

A low-angle, upward-looking photograph of a street at night. The street is flanked by tall buildings with many windows, some of which are illuminated from within. A street lamp is visible in the lower right corner, casting a warm glow. The sky is a deep blue. The overall composition creates a sense of height and perspective.

# Stand!

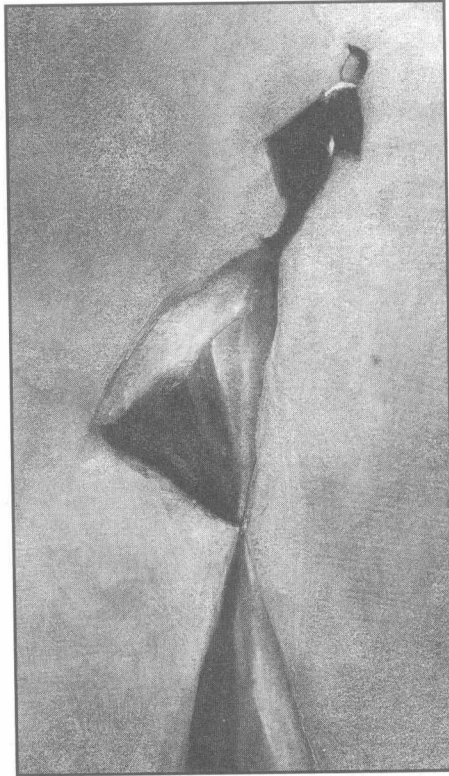
*Contending Ideas and Opinions*

**Educational  
Psychology**

*edited by*  
**David Podell**



# Stand!



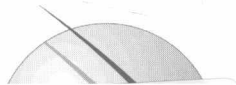
## Educational Psychology

*Contending Ideas and Opinions*

Academic Editor

**David M. Podell**

*College of Staten Island, City University of New York*



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# from the Publisher

**Sue Pulvermacher-Alt**  
Coursewise Publishing

I grew up near a small town with one gas station. In this station was a small, refrigerated case with two tubs of ice cream—vanilla and chocolate. I'd go in the station with my dad and beg for an ice cream cone. Then I had to choose—chocolate or vanilla. I wanted both. Choosing only one was tough (and time consuming).

Eventually, the gas station got a soft-serve ice cream machine. Now my selection took only a second—the swirl, please. You know—the soft-serve ice cream flavor that is part chocolate and part vanilla woven together in one peaked spiral. I found nirvana. Unfortunately, my nirvana didn't last long. By the time I was six, the ice cream world got more complicated. Soft or hard? The 31 flavors of Baskin-Robbins. Waffle or regular cone? One, two, or three scoops? The swirl was still there, but now I had alternatives to carefully consider.

This *Stand! Educational Psychology* volume is a little like an ice cream shop. In your educational psychology course, you'll need to work your own way through many complicated and flavorful issues: Are American schools failing to educate young people? What's the best way to educate kids with special needs? Which approach—phonics or whole language—helps kids to be more effective readers? Why not group students by ability? Does television educate us?

For a few of the issues discussed in this volume, we've taken a chocolate or vanilla approach—you'll find two articles that explore opposing viewpoints. Other issues required more of a Baskin-Robbins approach—three to five articles that explore contending ideas.

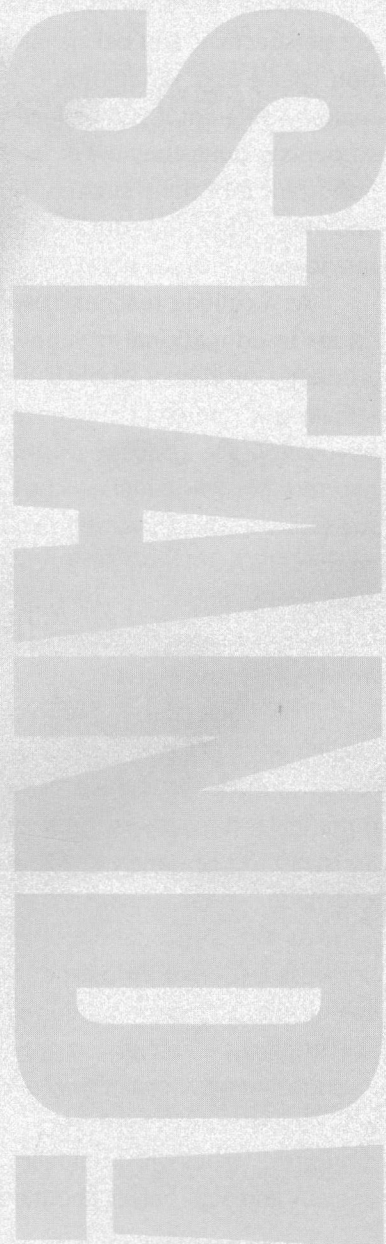
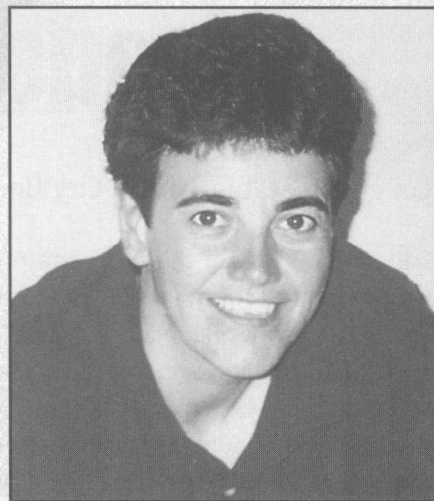
I invite you to visit our ice cream shop like this: Taste each flavor. Ideally, taste each twice. Next go back and taste the flavor that *doesn't* appeal to you at first. Make sure you give that flavor extra careful consideration. From there, create your own cone. Or better yet, come up with your own flavor. This is your treat, and it's your responsibility to make sure it's right for you.

