

教育·心理影印版系列教材

教学模式

影印版

Models of Teaching

(Seventh Edition)

Bruce Joyce, Marsha Weil, Emily Calhoun



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内 容 简 介

本书在美国是一部深受欢迎的研究教学模式的专题著作，自1972年出版以来不断再版，已经成为研究教学模式乃至整个课堂教学领域的不可或缺的重要教材和参考资料。

本书分别讨论了信息加工型、社会型、个人型和行为系统型四个大类十多种教学模式，并且结合最新的研究成果，探讨了在课堂中有效地采纳不同教学模式的问题。此外，还大量介绍了教育、教学的研究背景，以便读者在学习、研究教学模式的同时，了解相关的研究成果，深入理解如何将教育思想和理论有机地整合到课堂教学中去。例如，书中不仅汇集了皮亚杰、加涅、维果茨基的研究成果，还介绍了施瓦布等专门从事研究性学习的学者的真知灼见。

本书的写作风格朴实生动，通过鲜活的课堂案例使抽象的研究跃然纸上。从事教学研究的专家学者、高校相关专业的师生以及感兴趣的教育工作者，都能在阅读本书的过程中有所体悟，获得新鲜的感受。

PREFACE

Models of Teaching was conceived to connect teacher candidates and teachers to a variety of well-developed ways of teaching, to models that not only had a strong rationale but also had lines of research into their workings and into what one could expect if they were used. Thus, those models represent a base for professional teaching—*professional* meaning “using research to guide practice.”

Years ago there was an expectation that research on curriculum and instruction would result in a single model that was superior for all types of educational objectives. However, that was not the case when we began writing *Models of Teaching*, and it is not the case today. Excellent teaching is made up of a repertoire of models that are very good for particular purposes but need to be assembled to generate a top-drawer curriculum.

Three important developments have enhanced teaching over the last thirty years. One is the continued research on particular models and the development of new ones. Refinements have enhanced their effectiveness. The second is the development of combinations of models into curricula that have great power. We have very good curricula in all the curricula areas and, in literacy, curricula that bring virtually all students into reading and writing and reach older students who did not learn to read and write effectively. Third is the development of electronic technologies that enlarge the library and bring massive amounts of information into the classrooms of the youngest children. In modern classrooms, hundreds of books—fiction and nonfiction—surround the students, and electronic media provide encyclopedias and dictionaries that represent a real advance over print media. In addition, masses of information are available over the Internet. Tens of thousands of cities and towns are connected through their web pages. The Eisenhower networks, among others, provide a remarkable array of information and experiments in science. NASA provides information about space exploration that was available to only a few people a dozen years ago. ScienceFriday.com is delightful. E-mail enables any class to be connected with classes in many of the countries of the world. Young children can follow Jane Goodall's career from her earliest studies to the development of the worldwide organization of children and adults who work together to create a better environment for all living things (including ourselves).

In other words, developed models of teaching have grown stronger and stronger year by year both in their own right and because support materials, both print and electronic, have become richer.

Yet the field of education is being fiercely criticized at this time in history. Governmental agencies are pressing schools with unprecedented force because current examinations of student learning, particularly the national studies of educational progress, have indicated serious problems. One such problem is that a third or more of our students are not learning to read and write effectively. How can that be, when teaching strategies and learning resources are developing so well?

The reason is that those powerful models of teaching are unknown to many educators and are not widely used. They need to be known, learned, and used. This book and the resources connected to it can enable new and experienced teachers to broaden their repertoires, develop rich curricula, and enable all students to succeed. Our cause is passionate. Education is not only present life; it is also the life of the future. As time passes, all of these models of teaching will be radically changed or replaced by better ones. For now, let's give the students the best that we know.

