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思想者指南系列丛书

EDUCATIONAL FADS



透视教育时尚

(美) Richard Paul (美) Linda Elder 著

外语教学与研究出版社
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举报电话：(010) 88817519 电子邮箱：banquan@fltrp.com

法律顾问：立方律师事务所 刘旭东律师

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序 言

思辨能力或者批判性思维由两个维度组成，在情感态度层面包括勤学好问、相信理性、尊重事实、谨慎判断、公正评价、敏于探究、持之以恒地追求真理等一系列思维品质或心理倾向；在认知层面包括对证据、概念、方法、标准、背景等要素进行阐述、分析、评价、推理与解释的一系列技能。

思辨能力的重要性应该是不言而喻的。两千多年前的中国古代典籍《礼记·中庸》曰：“博学之，审问之，慎思之，明辨之，笃行之。”古希腊哲人苏格拉底说：“未经审视的人生不值得一过。”可以说，文明的诞生正是人类自觉运用思辨能力，不断适应并改造自然环境的结果。如果说游牧时代、农业时代以及现代早期，人类思辨能力虽然并不完善，也远未普及，但通过科学技术以及人文知识的不断积累创新，推动人类文明阔步前进，已经显示出不可抑制的巨大能量，那么，进入信息时代、知识经济时代和全球化时代，思辨能力对于人类文明整体可持续发展以及对于每一个体的生存和发展，其重要性将史无前例地彰显。

我们已进入一个加速变化、普遍联系和日益复杂的时代。随着交通技术和信息技术日新月异的发展，不同国家和文化空前紧密地联系在一起。这在促进合作的同时，导致了更多的冲突；人类所掌握的技术力量与日俱增，在不断提高物质生活质量的同时，也极大地破坏了我们赖以生存的自然环境；工业化、城市化和信息化的不断延伸，全方位扩大了人的自由空间，同时却削弱了维系社会秩序和稳定的价值体系与行为准则。这一切变化对人类的思辨能力和应变能力都提出了前所未有的要求。正如本套丛书作者理查德·保罗（Richard Paul）和琳达·埃尔德（Linda Elder）所创办的思辨研究中

心的“使命”所指出的，“我们身处其中的这个世界要求我们不断重新学习，习惯性重新思考我们的决定，周期性重新评价我们的工作和生活方式。简言之，我们面临一个全新的世界，在这个新世界，大脑掌控自己并经常进行自我分析的能力将日益决定我们工作的质量、生活的质量乃至我们的生存本身。”

遗憾的是，面临时代巨变对人类思辨能力提出的新挑战，我们的教育和社会都尚未做好充分准备。从小学到大学，在很大程度上我们的教育依然围绕知识的搬运而展开，学校周而复始的考试不断强化学生对标准答案的追求而不是对问题复杂性和探索过程的关注，全社会也尚未形成鼓励独立思辨与开拓创新的氛围。

我们知道，人类大脑并不具备天然遗传的思辨能力。事实上，在自然状态下，人们往往倾向于以自我为中心或随波逐流，容易被偏见左右，固守陈见，急于判断，为利益或情感所左右。因此，思辨能力需要通过后天的学习和训练得以提高，思辨能力培养也因此应该成为教育的不懈使命。

哈佛大学以培养学生“乐于发现和思辨”为根本追求；剑桥大学也把“鼓励怀疑精神”奉为宗旨。美国学者彼得·法乔恩（Peter Facione）一言以蔽之：“教育，不折不扣，就是学会思考。”

和任何其他技能的学习一样，学会思考也是有规律可循的。首先，学习者应该了解思辨的基本特点和理论框架。根据理查德·保罗和琳达·埃尔德的研究，所有的推理都有一个目的，都试图澄清或解决问题，都基于假设，都从某一视角展开，都基于数据、信息和证据，都通过概念和观念进行表达，都通过推理或阐释得出结论并对数据赋予意义，都会产生影响或后果。分析一个推理或论述的质量或有效性，意味着按照思辨的标准进行检验，这个标准由10个维度构成：清晰性、准确性、精确性、相关性、深刻性、宽广性、逻辑性、完整性、重要性、公正性。一个拥有思辨能力的人具备八