In addition to the readings in this volume, you'll find web sites (yup, more flavors) that we hope will expand your understanding of the issues. The R.E.A.L. sites you'll find throughout this *Stand! Educational Psychology* volume and at the **Counselinks™** site for Educational Psychology are particularly useful sites. But it's your cone. Read our annotations and decide if the site is worth visiting. Do the activities so you can get to know the site better. Search our **Counselinks** site by key topic and find the information you need to be a more informed educator.

As publisher for this volume, I had the good fortune to work with David Podell as the Academic Editor. David had the final say on which 43 article flavors we included here. I've known David for several years, and we've worked together on other projects. He is a consummate professional—considerate, responsible, and knowledgeable. Members of the Editorial Board helped refine the ice cream selection by offering critical feedback and posing some interesting challenges. My thanks to David and the entire Editorial Board.

As you use our print and online resources and continue to build your understanding of educational psychology, I invite you to share your reactions to our materials. What worked and what didn't work in this *Stand! Educational Psychology* volume and the accompanying **Counselinks** site? What flavors should we add or take out next time? I'd really like to hear from you—as one ice cream lover to another.

Sue Pulvermacher-Alt, Publisher  
suepa@coursewise.com





# from the **Academic Editor**

**David M. Podell**

College of Staten Island, City University of New York

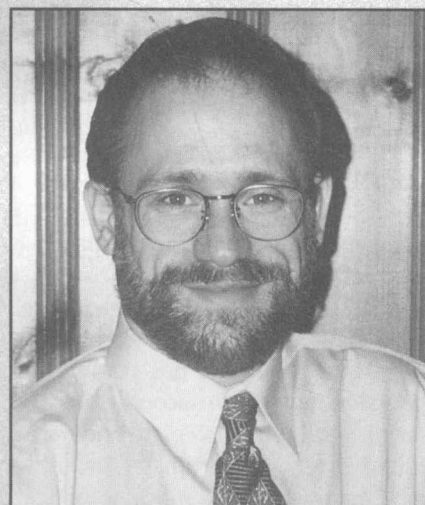
Education is one of the most controversial topics in the United States today. Underlying the controversy is a sense of dissatisfaction in the education that we currently provide. People rightly ask, "Why can't we have a first-rate educational system that prepares students as citizens, gives them skills to join the world of work, fills them with knowledge, and stimulates their imagination?" Many look to the field of educational psychology, a field that bridges the disciplines of education and psychology, for some of the answers.

Finding the answers, however, is not so simple. As you might expect, different perspectives and beliefs lead people to different answers to the same question. If we ask, "What should we be teaching in school?" the answer will be radically different if you believe in multicultural education or if you believe that students should study the canon (that is, the "Great Books"). The answers to other important questions, such as "How should we teach children with disabilities?" and "How should we educate children who do not speak English?" are similarly influenced by personal beliefs.

As a college teacher, I used debates to help students better understand issues in educational psychology (for example, "Which method of teaching reading—phonics or whole language—is better?"). A colleague suggested that I initially ask students to state their position—and then assign them to the team advocating the opposite position! To succeed at the assignment, the students had to park their beliefs at the door and reason out the arguments supporting the position that they themselves opposed. That's when the debates really worked. I encouraged the students to anticipate the arguments of the opposing team and to find the flaws in those arguments. In preparing for this activity, the students did more reasoning, research, and teamwork than in any other assignment I gave. And in the end, they understood the issues better.

This book presents different sides of issues in educational psychology. I challenge you to put aside your personal beliefs and predispositions and then read and think about the articles critically to consider the merit of each position outlined by the authors. By truly understanding the arguments on both sides of an issue, you can analyze and evaluate and form your own position based on knowledge and reasoning.

As a professional educator, you should have positions on current educational issues. But your positions should be developed from knowledge and reasoning, rather than from information that others tell you. This book is designed specifically to create uncertainty. The authors of the articles present arguments to opposing positions. You, the reader, must examine the arguments and decide which ones are strongest. As you read, keep your mind open, think critically, and discuss the issues with your fellow students. Your understanding of the issues will deepen, and your beliefs about education will be more informed.



*David M. Podell is Professor of Education and Dean of Humanities and Social Sciences at the College of Staten Island. He earned his master's degree from Harvard University and his Ph.D. from New York University. His research concerns factors influencing referrals and placement in special education. He is the co-author of *Educational Psychology: Windows on Teaching* and the academic editor of *Perspectives: Educating Exceptional Learners*.*

# Editorial Board

We wish to thank the following instructors for their assistance. Their many suggestions not only contributed to the construction of this volume, but also to the ongoing development of our Educational Psychology web site.



## **Mina Berkowitz**

Long Island University, Brooklyn

Hofstra University, where she teaches courses in educational testing, research, and statistics. Her recent research has focused on the assessment of teaching.

## **Kathryn Biacindo**

California State University at Fresno

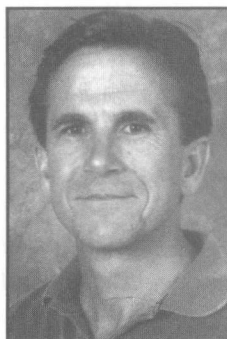
Kathryn Biacindo is an associate professor in the Department of Educational Research, Administration, and Foundations at California State University at Fresno. She earned her Ed.D. and M.A. in educational psychology from Rutgers University. Dr. Biacindo has written articles and made presentations on the subject of distance learning and implications for teaching and learning.