Bruce Joyce
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Saint Simons Island, GA

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目 录

第1部分 概述 /1

第1章 开始探究 /3

第2章 教学模式的基础：建构知识的不同途径 /23

第2部分 信息加工型教学模式 /39

第3章 归纳思维模式 /41

第4章 概念的获得 /59

第5章 图画—语词归纳教学模式 /77

第6章 科学探究及其训练 /101

第7章 记忆 /131

第8章 发散思维训练 /155

第9章 从讲授中学习 /187

第3部分 社会型教学模式 /203

第10章 学习中的合作者 /205

第11章 社会价值观学习 /229

第4部分 个人型教学模式 /265

第12章 非指导性教学 /267

第13章 发展积极的自我概念 /283

第5部分 行为系统型模式 /295

第14章 掌握学习 /303

第15章 直接指导 /313

第16章 模拟训练学习 /323

第6部分 个体差异、多样性与课程 /335

第17章 学习方式与教学模式 /337

第18章 平等 /351

第19章 通过教学模式解决读写问题 /371

第20章 创造课程 /389

第21章 考查教学模式效果 /401

附录 /427

CONTENTS

Preface ix

PART I **FRAME OF REFERENCE** 1

We begin with the idea of giving students the tools that increase their learning ability. The primary role of education is to increase student capacity for personal growth, social growth, and academic learning.

CHAPTER 1 **BEGINNING THE INQUIRY** **Creating Communities of Expert Learners** 3

Schools divide students into classes that need to be developed into learning communities and provided with the models of learning that result in expert learners. Those students strive for knowledge and enjoy the companionship of their peers as they try to understand the world.

CHAPTER 2 **WHERE MODELS OF TEACHING COME FROM** **Multiple Ways of Constructing Knowledge** 23

The history of teacher researchers comes to us in the form of models of teaching that enable us to construct vital environments for our students.

PART II

THE INFORMATION-PROCESSING FAMILY OF MODELS

39

How can we best acquire information, organize it, and explain it? There are several ways of making those things happen. We now look at some of the most important ones.

CHAPTER 3

LEARNING TO THINK INDUCTIVELY

Forming Concepts by Collecting and Organizing Information

41

Human beings are born to build concepts. The vast intake of information is sifted and organized and the conceptual structures that guide our lives are developed. The inductive model builds on and enhances the inborn capacity of our students.

CHAPTER 4

ATTAINING CONCEPTS

Sharpening Basic Thinking Skills

59

Students can develop concepts. They also can learn concepts developed by others. Concept attainment teaches students how to learn and use concepts and develop and test hypotheses.

CHAPTER 5

THE PICTURE-WORD INDUCTIVE MODEL

Developing Literacy across the Curriculum

77

Built on the language experience approach, the picture-word inductive model enables beginning readers to develop sight vocabularies, learn to inquire into the structure of words and sentences, write sentences and paragraphs, and, thus, to be powerful language learners. In Chapter 19 the outstanding results from primary curriculums and curriculums for older struggling readers are displayed.

CHAPTER 6

SCIENTIFIC INQUIRY AND INQUIRY TRAINING

The Art of Making Inferences

101

From the time of Aristotle, we have had educators who taught science-in-the-making rather than teaching a few facts and hoping for the best. We introduce you to a model of teaching that is science on the hoof, so to speak. This model has had effects, among other things, on improving the capacity of students to learn.

CHAPTER 7

MEMORIZATION

Getting the Facts Straight

131

Memorization has had something of a bad name, mostly because of deadly drills. Contemporary research and innovative teachers have created methods that not only improve our efficiency in memorization, but also make the process delightful.

CHAPTER 8

SYNECTICS

The Arts of Enhancing Creative Thought

155

Creative thought has often been thought of as the province of a special few, and something that the rest of us can not aspire to. Not so. Synectics brings to all students the development of creative capacity.

CHAPTER 9

LEARNING FROM PRESENTATIONS

Advance Organizers

187

Learning from presentations has almost as bad a name as learning by memorization. Ausubel developed a system for creating lectures and other presentations that will increase learner activity and, subsequently, learning.

involuntarily

PART III

THE SOCIAL FAMILY OF MODELS 203

Working together might just enhance all of us. The social family expands what we can do together and generates the creation of democracy in our society in venues large and small. In addition, the creation of learning communities can enhance the learning of all students dramatically.

CHAPTER 10

PARTNERS IN LEARNING

From Dyads to Group Investigation 205

Can two students who are paired in learning increase their learning? Can students organized into a democratic learning community learn to apply scientific methods to their learning? You bet they can.

