histories explain why apparently similar behaviors by different teachers do not always produce similar results. For example, you might find that a quiet word may stop inappropriate behavior, but another teacher using this approach can find that it fails to correct the situation. As you think about developing your own teaching style, you will not find it productive to simply mimic another teacher's behavior. Your class members will have a history that may vary considerably from the history of learners of the teacher you are trying to emulate. As a result, your learners will have a different interpretation of your actions.

What Do You Think?

As you review the complexities of the teaching situation, reflect on the following:

- How do you cope with unpredictable events?
- Which of the dimensions of the classroom worry you most?
- Can you think of an example when the history established by the teacher with a group of students has impacted teaching and learning?

COPING WITH SELECTED CHANGES

Education is a part of society, not separate from society. As society changes, education must also change. Just a few years ago personal computers, the World Wide Web, cell phones, and satellite television did not exist. Now, we find it hard to imagine life without them. These technological innovations have an impact on educational practices. There have been changes in the composition of the student population. Increased mobility means that schools in every part of the nation are likely to have a diverse student population. The underlying values and beliefs of students are likely to be quite different than those of students just a few decades ago. Unfortunately, education is often slow to change and adapt to new realities. As a future teacher, you need to realize that education must change to accommodate new realities. Over time, the role of the teacher may significantly change. You need to be aware of some of the changes that are taking place in education and consider how they may impact teaching and learning. For instance, see this chapter's *Video Viewpoint* feature to see how cell phones impact teaching and learning today.

"What Do You Think?" key questions in each chapter provide reflection opportunities that prompt readers to consider their viewpoint based on their chapter reading.

Focus Features

Video Viewpoints

2-1

abc NEWS

Charles Best

WATCH: In this *Nightline: Up Close* video segment, Michel Martin interviews a teacher, Charles Best, who came from a privileged background, attended prestigious schools, and chose to become a teacher in the New York public schools. Charles Best then had an idea about finding funding for teacher ideas and created a Web site: www.donorschoose.org. This segment includes a discussion of the motivation of a person to choose teaching, as well as an innovative way to provide resources for teachers who most need them.

THINK: Discuss with your classmates or write in your teaching journal your responses to the following questions:

1. What do the interviewer's questions infer about the status of teaching in the United States?
2. What does this segment indicate regarding equal educational opportunities for all students?
3. What does this segment indicate about the rewards of teaching?

LINK: Can you think of other creative ideas to address educational issues?



To view this video, go to the Video Viewpoints DVD and click on this chapter's video: "Charles Best."

ABC News and Video Viewpoints. Videos bring to life current and controversial education issues discussed throughout the text. Here you can answer questions, apply your responses to your professional philosophy, or engage in group discussion.

Critical Incidents. Located in several chapters, this issues-oriented feature presents readers with opportunities to engage in higher-level thinking as they reflect on situations faced by today's teachers.

Critical Incident

Teaching to the Test

Maria is a first-year teacher. She wants to develop lessons that interest and motivate her students. Recently, her principal visited her classroom for an observation. Following the lesson, the principal said, "You had an interesting lesson and everybody in your class was engaged. However, you need to remember that test scores are very important here. Our parents expect us to post high test scores and we cannot afford to let them slip. We expect that all of the students in your classroom will do well on the test. If I were a parent and asked you how today's lesson ties to the testing program, what would you say?"

1. What are your reactions to the principal's comments?
2. Should teachers be teaching to the test?
3. Is there an inconsistency between having interesting lessons and meeting standards?
4. How would you respond?

Web Extension 3-1

Consortium for Policy Research in Education (CPRE)

The Consortium for Policy Research in Education (CPRE) is a group that links policy researchers from the University of Pennsylvania, Harvard University, Stanford University, the University of Michigan, and the University of Wisconsin-Madison. At this site, you will find a link labeled "publications." If you click on this link, you will be taken to an extensive list of reports and articles, many of which deal with issues related to systemic reform. Systemic reform requires the efforts of all school members (Moss & Faison, 2006).

<http://www.cpre.org/>

Web Extensions. To deepen their understanding of chapter content, these features include useful, quality Websites and their description that prompt readers to learn more about topics by visiting the sites, searching the content, and finding supplementary information on chapter content.