大品质，包括：诚实、谦虚、相信理性、坚忍不拔、公正、勇气、同理心、独立思考。

其次，学习者应该掌握具体的思辨方法。如：如何阐释和理解文本信息与观点？如何解析文本结构？如何评价论述的有效性？如何把已有理论和方法运用于新的场景？如何收集和鉴别信息和证据？如何论证说理？如何识别逻辑谬误？如何提问？如何对自己的思维进行反思和矫正？等等等等。

最后，思辨能力的提高必须经过系统的训练。思辨能力的发展是一个从低级思维向高级思维发展的过程，必须运用思辨的标准一以贯之地训练思辨的各要素，在各门课程的学习中练习思辨，在实际工作中使用思辨，在日常生活中体验思辨，最终使良好的思维习惯成为第二本能。

“思想者指南系列丛书”旨在为教师教授思辨方法、学生学习思辨技能和社会大众提高思辨能力提供最为简明和最为实用的操作指南。该套丛书直接从西方最具影响力的思辨能力研究和培训机构（The Foundation for Critical Thinking）原版引进，共21册，包括“基础篇”：《批判性思维术语手册》、《批判性思维概念与方法手册》、《大脑的奥秘》、《批判性思维与创造性思维》、《什么是批判性思维》、《什么是分析性思维》；“大众篇”：《识别逻辑谬误》、《思维的标准》、《如何提问》、《像苏格拉底一样提问》、《什么是伦理推理》、《什么是工科推理》、《什么是科学思维》；“教学篇”：《透视教育时尚》、《思辨能力评价标准》、《思辨阅读与写作测评》、《如何促进主动学习与合作学习》、《如何提升学生的学习能力》、《如何通过思辨学好一门学科》、《如何进行思辨性阅读》、《如何进行思辨性写作》。

由理查德·保罗和琳达·埃尔德两位思辨能力研究领域的全球顶级大师领衔研发的“思想者指南系列丛书”，享誉北美乃至全球，销售数百万册，被美国中小学、高等学校乃至公司和政府部门普遍用于

教学、培训和人才选拔。该套丛书具有如下特点：其一，语言简洁明快，具有一般英文水平的读者都能阅读；其二，内容生动易懂，运用大量的具体例子解释思辨的理论和方法；其三，针对性和操作性极强，教师可以从“教学篇”子系列中获取指导教学改革的思辨教学策略与方法，学生也可从“教学篇”子系列中找到提高不同学科学习能力的思辨技巧；一般社会人士可以通过“大众篇”子系列掌握思辨的通用技巧，提高在社会场景中分析问题和解决问题的能力；各类读者都可以通过“基础篇”子系列掌握思维的基本规律和思辨的基本理论。

总之，思辨能力的高下将决定一个人学业的优劣、事业的成败乃至一个民族的兴衰。在此意义上，我向全国中小学教师、高等学校教师和学生以及社会大众郑重推荐“思想者指南系列丛书”。相信该套丛书的普及阅读和学习运用，必将有利于促进教育改革，提高人才培养质量，提升大众思辨能力，为创新型国家建设和社会文明进步作出深远的贡献。

孙有中

2016年春于北京外国语大学

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Introduction

The history of education is also the history of educational panaceas, the comings and goings of quick fixes for deep-seated educational problems. This old problem is dramatically on the increase. The result is intensifying fragmentation of energy and effort in the schools, together with a significant waste of time and money. Many teachers become increasingly cynical and jaded.

It is time to recognize that education will never be improved by educational fads, and that the manner in which educational trends are marketed guarantees that they will be transformed into fads. Fads by their nature are fated to self-destruction. Parents, educators, and citizen activists need to understand the problem of educational fads so that they can effectively distinguish substantive efforts at educational reform from superficial ones. Hence the motivation for this guide.