CHAPTER 11

THE STUDY OF VALUES

Role Playing and Public Policy Education 229

Values provide the center of our behavior, helping us get direction and understand other directions. Policy issues involve the understanding of values and the costs and benefits of selecting some solutions rather than others. In these models, values are central.

PART IV

THE PERSONAL FAMILY OF MODELS 265

The learner always does the learning. His or her personality is what interacts with the learning environment. How do we give the learner centrality when we are trying to get that same person to grow and respond to tasks we believe will enhance growth?

CHAPTER 12**NONDIRECTIVE TEACHING**
The Learner at the Center**267**

How do we think about ourselves as learners? As people? How can we organize schooling so that the personalities and emotions of students are taken into account? Let us inquire into the person who is the center of the education process.

CHAPTER 13**DEVELOPING POSITIVE SELF-CONCEPTS**
The Inner Person of Boys and Girls,
Men and Women**283**

If you feel great about yourself, you are likely to become a better learner. But you begin where you are. Enhancing self concept is a likely avenue.

PART V
THE BEHAVIORAL SYSTEMS
FAMILY OF MODELS**295**

partners We are what we practice. So how do we learn to practice more productive behaviors? Let's explore some of the possibilities.

CHAPTER 14**LEARNING TO LEARN FROM**
MASTERY LEARNING**303**

Bit by bit, block by block, we climb our way up a ladder to mastery.

behavioral

CHAPTER 15

DIRECT INSTRUCTION 313

Why beat around the bush when you can just deal with things directly? Let's go for it! However, finesse is required, and that is what this chapter is all about.

CHAPTER 16

LEARNING FROM SIMULATIONS 323

Training and Self-Training

How much can we learn from quasi-realities? The answer is, a good deal. Simulations enable us to learn from virtual realities where we can experience environments and problems beyond our present experience. Presently, they range all the way to space travel, thanks to NASA and affiliated developers.

PART VI

INDIVIDUAL DIFFERENCES, DIVERSITY, 335

AND CURRICULUM

The rich countryside of humanity makes up the population of our schools. The evidence suggests that diversity enhances the energy of schools and classrooms. However, some forms of teaching make it difficult for individual differences to flourish. We emphasize the curriculums and models of teaching that enable individual differences to thrive.

CHAPTER 17

LEARNING STYLES AND MODELS OF TEACHING 337

Making Discomfort Productive

By definition, learning requires knowing, thinking, or doing things we couldn't do before the learning took place. Curriculums and teaching need to be shaped to take us where we haven't been. The trick is to develop an optimal mismatch in which we are pushed but the distance is manageable.

CHAPTER 18

EQUITY

Gender, Ethnicity, and Socioeconomic Background

351

The task here is to enable differences to become an advantage. The best curriculums and models of teaching do just that. In other words, if differences are disadvantages, it is because of how we teach.

CHAPTER 19

ATTACKING THE LITERACY PROBLEM WITH MODELS OF TEACHING

371

We examine two studies in which rich and multidimensional curriculums reach students thought to be unreachable. In one case the curriculum reaches overage beginning readers, that is, students who failed to learn to read effectively in the primary grades. In the second study, kindergarten students learn to read better than most first grade students usually do.

CHAPTER 20

CREATING CURRICULA

The Conditions of Learning

389

Robert Gagné's framework for building curriculums is discussed and illustrated. This content is not simple, but it is powerful.

CHAPTER 21

INQUIRIES

A Research Brief

401

We provide an introduction to the rich literature on models of teaching, exploring the effects that can be expected when they are used and their limitations.

APPENDIX

PEER COACHING GUIDES

427

Related Literature and References 479

Index 519

PART I

FRAME OF REFERENCE

We survey a selection of the most useful models of teaching, examine them as models of learning for students, and consider how to build communities of learners. We find that education can greatly affect learning capacity and that these tools we call *models of teaching* are one way to organize intelligence-oriented education, giving our children the means to educate themselves. The key to the effectiveness of models of teaching is to teach students to become more powerful learners. The key to our work is to build on research on models of teaching to give students learning skills. Their intelligence as learners increases.