## **Laurie R. Lehman**

Long Island University, Brooklyn

Laurie R. Lehman is an associate professor of special education at Long Island University in Brooklyn, New York, where she teaches courses in developmental psychology and special education. Her primary research area is inclusive education, where she is currently examining student views and cross-cultural approaches.



## **Theodore Coladarci**

University of Maine

Theodore Coladarci is a professor of educational psychology at the University of Maine, where his specialty areas include educational psychology, research methodology, and measurement and assessment. He teaches an undergraduate course in educational psychology, as well as graduate courses in advanced educational psychology, statistical methods in education, and educational measurement. His most recent publication is *Elements of Statistical Reasoning* (2nd ed.), co-written with Edward W. Minium and Robert B. Clark. His research interests include the efficacy beliefs of teachers. Coladarci received his Ph.D. in educational psychology from Stanford University.

## **Teresa M. Meehan**

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Teresa M. Meehan, Ph.D., is an assistant professor of psychology, linguistics, and education at New Mexico State University—Grants campus. She received her doctorate in educational linguistics from the University of New Mexico. Her research interests focus on Vygotskian sociocultural theory and functional systems approaches to language and learning.

## **Estelle Gellman**

Hofstra University

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## **Leslie Soodak**

Rutgers University

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# WiseGuide Introduction

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## Question Authority

### Critical Thinking and Bumper Stickers

The bumper sticker said: Question Authority. This is a simple directive that goes straight to the heart of critical thinking. The issue is not whether the authority is right or wrong; it's the questioning process that's important. Questioning helps you develop awareness and a clearer sense of what you think. That's critical thinking.

Critical thinking is a new label for an old approach to learning—that of challenging all ideas, hypotheses, and assumptions. In the physical and life sciences, systematic questioning and testing methods (known as the scientific method) help verify information, and objectivity is the benchmark on which all knowledge is pursued. In the social sciences, however, where the goal is to study people and their behavior, things get fuzzy. It's one thing for the chemistry experiment to work out as predicted, or for the petri dish to yield a certain result. It's quite another matter, however, in the social sciences, where the subject is ourselves. Objectivity is harder to achieve.

Although you'll hear critical thinking defined in many different ways, it really boils down to analyzing the ideas and messages that you receive. What are you being asked to think or believe? Does it make sense, objectively? Using the same facts and considerations, could you reasonably come up with a different conclusion? And, why does this matter in the first place? As the bumper sticker urged, question authority. Authority can be a textbook, a politician, a boss, a big sister, or an ad on television. Whatever the message, learning to question it appropriately is a habit that will serve you well for a lifetime. And in the meantime, thinking critically will certainly help you be course wise.

### Getting Connected

This reader is a tool for connected learning. This means that the readings and other learning aids explained here will help you to link classroom theory to real-world issues. They will help you to think critically and to make long-lasting learning connections. Feedback from both instructors and students has helped us to develop some suggestions on how you can wisely use this connected learning tool.

### WiseGuide Pedagogy

A wise reader is better able to be a critical reader. Therefore, we want to help you get wise about the articles in this reader. Each section of a *Stand!* reader has three tools to help you: the WiseGuide Intro, the WiseGuide Wrap-Up, and the Frame the Debate review form.

### WiseGuide Intro

In the WiseGuide Intro, the Academic Editor gives you an overview of the topics covered, and explains why particular articles were selected and what's important about them. In the "Introduction" to each issue, you'll also find questions designed to stimulate critical thinking. Wise students will keep these questions in mind as they read the articles for each issue. When you finish reading the articles

**WiseGuide Intro**

for an issue, check your understanding. Can you answer the questions? If not, go back and reread the articles. The Academic Editor has written sample responses for many of the questions, and you'll find these online at the **Courselinks™** site for this book. More about **Courselinks** in a minute. . . .

## WiseGuide Wrap-Up

Be course wise and develop a thorough understanding of the topics covered in this course. The WiseGuide Wrap-Up at the end of each section will help you do just that with concluding comments or summary points that repeat what's most important to understand from the section you just read.

In addition, we try to get you wired up by providing a list of select Internet resources—what we call R.E.A.L. web sites because they're **R**elevant, **E**nhanced, **A**pproved, and **L**inked. The information at R.E.A.L. sites will enhance your understanding of a topic. (Remember to use your Passport and start at <http://www.courselinks.com> so that if any of these sites have changed, you'll have the latest link.)

## Frame the Debate Review Form

At the end of the book is the Frame the Debate review form. Your instructor may ask you to complete this form as an assignment or for extra credit. If nothing else, consider doing it on your own to help you critically think about the readings for each issue.

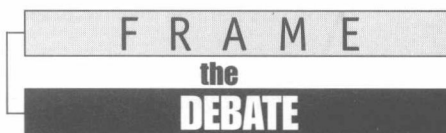
Prompts at the end of each article encourage you to complete this review form. Feel free to copy the form and use it as needed.

## The Courselinks™ Site

The **Courselinks** Passport is your ticket to a wonderful world of integrated web resources designed to help you with your course work. These resources are found at the **Courselinks** site for your course area. This is where the readings in this book and the key topics of your course are linked to an exciting array of online learning tools. Here you will find carefully selected readings, web links, quizzes, worksheets, and more, tailored to your course and approved as connected learning tools. The ever-changing, always interesting **Courselinks** site features a number of carefully integrated resources designed to help you be course wise. These include:

- **R.E.A.L. Sites** At the core of a **Courselinks** site is the list of R.E.A.L. sites. This is a select group of web sites for studying, not surfing. Like the readings in this book, these sites have been selected, reviewed, and approved by the Academic Editor and the Editorial Board. The R.E.A.L. sites are arranged by topic and are annotated with short descriptions and key words to make them easier for you to use for reference or research. With R.E.A.L. sites, you're studying approved resources within seconds—and not wasting precious time surfing unproven sites.
- **Editor's Choice** Here you'll find updates on news related to your course, with links to the actual online sources. This is also where we'll tell you about changes to the site and about online events.
- **Course Overview** This is a general description of the typical course in this area of study. While your instructor will provide specific course objectives,

## WiseGuide Wrap-Up



<http://www.courselinks.com>



this overview helps you place the course in a generic context and offers you an additional reference point.