By “fad” we mean an idea that is embraced enthusiastically for a short time. In schooling, this typically means a short-lived emphasis on a seemingly wonderful new idea that will transform teaching and learning without much effort on anyone’s part. Since by definition a fad will quickly come and go, it cannot be expected to improve instruction in any significant way. By “trend” we mean a general tendency or

Educational Fads

Alignment
 Assessment
 Authentic Pedagogy & Assessment
 Block Scheduling
 Bloom’s Taxonomy
 Brain-Based Teaching & Learning
 Character Education
 Charter Schools
 Choice (Vouchers & Privatization)
 Constructivism
 Cooperative Learning
 Core Knowledge
 Creative Thinking
 Critical Thinking
 Cultural Literacy
 Didactic Teaching
 Emotional Intelligence
 Feminism and Gender Issues
 Gifted Education
 Global Education
 Inquiry-Based Learning
 Integrated Curriculum
 Intelligence
 Learning Styles
 Multiculturalism
 Multiple Intelligences
 No Child Left Behind
 Outcome-Based Education
 Phonics vs. Whole Language
 Portfolio-Based Assessment
 Problem Solving
 “Raise the Standards” Movement
 Restructuring Schools Movement
 School-Based Management
 School Choice
 School-To-Work Movement
 Self-Esteem Movement
 Socratic Questioning
 Teaching for Understanding
 Thematic Curriculum

movement in a certain direction. Trends in schooling typically last 7-10 years, but may last longer.

Included in the sidebar on this page is an incomplete list of some of the educational trends or fads on the market today. Each has ideological advocates. Each must be critically assessed for theoretical underpinnings and proper application. Note: For some of the fads or trends in this guide, we mean “an emphasis on...,” as in “assessment,” “intelligence,” and so forth. This should be clear as you read through the list.

To these may be added a variety of programs focused on drug abuse prevention, child abuse prevention, sex education, extracurricular activities, school improvement, gang control, violence prevention, hunger and malnutrition, mainstreaming, individualized education, special education of differing varieties, dropout prevention and at-risk, and so forth. The list is seemingly endless.

Educational Fads

Most educational trends or fads originate in reasonable ideas. All reasonable ideas about education enhance instruction when integrated into a substantive concept of education. They fail when imposed upon instruction through a non-substantive, fragmented conception of education, which is unfortunately typically the case in schooling today. In this guide, we briefly critique many of the current educational trends and fads.

Our goal is to make the basic idea behind each of these fads intelligible so that its proper use — and likely misuse — can be taken into account. It is our aim to provide the reader with key questions to be raised in discussing these ideas. Each trend or fad is commented upon in three ways:

- the essential idea behind the trend or fad,
- the proper educational use (when integrated into a substantive concept of education), and
- the likely misuse (when the idea is unreasonably applied).

It is not our goal to provide a full and complete explication of any of these. In general, we recommend the Phi Delta Kappan for more detailed articles on virtually all of these trends or fads. This journal is readily available through

most public libraries. Our goal is to provide a foundation which can be used to put all educational trends/fads into immediate perspective, making it possible for interested persons to grasp the essential idea and understand the potential use and misuse of that idea. With these understandings one can make sense of discussions of educational reform issues. One can then formulate the relevant and substantial questions and seek the answers one deserves.

We provide the “essential idea” so the reader will understand the basic thinking behind this trend or fad. We provide the “educational use” so the reader will understand how the idea may legitimately be used or taken into account in instruction. We provide the “misuse” so the reader may be on the lookout for its inappropriate (and often most likely) use.

Most people are overwhelmed by the sheer mass of educational fads. Most educators feel pulled in a variety of directions by them. Some become passionate devotees of one of the fads at the expense of substantive education. And virtually all educational trends with any substance are transformed into fads by a flawed or superficial understanding of the basic idea behind the trend combined with a non-substantive concept of education to begin with.

We need to get off the educational fad roller coaster altogether. We can do this if we take a substantive concept of critical thinking seriously for the first time in our educational history. To get off the educational fad roller coaster is to refuse to conceive of any idea as a cure-all. It is to treat all ideas as elements subordinate to a substantive concept of education.