MyEducationLab

Your Class. Your Career. Everyone's Future.

"Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. . . ."¹



As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching today's students in today's classrooms. For a number of years, we have heard the same message from many of you as we sat in your offices learning about the goals of your courses and the challenges you face in teaching the next generation of educators. Working with a number of our authors and with many of you, we have created a website that provides you and your students with the context of real classrooms and artifacts that research on teacher education tells us is so important. Through authentic in-class video footage, interactive simulations, rich case studies, examples of authentic teacher and student work, and more, **MyEducationLab** offers you and your students a uniquely valuable teacher education tool.

MyEducationLab is easy to use! Wherever

the MyEducationLab logo appears in the margins or elsewhere in the text, you and your students can follow the simple link instructions to access the MyEducationLab resource that corresponds with the chapter content. These include:

Video: Authentic classroom videos show how real teachers handle actual classroom situations.

Homework & Exercises: These assignable activities give students opportunities to understand content more deeply and to practice applying content.

Case Studies: A diverse set of robust cases drawn from some of our best-selling books further expose students to the realities of teaching and offer valuable perspectives on common issues and challenges in education.

Simulations: Created by the IRIS Center at Vanderbilt University, these interactive simulations give hands-on practice at adapting instruction for a full spectrum of learners.

Student & Teacher Artifacts: Authentic student and teacher classroom artifacts are tied to course topics and offer practice in working with the actual types of materials encountered every day by teachers.

Readings: Specially selected, topically relevant articles from ASCD's renowned *Educational Leadership* journal expand and enrich students' perspectives on key issues and topics.

Other Resources:

Lesson & Portfolio Builders: With this effective and easy-to-use tool, you can create, update, and share standards-based lesson plans and portfolios.

1. Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World*. San Francisco: John Wiley & Sons.

News Articles: Looking for current issues in education? Our collection offers quick access to hundreds of relevant articles from the New York Times Educational News Feed.

MyEducationLab is easy to assign, which is essential to providing the greatest benefit to your student. Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

Instructor Support

Supplements to the text are available to the instructors who adopt this text. Those supplements include:

- **Instructor's Manual/Media Guide and Test Bank** provides chapter-by-chapter instructional and media resources, available on the Instructor Resource Center.
- **PowerPoint slides** are available on the Instructor Resource Center.
- **Computerized Test Bank** questions give instructors access to multiple choice, short answer, and essay questions for each chapter. These questions are available on the Instructor Resource Center.
- **Instructor Resource Center**

Instructor supplements can be accessed at our Instructor Resource Center located at <http://www.pearsonhighered.com>. The Instructor Resource Center opens the door to a variety of print and media resources in downloadable, digital format. Resources available for instructors include:

- Instructor Manual/Media Guide and Test Bank,
- Computerized Test Bank, and
- PowerPoint slides.

Your one-time registration, available under the Instructor Support tab opens the door to Pearson's premium digital resources. You will not have additional forms to fill out or multiple usernames and passwords to remember to access new titles and/or editions. Register today and maximize your time at every stage of course preparation.

For instructors who have adopted this text and need additional registration help, please contact your sales representative or call Faculty Services at 1-800-526-0485. We look forward to hearing from you.

Acknowledgements

Several individuals have helped shaped the eighth edition of *Teaching Today*. We are grateful for the helpful comments of several professionals who reviewed the seventh edition and preliminary versions of new and revised chapters. Those include Dwight Allen, Old Dominion University; Donna Adair Breault, Illinois State University; Jean Camp, University of North Carolina at Greensboro; Debra J. Chandler, University of South Florida; Leigh Chiarelott, Bowling Green State University; Lydia Carol Gabbard, Eastern Kentucky University; Alan Garrett, Eastern New Mexico University; Fred H. Groves, University of Louisiana at Monore; Melissa Marks, University of Pittsburgh at Greensburg; and Angelia J. Ridgway, University of Indianapolis.

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TVS
KTH

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PART
I

THE CHANGING PROFESSION



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- 2 What Does It Take to Become a Professional Educator?
- 3 What Are the Proposals for School Reform?