- **Take a Stand!** Register your opinion about the issues presented in your *Stand!* reader online. You can see what students and faculty members across the country are thinking about the controversial issues presented in your text. Then add your own vote.
- **www.orksheets** Focus your trip to a R.E.A.L. site with the [www.orksheets](http://www.orksheets). Each of the 10 to 15 questions will prompt you to take in the best that site has to offer. Use this tool for self-study, or if required, email it to your instructor.
- **Course Quiz** The questions on this self-scoring quiz are related to articles in the reader, information at R.E.A.L. sites, and other course topics, and will help you pinpoint areas you need to study. Only you will know your score—it's an easy, risk-free way to keep pace!
- **Topic Key** The online Topic Key is a listing of the main topics in your course, and it correlates with the Topic Key that appears in this reader. This handy reference tool also links directly to those R.E.A.L. sites that are especially appropriate to each topic, bringing you integrated online resources within seconds!
- **Web Savvy Student Site** If you're new to the Internet or want to brush up, stop by the Web Savvy Student site. This unique supplement is a complete **Courselinks** site unto itself. Here, you'll find basic information on using the Internet, creating a web page, communicating on the web, and more. Quizzes and Web Savvy Worksheets test your web knowledge, and the R.E.A.L. sites listed here will further enhance your understanding of the web.
- **Student Lounge** Drop by the Student Lounge to chat with other students taking the same course or to learn more about careers in your major. You'll find links to resources for scholarships, financial aid, internships, professional associations, and jobs. Take a look around the Student Lounge and give us your feedback. We're open to remodeling the Lounge per your suggestions.

## Building Better Stand! Readers

Please tell us what you think of this *Stand!* volume so we can improve the next one. Here's how you can help:

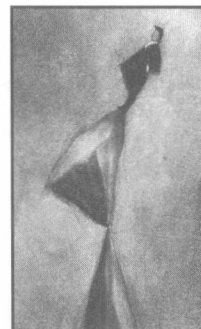
1. Visit our **Coursewise** site at: <http://www.coursewise.com>
2. Click on *Stand!* Then select the Building Better *Stand!* Readers Form for your book.
3. Forms and instructions for submission are available online.

Tell us what you think—did the readings and online materials help you make some learning connections? Were some materials more helpful than others? Thanks in advance for helping us build better *Stand!* readers.

## Student Internships

If you enjoy evaluating these articles or would like to help us evaluate the **Courselinks** site for this course, check out the **Coursewise** Student Internship Program. For more information, visit: <http://www.coursewise.com/intern.html>

# Topic Key



This Topic Key is an important tool for learning. It will help you integrate this reader into your course studies. Listed below, in alphabetical order, are important topics covered in this volume. Below each topic you'll find the reading numbers and titles, and R.E.A.L. web site addresses, relating to that topic. Note that the Topic Key might not include every topic your instructor chooses to emphasize. If you don't find the topic you're looking for in the Topic Key, check the index or the online topic key at the **Courselinks™** site.

## Ability Grouping

- 29 A Response: Equal Does Not Mean Identical

How to Work Effectively with a Heterogeneous Classroom  
<http://www.maec.org/hetclass.html>

## American Education

- 1 In Defense of Schools  
2 A Nation Still at Risk: An Education Manifesto  
Are Public Schools in Decline?  
<http://homer.louisville.edu/~tnpete01/church/vouch2b.htm>

Empowering Our Schools  
<http://www.empower.org/html/campaigns/edreform/main.htm>

National Testing  
<http://www.hslda.org/nationalcenter/alerts/nationaltesting/>

## Assessment

- 27 What Happens between Assessments?  
Guidelines for the Development and Management of Performance Assessments  
[http://www.campus.cua.edu/www/eric\\_ae/digests/tm9604.htm](http://www.campus.cua.edu/www/eric_ae/digests/tm9604.htm)

## Behaviorism

- 7 From Behaviorist to Constructivist Teaching

## Bibliographies

Media Literacy Education Bibliography  
<http://www.indianapolis.in.us/maci/mlbib.html>

## Bilingual Education

- 21 Language Wars: Spanish Speakers Fight to Overturn Bilingual Education  
22 Bilingual Education: The Controversy  
Yahoo! Bilingual Education  
<http://dir.yahoo.com/Education/Bilingual/>

## Brain Research

- 9 The Brain Revolution  
11 Brain Science, Brain Fiction  
Brains.Org: Practical Classroom Applications for Current Brain Research  
<http://www.brains.org/>

## Character Education

- 40 How Not to Teach Values: A Critical Look at Character Education  
41 The Character to Seek Justice: Showing Fairness to Diverse Visions of Character Education

- 42 Keeping in Character: A Time-Tested Solution  
43 Ethics and Freedom  
For-Character Education  
<http://www.uic.edu/~edaw/main.html>

## Childhood

- 15 The Death of Child Nature: Education in the Postmodern World  
Hurry Up! It's Time to Go!  
<http://ericps.crc.uiuc.edu/npin/respar/texts/learning/n00038.html>

## Children

Children, Media and Violence  
<http://interact.uoregon.edu/MediaLit/FA/MLmediaviolence.html>  
Children and TV Violence  
<http://www.cmhc.com/factsfam/violence.htm>

## Classroom Environments

Brains.Org: Practical Classroom Applications for Current Brain Research  
<http://www.brains.org/>