Substantive and Non-Substantive Concepts of Education

By a substantive concept of education we mean one that highlights the essential components of education, consequently one that has clear implications for how we should understand “the educated person” and how we should design the educational process. Many popular concepts of education are non-substantive in that they are vague and fragmented, and therefore superficial and misleading. They do not highlight the common dimensions of the various disciplines. They do not illuminate essential intellectual standards. They do not define essential intellectual traits (the personal characteristics that, when

acquired, direct the right use of the mind). Instead, they lead to instruction that mainly trains, indoctrinates, or socializes rather than educates the individual. They produce “counterfeits” of educated persons because they ignore essential abilities, standards, and traits in the instructional process.

A Substantive Concept of Education *(The Educated Person)*

Standards and Abilities

Educated persons share common intellectual standards and abilities. An educated person values and seeks to achieve clarity, accuracy, precision, relevance, depth, breadth, logicalness, and significance in thinking. Conversely, no person can be said to be educated whose thinking is characteristically unclear, imprecise, inaccurate, irrelevant, superficial, narrow-minded, illogical, or insignificant.

Similarly, an educated person masters the elements that underlie and define the structure of all thought:

- An educated person routinely seeks to identify key purposes and goals and explicitly formulates questions, problems, and issues necessary to accomplishing those purposes and goals.
- An educated person gathers relevant information and makes reasonable inferences from that information (in tackling questions, problems and issues they are seeking to answer, solve, or resolve).
- An educated person notices key assumptions (that underlie thinking) and important implications and consequences (that follow from thinking).
- An educated person effectively analyzes key concepts and recognizes points of view and is able to shift either or both when necessary (in attempting to solve a problem or resolve an issue).

Intellectual Traits and Values

An educated person demonstrates intellectual humility, intellectual honesty, intellectual autonomy, intellectual integrity, intellectual perseverance, intellectual empathy, and fair-mindedness in thought, work, and in every part of life. These characteristics are the essential foundations for the right use of

the mind. Lacking these characteristics, humans think and act egocentrically, do not respect reason and evidence (except when it is in their selfish interest to do so), and are indifferent to the welfare of others (with whom they do not egocentrically identify).

These intellectual standards, abilities, traits, and values — integrated — define the educated person. Without them one is unable to internalize the logic of academic content or reason effectively or fair-mindedly about problems and decisions in everyday life.

A Substantive Concept of Education ***(The Educational Process)***

A substantive concept of education not only highlights the qualities of the educated person, but also implies the proper design of the educational process. There are essential minimal conditions for cultivating educated minds. These entail modes of instruction that facilitate development of the standards, abilities, and traits of the educated person. All of the traditional content areas of school may be, but typically are not, taught so as to conduce to those standards, abilities, and traits.

For example, when history is substantively taught, it is taught as historical thinking, the major goal: to give students practice in thinking historically (analyzing, evaluating, and reconstructing historical interpretations and problems). As a result, students learn not only how to read historical texts with insight and understanding, but also how to gather important facts and write well developed historical essays of their own. Through this mode of instruction, students come to see the significance of historical thinking both in their own lives and in the life of culture and society. History becomes — in such a transformed mind — not random facts from the past, but a way to reason about the past to make intelligent decisions in the present and reasonable plans for the future.

When science is substantively taught, it is taught as scientific thinking, the major goal: to give students practice in thinking scientifically. As a result, students learn not only how to read science texts with insight and understanding, but also how to formulate plausible scientific hypotheses, make reasonable

scientific predictions, design scientific experiments, gather facts scientifically and make justifiable scientific inferences based on the facts gathered. When this is done effectively students come to see the significance of scientific thinking both in their own lives and in the life of culture and society. In such a transformed mind, science becomes, not random technical facts and theories to be memorized, but a way to reason about the world to understand its systemic functions and the ways its laws can be used for the welfare of persons and the biosphere.

When mathematics is substantively taught, it is taught as mathematical thinking, the major goal: to give students practice in thinking mathematically. As a result, students learn not only how to read math texts with insight and understanding, but also how to formulate and analyze mathematical problems, and how to reason from the information stated in those problems to solutions (which they are able to explain and test). When this is effectively done, students come to see the significance of mathematical thinking both in their own lives and in the life of culture and society. In such a transformed mind, mathematics becomes not random facts about numbers and spatial objects to be memorized for a test, but a way to reason about the quantitative dimensions of the world, a precisely-defined set of ideas and insights that can be used for the welfare of persons and the biosphere.

