

Higher Learning / D. Bok. – Cambridge: Harvard University Press, 1986. – 206 p.

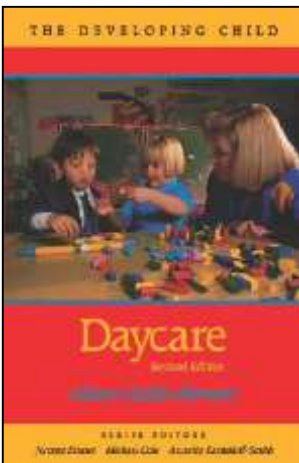
What is distinctive, Derek Bok asks, about the American system of higher education, and how well does it perform? In particular, just how good is the education our universities offer? Are they doing all they can to educate their students, or do teaching and learning get lost in the pressure for ever more prestigious research and publication? Bok concludes that the competition characteristic of American higher education--competition for the best students, the most advanced scholarship, the most successful scientific research, the best facilities--has helped to produce venturesome, adaptable, and varied universities. But because the process of learning itself is imperfectly understood, it is difficult to achieve sustained progress in the quality of education or even to determine which educational innovations actually enhance learning.

Despite these problems, the last fifteen years have produced many promising developments, such as experimental curricula, computer-assisted learning, much-expanded offerings for nontraditional students, clinical legal education, schools of public policy to prepare students for public service careers, and many more. Such initiatives need a more secure and central place within the regular curriculum. In addition to the traditional focus on program and curriculum, Bok stresses the need to pay greater attention to improving the effectiveness of teaching and learning.



Achieving Success in College / I. L. Joffe. – Belmont : Wadsworth Pub. Co., 1982 . – 239 p.

This book is divided into two parts. Part 1 is concerned with how information is organized and with how to understand that information. How to outline, how to take notes, how to study a chapter in a textbook, and how to make use of the library are covered. Improving vocabulary skills by becoming sensitive to how words are used is also included. No matter what other skills students possess, they cannot survive in a college setting without being reasonably proficient in these. The sheer quantity of information given to college students can be overwhelming unless they are able to organize and assimilate that input into their own knowledge structure. Part 1 shows the student how to do this. Part 2 considers some of the practical and psychological aspects of college survival. It is concerned with the ways in which successful students handle the problems that are an integral part of a college student's life. Each chapter is followed by exercises that are designed to improve poor survival habits and to build new ones with confidence. They should be done carefully and thoughtfully, and the correct answers should be understood thoroughly. By completing the exercises after each skill-teaching chapter, students have an opportunity to test their own skills and develop them further.



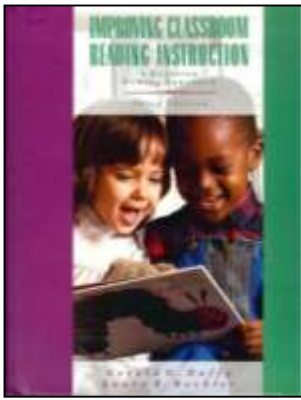
Daycare / A. Clarke-Stewart. – Cambridge: Harvard University Press, 1993. – 208 p.

There are eight million preschoolers whose mothers now work, most of them because of economic necessity. For these mothers the question is not whether to use daycare, but how to choose among the available options in a way that is best for the child. These are just the questions taken up in *Daycare*, a brief and readable summary of the best information modern "baby science" has to offer about how daycare affects young children and how to tell the difference between daycare that helps and daycare that hurts.

On the basis of her own research and a complete review of the most recent daycare studies, Alison Clarke-Stewart concludes that good daycare definitely does not impair the child's development either emotionally or intellectually. Fears that daycare children will fail to develop proper parental attachments and will cling instead to their peers are unfounded; so too are fears that mental growth will be slowed. In fact, there is some evidence that social and intellectual development can be facilitated in good daycare environments. The real question is just what these environments are made of, and here *Daycare* provides a complete discussion of the necessary ingredients, including a

checklist that parents can use to make their own evaluation of any daycare arrangement.

This is a book that covers all the practical problems daycare parents must face and suggests ways to solve them that are based not on psychological theory or political conviction but on the facts as we now know them.



Improving Classroom Reading Instruction / L. Roehler, G. G. Duffy. – New York: McGraw-Hill, 1993. – 512 p.

This book is written to help you become a professional teacher of reading. Professional teachers are in control of classroom instruction; they make the decisions. Control comes from knowledge and from a willingness to use knowledge. This book provides the knowledge and sets the expectation that you will use this knowledge to make instructional decisions.

Because the information load is heavy, the book has been carefully organized to assist your learning. Part 1 provides basic information about reading and explains what it's like to be a teacher. Part 2 describes how to teach reading to achieve various goals. Part 3 tells how to get organized for instruction; Part 4 provides specifics for teaching reading at various grade levels; and Part 5 provides the basis for future professional growth.