## Constructivism

- 7 From Behaviorist to Constructivist Teaching  
8 Constructivist Cautions

## Cultural Diversity

Multicultural Education  
<http://www.ncrel.org/catalog/multicult.htm>

## Culture

Center for Educational Priorities  
<http://www.cep.org/>

## Desegregation

HORIZONS Newsletter  
<http://horizons.educ.ksu.edu/>

## Education

Center for Educational Priorities  
<http://www.cep.org/>  
Studies in Moral Development and Education  
<http://www.uic.edu/~Inucci/MoralEd/index.html>

## Educational Reform

Empowering Our Schools  
<http://www.empower.org/html/campaigns/edreform/main.htm>

## Effective Teaching

How to Work Effectively with a Heterogeneous Classroom  
<http://www.maec.org/hetclass.html>

## Elkind, David

Hurry Up! It's Time to Go!  
<http://ericps.crc.uiuc.edu/npin/respar/texts/learning/n00038.html>

## Ethnicity

- 19 The Canary in the Mine: The Achievement Gap between Black and White Students  
HORIZONS Newsletter  
<http://horizons.educ.ksu.edu/>

## Gender Equity

- 13 Boys Will Be Boys  
14 Why Smart People Believe That Schools Shortchange Girls: What You See When You Live in a Tail  
Initiative for Educational Equity Committee  
<http://www.mfrl.org/compages/aauw/gequity.html>

## Genes

- 10 The Sociology of the Gene: Genetics and Education in the Eve of the Biotech Century  
12 Do Parents Matter?

## Government

Yahoo! Bilingual Education  
<http://dir.yahoo.com/Education/Bilingual/>

## Heterogeneous Grouping

- 28 Detracking for High Student Achievement  
How to Work Effectively with a Heterogeneous Classroom  
<http://www.maec.org/hetclass.html>

## Inclusive Education

- 23 Inclusive Education: A Modern-Day Civil Rights Struggle  
24 Inclusion: Time to Rethink  
25 The Dismantling of the Great American Public School  
Inclusive Education  
<http://www.uni.edu/coe/inclusion/index.html>

## Integration

HORIZONS Newsletter  
<http://horizons.educ.ksu.edu/>



## Internet Links

- Yahoo! Bilingual Education  
<http://dir.yahoo.com/Education/Bilingual/>
- Inclusive Education  
<http://www.uni.edu/coe/inclusion/index.html>
- Phonics Research and Whole-Language  
<http://www.idsi.net/nyeducation/phonicslinks.htm>
- For-Character Education  
<http://www.uic.edu/~edaw/main.html>
- Studies in Moral Development and Education  
<http://www.uic.edu/~Inucci/MoralEd/Index.html>

## Law

- Inclusive Education  
<http://www.uni.edu/coe/inclusion/index.html>

## Learning Disabilities

- 33 Why Kids Can't Read
- 34 Curing Our "Epidemic" of Learning Disabilities

## Media

- Center for Educational Priorities  
<http://www.cep.org/>

## Media Literacy

- 35 The Politics of Teleliteracy and Adbusting in the Classroom
- 36 Teaching Television to Empower Students
- Media Literacy Education Bibliography  
<http://www.indianapolis.in.us/maci/mlbib.html>
- Postman Links  
<http://www.cs.umass.edu/~ehaugjsja/z/tech/postman/links.html>
- Children, Media and Violence  
<http://interact.uoregon.edu/MediaLit/FA/MLmediaviolence.html>
- Center for Media Literacy  
<http://www.medialit.org/>

## Moral Development

- For-Character Education  
<http://www.uic.edu/~edaw/main.html>
- Studies in Moral Development and Education  
<http://www.uic.edu/~Inucci/MoralEd/index.html>

## Multicultural Education

- 20 Multiculturalism and Schools: The Struggle toward Open-Mindedness
- HORIZONS Newsletter  
<http://horizons.educ.ksu.edu/>
- Multicultural Education  
<http://www.ncrel.org/catalog/multicult.htm>

## Multiple Intelligence Theory

- 17 How Teachers Interpret MI Theory
- 18 Multiple Intelligence Disorder

## National Testing

- 4 Voluntary National Tests Would Improve Education
- 5 National Tests Are Unnecessary and Harmful

## National Testing

- <http://www.hslda.org/nationalcenter/alerts/nationaltesting/>

## Neuropsychology

- Brains.Org: Practical Classroom Applications for Current Brain Research  
<http://www.brains.org/>

## Parenting

- 12 Do Parents Matter?
- Hurry Up! It's Time to Go!  
<http://ericps.crc.uiuc.edu/npin/respar/texts/learning/n00038.html>
- Children, Media and Violence  
<http://interact.uoregon.edu/MediaLit/FA/MLmediaviolence.html>

## Performance-Based Assessment

- Guidelines for the Development and Management of Performance Assessments  
[http://www.campus.cua.edu/www/eric\\_ae/digests/tm9604.htm](http://www.campus.cua.edu/www/eric_ae/digests/tm9604.htm)

## Phonics Approach

- 30 Where's the Phonics? Making a Case for Its Direct and Systematic Instruction
- Phonics Research and Whole-Language  
<http://www.idsi.net/nyeducation/phonicslinks.htm>

## Postman, Neil

- Postman Links  
<http://www.cs.umass.edu/~ehaugjsja/z/tech/postman/links.html>

## Postmodernism

- 15 The Death of Child Nature: Education in the Postmodern World

## Reading Instruction

- 30 Where's the Phonics? Making a Case for Its Direct and Systematic Instruction
- 31 Reading the Right Way
- 32 What's Basic in Beginning Reading? Finding Common Ground
- 33 Why Kids Can't Read
- Phonics Research and Whole-Language  
<http://www.idsi.net/nyeducation/phonicslinks.htm>

