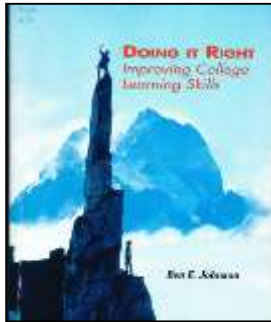


Classroom Instruction and Management / R. I. Arends. – Boston: McGraw-Hill, 1997. – 307 p.

Curriculum restructuring has become an almost universal phenomenon in teacher education during the 1990s. Consequently, the number and sequence of courses found within these restructured programs and their content coverage are less predictable today than in the past. The result is a radical increase in the number of customized curricula whose courses vary in significant ways from their counterparts in other teacher education programs.

In view of this curriculum variation, it seems sensible to offer a new, more flexible teaching methods text, one that can be mixed and matched to fit a variety of curriculum arrangements. *Classroom Instruction and Management* was designed expressly for this purpose. Because of its modest length and price and its focus on core teaching functions and models, this text is ideal for any of the following situations: as the core text in either brief or full-length courses aimed at developing a repertoire of basic teaching models, strategies, and skills; as the instruction and management unit in restructured educational psychology courses; as the instruction and management unit in those integrated "block" courses which combine units from formerly separate courses and often last more than one term.

Classroom Instruction and Management not only helps students develop a basic repertoire of teaching models, strategies, and skills, but helps them understand their theoretical and empirical foundations and shows them how to study these behaviors in field-based settings.

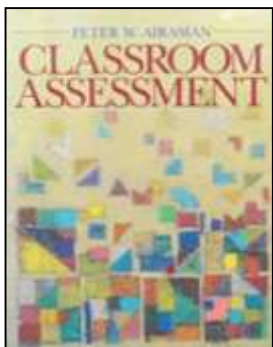


Doing It Right: Improving College Learning Skills / B. E. Johnson. – Lexington : D. C. Heath and Co., 1992 . – 423 p.

Doing It Right: Improving College Learning Skills is a unique book in that it combines several valuable study skills that have never before been included in any one college study skills text. Along with the expected—and essential—chapters on getting to know the college and its services, attending classes, scheduling time, learning to study, mastering a textbook, taking essay and objective tests, improving comprehension, increasing vocabulary, improving spelling, and learning to use a dictionary, *Doing It Right* contains additional valuable instruction in several areas. These areas include how to read faster, how to develop specific reading comprehension competencies, how to margin-mark while reading, how to use recent updates of reading-study systems to advantage, and how to improve listening, note-taking, and memorizing skills, while also learning an alphabet shorthand.

When *Doing It Right* was conceived, the author decided to put together a textbook with more material than could possibly be used in one academic term, thereby giving both the instructor and the student the choice of concentrating on whichever learning skills and chapters seemed to be most appropriate for each class's needs and for each individual student's interests.

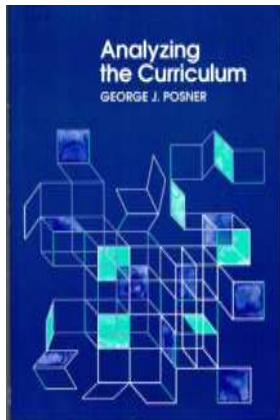
Teachers will assign the chapters they consider most important for the entire class; students will want to study additional chapters on their own and as they are able. Together, the in-class focus and the out-of-class self-study will provide a strong and effective learning combination.



Classroom Assessment / P. W. Airasian. – New York: McGraw-Hill, 1991. – 450 p.

This book, which is intended for preservice and inservice teachers who have not had a prior course in classroom measurement and assessment, describes methods to help teachers successfully carry out the full range of their assessment activities. Its purpose is not to make readers proficient in item analysis, reliability theory, statistics, and other technical topics. Its aims are to (1) provide readers with a fuller understanding of the teacher's classroom assessment roles, (2) develop this understanding in a context that will be meaningful to preservice and inservice teachers, and (3) introduce practical strategies for conducting assessments that provide the valid and reliable information needed for sound classroom decision making.

The book has four distinguishing characteristics that are intended to make it readable and usable for this audience. First, it covers the full range of assessments that teachers carry out in their classrooms. It is not limited to the traditional focus on formal, paper-and-pencil assessments of pupil learning. It also includes less formal assessment uses and techniques for planning and conducting instruction, establishing the classroom as a social environment, judging textbook tests and lesson plans, and reporting to parents about pupil progress. The author tried to prepare a text that affords a basic understanding of the process of classroom assessment, identifies the consequences of poor assessment, and describes useful strategies for obtaining valid and reliable assessment information.



Analyzing the Curriculum / G. J. Posner. – New York: McGraw-Hill, 1992. – 290 p.

Analyzing the Curriculum grew out of a series of attempts to offer a basic course in curriculum for undergraduate and graduate students who were either preparing for teaching and administrative positions or seeking to build on previous professional experiences. These professionals and preprofessionals had a reasonable set of expectations. They all wanted a course that not only would give them a solid theoretical introduction to curriculum but also would show them how they could use that knowledge. Many existing texts either failed to provide the kind of introduction to the foundational aspects of the curriculum literature that was needed, or failed to show the practical application of those valuable ideas.

As a primary text, *Analyzing the Curriculum* can provide the backbone for a basic curriculum course. In such a case, the selection of readings that augment the text could determine the level of the course—that is, whether it is intended primarily for undergraduate or for graduate students. As a supplemental text, *Analyzing the Curriculum* could be used alongside a more comprehensive text as a means of helping students apply their knowledge to a particular case study.

The book offers students many benefits. They learn how the parts of a curriculum fit together and how to identify assumptions underlying curricula. In so doing, they develop the ability to determine why a curriculum proves better for some students than for others; what approaches to teaching are compatible with a particular curriculum; what difficulties a curriculum is likely to encounter during implementation; and what kinds of changes in the curriculum parents, students, and administrators are likely to demand. These are valuable skills for evaluating, selecting, and adapting existing programs to suit particular situations.

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