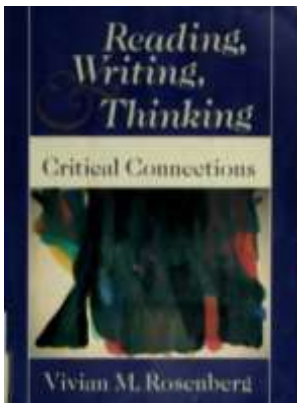
The chapters are not separate and isolated. In a cumulative manner, each succeeding chapter uses information from previous chapters as a starting point. Similarly, concepts are continually developed throughout the book. For instance, **instruction** is discussed in virtually every chapter; as the book progresses, the meaning of the term becomes more and more refined as it is used in a variety of contexts and with a variety of examples.



The American School, 1642 – 1993 / J.Spring. – 3rd edition. – New York: McGraw-Hill College, 1993. – 433 p.

To help the reader understand the role of education in relationship to dominated cultures in the United States, the author has added three new chapters to the third edition. Chapter 6, "Education and Deculturalization; Native Americans and Puerto Ricans" documents how the educational policies of the U.S. government attempted to destroy the languages and cultures of these conquered peoples. Chapter 7, "Education and Segregation: Asians, African Americans, and Mexican Americans," demonstrates how educational segregation is part of a pattern of economic exploitation. Chapter 13, "The Great Civil Rights Movement," traces the struggles of dominated cultures in the twentieth century to gain equal educational opportunity.

To emphasize the importance of mass media as a public educator in the twentieth century, the author has added a section on "The Children's Television Workshop and Sesame Street" to Chapter 12 ("Big Bird: Movies, Radio, and Television Join Schools as Public Educators"). To the last chapter of the book, Chapter 15, the author has added sections on "The Bush Years: National Standards, Choice, and Savage Inequalities," "Choice," and "Human Capital Triumphs."



Reading, Writing, Thinking. Critical Connections / V. M. Rosenberg. – New York: Random House, 1989. – 210 p.

Reading and writing, like all communication skills, require the special powers of the human mind, and yet we are usually unaware of the mental activities that make these skills possible. Generally, the human mind works spontaneously: We think without stopping to think about *how* we are thinking. For instance, we compare and contrast people, places, and events; we analyze causes and effects; we clarify our definitions of certain words, explaining what we mean when we use them in particular contexts. And we use these patterns of thinking without consciously saying to ourselves: I'm comparing and contrasting, or I'm analyzing cause and effect, or I'm explaining what I mean when I use a certain word. We simply do these things naturally and automatically.

There has been much talk recently about the importance of critical thinking. The word "critical" in the term "critical thinking" is ambiguous because it has several different meanings. In everyday speech, this word suggests disapproval: A critical person is one who finds fault or points out errors or failures. As we begin to understand how our minds work and become aware of our thinking patterns and activities, our critical thinking skills improve. And when critical thinking skills improve, so do the reading and writing skills that depend on them.



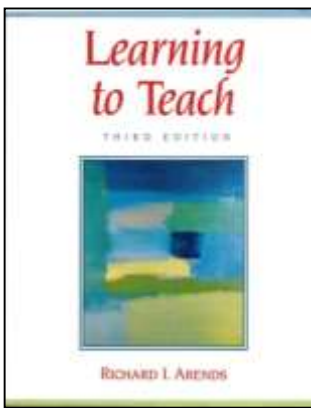
How to study / J. Deese, E. K. Deese. – 3rd edition revised. – New York: McGraw-Hill Pub., 1979. – 122 p.

Knowing how to study efficiently doesn't come naturally. Even students who are eager to learn and who want to do well in college don't always know what to do. They may not know how much to study or how to distribute their time wisely. Many students don't know how to read a textbook, particularly the kinds of textbooks they are likely to encounter in college. They don't know how to absorb and remember information from lectures. Indeed, they may not be prepared for the lecture style of teaching at all.

Furthermore, many potentially good students are deficient in basic skills; they may not be able to read well enough for college-level material. They may have only the vaguest notions about English grammar. And many students have trouble putting their ideas into words in such a way that other people can understand them. Large numbers of students fear and avoid mathematics and science.

Still others have sufficient preparation and are good at studying but don't know some particular things essential for success in college. They may not know, for example, how to use all of the resources of the college library.

This book is intended for all of these students. It is for students still in high school intending to go on to college, for students entering college, for older people returning to college, and even for students who aren't ready for college yet.



Learning to Teach / R. L. Arends. – 3rd edition. – New York: McGraw-Hill Pub., 1994. – 549 p.

Learning to be a teacher is a long and complex journey full of excitement and challenge. It begins with the many experiences we have with our parents and siblings; it continues as we observe teacher after teacher through sixteen to twenty years of schooling. It culminates, formally, with professional training but continues through a lifetime of teaching experiences.

Learning to Teach is intended for students taking courses in teacher education, commonly labeled General Methods of Teaching. A variety of other course titles, Analysis of Teaching, The Study of Teaching, Principles and Practices of Teaching, or Strategies of Teaching, are sometimes used. Whatever its title, the course's content normally focuses on general models, strategies, and skills that apply to teaching in all subject areas and at all grade levels. Such courses are routinely offered in secondary education programs and are increasingly offered in elementary programs.

This edition of *Learning to Teach* is accompanied by an extensive package of teaching and learning aids that includes an instructor's manual/test bank, a student study guide and a casebook.

Эти и другие издания по данной теме вы можете взять на абонементе научной и художественной литературы (ауд. 177)