## Research

- Multicultural Education  
<http://www.ncrel.org/catalog/multicult.htm>
- Yahoo! Bilingual Education  
<http://dir.yahoo.com/Education/Bilingual/>
- Guidelines for the Development and Management of Performance Assessments  
[http://www.campus.cua.edu/www/eric\\_ae/digests/tm9604.htm](http://www.campus.cua.edu/www/eric_ae/digests/tm9604.htm)
- Phonics Research and Whole-Language  
<http://www.idsi.net/nyeducation/phonicslinks.htm>
- Children, Media and Violence  
<http://interact.uoregon.edu/MediaLit/FA/MLmediaviolence.html>

## Resources

- Inclusive Education  
<http://www.uni.edu/coe/inclusion/index.html>

## Separation of Church and State

- Are Public Schools in Decline?  
<http://homer.louisville.edu/~tnpete01/church/vouch2b.htm>

## Sex Differences

- 13 Boys Will Be Boys
- 14 Why Smart People Believe That Schools Shortchange Girls: What You See When You Live in a Tail
- Initiative for Educational Equity Committee  
<http://www.mfirl.org/compages/aauw/gequity.html>

## Standards

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## Television

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- Center for Educational Priorities  
<http://www.cep.org/>
- Media Literacy Education Bibliography  
<http://www.indianapolis.in.us/maci/mlbib.html>
- Postman Links  
<http://www.cs.umass.edu/~ehaugjsja/z/tech/postman/links.html>
- Children, Media and Violence  
<http://interact.uoregon.edu/MediaLit/FA/MLmediaviolence.html>
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## Whole Language Approach

- Phonics Research and Whole-Language  
<http://www.idsi.net/nyeducation/phonicslinks.htm>



## section 1

### Education and Learning in the New Millennium



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### Issue 1 How Well Are Schools Doing the Job? 3

- 1 **In Defense of Schools**, David Berliner and Bruce Biddle. *Vocational Education Journal*, March 1996.  
Berliner and Biddle take the position that, contrary to public opinion, schools are largely successful at educating young people. They contend that American education's biggest challenge is to succeed in spite of significant social problems, such as poverty and inequitable funding of schools. 4
- 2 **A Nation Still at Risk: An Education Manifesto**, William Bennett and others. *Policy Review*, July/August 1998.  
William Bennett and his colleagues take a look at American public education and find it woefully inadequate. They see the solution in accountability, school choice, charter schools, and merit pay. 7

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### Issue 2 Standards and Testing 14

- 3 **Standards Amidst Uncertainty and Inequality**, David C. Berliner and Bruce J. Biddle. *School Administrator*, May 1996.  
Berliner and Bruce caution that American education is moving increasingly toward standards and accountability, focusing on how schools serve the job market. They note that schools have other functions, including fostering humanism in students and promoting students' understanding of social justice and citizenship. 15
- 4 **Voluntary National Tests Would Improve Education**, Marshall S. Smith, David L. Stevenson, and Christine P. Li. *Educational Leadership*, March 1998.  
Smith, Stevenson, and Li argue that voluntary national exams in key subjects such as reading and mathematics will motivate schools and students to achieve more. They believe that national testing would also promote better and more focused teaching. 19
- 5 **National Tests Are Unnecessary and Harmful**, Monty Neill. *Educational Leadership*, March 1998.  
Neill contends that further testing in schools wastes classroom time and taxpayers' money and provides redundant information. He sees the movement for greater testing as "an attempt to improve education on the cheap." 22
- 6 **What's Wrong with Teaching for the Test?** Jack Kaufhold. *The School Administrator*, December 1998.  
Kaufhold claims that "teaching to the test" may harm students, rather than help them. Teaching to the test promotes the learning of memorized information that may be obsolete, inhibits divergent and higher-order thinking, and excludes the affective domain and the arts. 24

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## Issue 3 Constructivist Approaches to Education 27

- 7 **From Behaviorist to Constructivist Teaching**, Geoffrey Scheurman. *Social Education*, January 1998.

Scheurman contrasts the role of teachers in a behavioral model, in which the teacher acts as a transmitter of knowledge, with their role in a constructivist model, in which the teacher acts as a facilitator or collaborator. He examines the nature of both teacher activity and student activity from the perspective of both models. 28

- 8 **Constructivist Cautions**, Peter W. Airasian and Mary E. Walsh. *Phi Delta Kappan*, February 1997.

Airasian and Walsh contend that constructivism, which continues to grow in popularity, is easier to deal with in theory than in practice. They warn that teaching from a constructivist perspective requires students to learn in an entirely new way and requires teachers to rethink every aspect of their instructional approach. 33

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## Issue 4 The Brain and Learning 43

- 9 **The Brain Revolution**, Robert Sylwester. *The School Administrator*, January 1998.

Sylwester claims that advances in our understanding of the brain and cognition make it necessary that educators explore new ways of teaching. While he acknowledges that brain research is in its infancy, he sees it as an opportunity to rethink our approach to promoting learning. 44

- 10 **The Sociology of the Gene: Genetics and Education in the Eve of the Biotech Century**, Jeremy Rifkin. Adapted from *The Biotech Century: Harnessing the Gene and Remaking the World* (Tarcher/Putnam, 1998).

Rifkin reflects on the social implications of our increased understanding of genetics. He notes that, because we increasingly find genetic causes for human characteristics, we risk promoting "genetic discrimination," segregation, and intolerance. 48

- 11 **Brain Science, Brain Fiction**, John T. Bruer. *Educational Leadership*, November 1998.