When literature is substantively taught, it is taught as literary thinking. The major goal: to give students practice in thinking analytically and critically about literary texts. As a result, students learn not only how to read novels, plays, short stories, and poems with insight, understanding, and appreciation, but also how to formulate and analyze literary problems, reasoning from information in a literary text to plausible interpretations and judgments of appreciation (which they are able to explain and defend on reasonable grounds). When this is effectively done, students come to see the significance of literature, literary thinking, and imagination both in their own lives and in the life of culture and society. Literature becomes an important way to learn about human nature and the human condition as well as a lifelong source of insight and pleasure.

When students are taught using a substantive concept of education as the guide to the design of instruction, they learn to initiate, analyze, and evaluate their own thinking and the thinking of others (within all the content areas they study). Doing so, they come to act more reasonably and effectively in every

part of life. They are able to do this because they have acquired intellectual tools and intellectual standards essential to sound reasoning and personal and professional judgment. Self-assessment becomes an integral part of their lives. They are able to master content in diverse disciplines. They become proficient readers, writers, speakers, and listeners. They use their learning to raise the quality of their lives and the lives of others. They become reasonable and fair-minded persons capable of empathizing with views with which they disagree and disagreeing with views uncritically accepted by those around them. They are able to use their reasoning skills to contribute to their own emotional life and transform their desires and motivations accordingly. They come to think, feel, and act effectively and with integrity.

“Fixing” Schools Superficially

There are no panaceas in education. There is no one simple way to fix the schools. To fix the schools we must fix the thinking that is running the schools. We must persuade those whose thinking is running schools to adopt a substantive concept of education.

But there are a variety of persons whose thinking is running the schools, and we can directly control only one person's thinking, our own. So even if we are part of the process and our thinking is influencing what is happening in school, there are always a variety of others whose thinking is bound to impact the quality of learning. This is what makes the problem vexing and unlikely to be solved in the short run. Consider the variety of those whose thinking is clearly involved.

The Thinking of Administrators

Few administrators have a substantive concept of education. Very often the thinking of administrators is focused on troubleshooting short-range problems, handling complaints, settling disputes, and making sure that legal and bureaucratic requirements are met. Typically, concepts of education, substantive or otherwise, seem an insignificant abstraction unrelated to their day-to-day problems. At the same time, the thinking of key administrators shapes decisions which have immediate and long-range consequences on teaching and learning. They make decisions which significantly impact the design of inservice programs, the curriculum, and the evaluation of teaching

and learning. Their leadership, or lack thereof, determines whether a substantive concept of education ever becomes the subject of discussion, not to mention whether it is ever taken seriously, by parents, teachers, or school board. With regard to inservice programs, administrators often find it politically expedient to provide a variety of choices from an array of fads popular with different groups of teachers. Rarely is there integration between these programs. Virtually never are presenters required to integrate their recommendations into a substantive conception of education.

The Thinking of Teachers

Few teachers have a substantive concept of education. Very often teachers are focused on day-to-day survival, getting lessons prepared, avoiding local politics, fitting into the system, incorporating the latest fad into their classes (often at the direction of administrators on some new fad bandwagon), and attempting to fulfill curriculum requirements. Covering bodies of content often drives instruction, with masses of papers to grade and other requirements to be met. Immediate, short-range imperatives seem (to them) to dominate their lives. Thinking about the long-term and about a substantive concept of education often seems to them like “pie in the sky” — abstract, theoretical, and unrealistic.

The Thinking of Students

The thinking of students produces a positive or negative response to their teachers, fellow students, and the content to be learned. Very few students have a substantive concept of education. Most think of the schools either as a place to socialize and have fun or a place to be passively tolerated. Most students have never heard a discussion in class about what education is, and hence about what one should strive to achieve in learning, and why. Until students develop a substantive concept of education they are not likely to actively cooperate in developing standards, abilities, and traits essential to the educated mind.

The Thinking of Parents

The thinking of parents shapes decisions in the parenting process, which, in turn, has significant implications for the attitudes and understandings that students bring into the classroom. Unfortunately, few parents have a substantive concept of education. Some even press for the memorization of masses of