Bruer describes what we know about learning from brain science regarding the biological influences on learning and the interplay between the biological and environmental influences. He cautions that popular applications of brain research to education are not well grounded in science. 56

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## Issue 5 Nature and Nurture 61

- 12 **Do Parents Matter?** Sharon Begley. *Newsweek*, September 7, 1998.

Begley presents the arguments of Judith Rich Harris—that parental impact on children is less than we tend to believe. Begley also looks at the arguments of Harris's opponents, who question her methodology and her lack of scientific accuracy. 62

- 13 **Boys Will Be Boys**, Barbara Kantrowitz and Claudia Kalb. *Newsweek*, May 11, 1998.

Kantrowitz and Kalb examine the development and vulnerabilities of boys. They contend that, while girls have more choice in their behavior in today's society, boys' roles are becoming more narrowly defined. 67

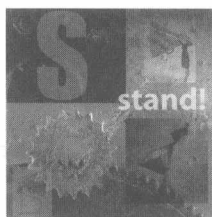
- 14 **Why Smart People Believe That Schools Shortchange Girls: What You See When You Live in a Tail**, Judith Kleinfeld. *Gender Issues*, Winter/Spring 1998.

Kleinfeld challenges the widely held belief that schools shortchange girls and inhibit their academic achievement. She presents evidence that indicates that girls are not treated differently and, in fact, do well in school, and that gaps between males and females in higher levels of education are narrowing. 72

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- 15 The Death of Child Nature: Education in the Postmodern World**, David Elkind. *Phi Delta Kappan*, November 1997.  
Elkind contrasts the views of childhood and education that emerge from modern and postmodern perspectives. He sees a consistency between the postmodern view and the ideas of such theorists as Dewey, Montessori, and Piaget. **82**
- 16 Stop Blaming Kids and TV**, Mike Males. *The Progressive*, October 1997.  
Males argues that society is scapegoating children and teenagers for society's ills when, in fact, the evidence is to the contrary. He fears that, by focusing blame on children, we fail to address the problems of poverty, drug abuse, and violence that young people encounter. **88**

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## Issue 7 Multiple Intelligences 91

- 17 How Teachers Interpret MI Theory**, Linda Campbell. *Educational Leadership*, September 1997.  
Campbell discusses how Howard Gardner's theory of multiple intelligences is being implemented in elementary and secondary classrooms. She describes the impact of the theory on curriculum, pedagogy, assessment, and apprenticeships. **92**
- 18 Multiple Intelligence Disorder**, James Traub. *The New Republic*, October 26, 1998.  
Traub describes the instant popularity of Gardner's multiple intelligences theory and analyzes its appeal. He examines whether the theory contributes to improving education in schools that embrace it. **97**

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## Issue 8 Culture, Ethnicity, and Language 104

- 19 The Canary in the Mine: The Achievement Gap between Black and White Students**, Mano Singham. *Phi Delta Kappan*, September 1998.  
Singham examines the relationship between race and academic achievement, presenting socioeconomic, sociopathological, and genetic models to explain group differences. Singham notes that group work and discovery-based approaches to teaching and learning benefit all students. **105**
- 20 Multiculturalism and Schools: The Struggle toward Open-Mindedness**, Louis Denti. *Educational Horizons*, Spring 1998.  
Denti grapples with the arguments for and against multicultural education. He concludes that multicultural education, while allowing for diversity, simultaneously promotes unity in shared beliefs in mutual respect, civility, and integrity. **112**
- 21 Language Wars: Spanish Speakers Fight to Overturn Bilingual Education**, Andrew Phillips. *Macleans*, June 1, 1998.  
Phillips reports on the controversy regarding bilingual education. Proponents of bilingual education contend that it provides students with an opportunity to learn in their native language while gradually learning English. Critics contend that bilingual education keeps non-English speakers segregated and unlikely to join English-speaking classes. **118**
- 22 Bilingual Education: The Controversy**, Richard Rothstein. *Phi Delta Kappan*, May 1998.  
Many critics of bilingual education take the position that past generations of immigrants succeeded in an era when bilingual education did not exist. Rothstein argues that past generations were not as successful in school as we might think and that there were, in fact, forms of bilingual education in the past. **121**

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## Issue 9 Inclusion of Students with Disabilities 129

- 23 Inclusive Education: A Modern-Day Civil-Rights Struggle**, John A. Kovach and Don E. Gordon. *The Educational Forum*, Spring 1997. Kovach and Gordon suggest that inclusive education is essentially a civil-rights issue. They contend that students with disabilities are marginalized and segregated and that only major structural change of schools will solve the problem. **130**
- 24 Inclusion: Time to Rethink**, David S. Martin. *The Educational Forum*, Spring 1997. Martin supports inclusive education but advocates a continuum of placement options for students with disabilities. He argues that, for some children with hearing impairments, separate classes are the best choice. **137**
- 25 The Dismantling of the Great American Public School**, Karen Agne. *Educational Horizons*, Spring 1998. Agne argues that the inclusion of students with disabilities in regular classes impedes the development of a truly excellent public school system. She contends that equality in education comes from helping students progress at their own rate. **143**

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## Issue 10 How We Test Children 151

- 26 Continuing Tensions in Standardized Testing**, Thomas Haladyna, Nancy Haas, and Jeanette Allison. *Childhood Education*, Vol. 74, No. 5, 1998. Haladyna, Haas, and Allison examine the history of standardized testing, the valid and invalid uses of test scores, and the effects of testing on students and teachers. They offer four propositions to ensure that standardized test scores are used responsibly. **152**
- 27 What Happens between Assessments?** Jay McTighe. *Educational Leadership*, December 1996/January 1997. McTighe advocates the use of performance assessment, in which students apply what they have learned to solve meaningful, real-life problems. He further argues that instructional decision making should be based on assessment findings. **163**

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## Issue 11 Ability Grouping 169

- 28 Detracking for High Student Achievement**, Jeannie Oakes and Amy Stuart Wells. *Educational Leadership*, March 1998. Oakes and Wells discuss ten high schools in which students were grouped heterogeneously as part of restructuring efforts. They describe the challenges that teachers encountered and the effects of detracking on the curriculum, the teachers, their pedagogy, and the students. **170**
- 29 A Response: Equal Does Not Mean Identical**, Sally M. Reis, Sandra N. Kaplan, Carol A. Tomlinson, Karen L. Westberg, Carolyn M. Callahan, and Carolyn R. Cooper. *Educational Leadership*, November 1998. Reis and her colleagues take issue with the position of Oakes and Wells in Reading 28, arguing that detracking is an inadequate strategy for ensuring student success. They contend that teachers need to offer differentiated instruction that meets the individual needs of students. **173**

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- 30 Where's the Phonics? Making a Case for Its Direct and Systematic Instruction,** Patrick Groff. *The Reading Teacher*, October 1998.  
Groff makes the case for phonics as the optimal way to teach children to read. He rejects the idea of an "integrated-balanced" approach to reading instruction that includes listening comprehension and making predictions about stories. **178**
- 31 Reading the Right Way,** Bill Honig. *The School Administrator*, September 1997.  
Honig offers an approach to reading instruction that emphasizes basic phonemic awareness, decoding, and automatic recognition of words. He believes that effective instruction uses elements from both the phonics and whole-language traditions. **182**
- 32 What's Basic in Beginning Reading? Finding Common Ground,** Dorothy S. Strickland. *Educational Leadership*, March 1998.  
Strickland presents a method of reading instruction that she calls "whole-part-whole" that attempts to balance the bottom-up and top-down approaches. Specifically, teachers should move from learning through whole written texts to learning about specific parts of the text and then applying what was learned from the text. **188**

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### Issue 13 Learning Disabilities 192

- 33 Why Kids Can't Read,** Robert Sheppard. *Maclean's*, September 7, 1998.  
Sheppard examines the initial growth and more recent shrinkage of programs for students with learning disabilities. He also looks at the results of recent changes in educational services for this population, including increased litigation, greater use of technology, and increased need for advocacy. **193**
- 34 Curing Our "Epidemic" of Learning Disabilities,** Louise Spear-Swerling and Robert J. Sternberg. *Phi Delta Kappan*, January 1998.  
Spear-Swerling and Sternberg contend that the category "learning disabled" is imprecise and misleading and should be dropped. They argue that all students who struggle with learning would be better served by learning specialists who address students' individual strengths and weaknesses. **198**

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### Issue 14 Television and Other Media 206

- 35 The Politics of Teleliteracy and Adbusting in the Classroom,** Marnie W. Curry-Tash. *English Journal*, January 1998.  
Curry-Tash takes the position that educators should promote students' ability to analyze and evaluate what they see on television. She encourages students to examine television advertisements to determine how advertisers seek to manipulate them and to consider how advertisements influence society. **207**
- 36 Teaching Television to Empower Students,** David B. Owen, Charles L. P. Silet, and Sarah E. Brown. *English Journal*, January 1998  
Owen and colleagues advocate that teachers should help students to reflect on their television viewing habits and to recognize the profound effect that television has on viewers such as themselves. The authors conclude that students become empowered and less influenced by television when they become more critical viewers. **213**

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### Issue 15 Violence in Childhood 222

- 37 **The Kid No One Noticed**, Jonah Blank. *U.S. News and World Report*, October 12, 1998. Blank reports the story of a fourteen-year-old boy who brought a gun to school and killed three classmates. The boy, who seems to have never considered the consequences of his actions, desperately wanted attention and respect. 223
- 38 **Facing Anger in Our Schools**, Dale Ann D. Roper. *The Educational Forum*, Summer 1998. Roper highlights the pivotal role of anger in school violence and presents practical strategies for dealing with anger and creating cooperative classrooms. 226
- 39 **Uneasy Days for Schools**, Timothy C. Brennan Jr. *Newsweek*, June 1998. Brennan tells the story of a thirteen-year-old student who brought to school a list of people he wanted to die, and the reaction of parents and educators. We need to provide children, Brennan claims, with healthy role models to help them learn right and wrong. 231

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### Issue 16 Character Education 233

- 40 **How Not to Teach Values: A Critical Look at Character Education**, Alfie Kohn. *Phi Delta Kappan*, February 1997. Kohn argues against the common practice of "telling" students what is right and wrong. He proposes that teachers use literature and discussion to promote greater understanding of values. He also notes the importance of changing the culture of schools. 234
- 41 **The Character to Seek Justice: Showing Fairness to Diverse Visions of Character Education**, Perry L. Glanzer. *Phi Delta Kappan*, February 1998. Glanzer contends that Alfie Kohn, in Reading 40, has simplified a complicated issue. Character education, Glanzer says, must recognize the diversity of families and try to identify and promote shared values. 247
- 42 **Keeping in Character: A Time-Tested Solution**, Jacques S. Benninga and Edward A. Wynne. *Phi Delta Kappan*, February 1998. Benninga and Wynne disagree with Kohn (Reading 40), but for different reasons than Glanzer (Reading 41). They contend that character education rests on promoting in children a sense of belonging and responsibility for others. 252
- 43 **Ethics and Freedom**, Sanford N. McDonnell. *The School Administrator*, May 1998. McDonnell argues that character must be built on knowledge and that we should return to core values of American heritage. Among the methods he advocates are use of moral dilemmas in literature, student decision making regarding classroom rules, cooperative learning and team sports, and service-oriented projects in which students meet the needs of others. 261

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