DOCUMENT RESUME

ED 246 919 IR 050 804

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IDENTIFIERS Educational Information; *ERIC

ABSTRACT

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 117 publications produced by the 16 ERIC Clearinghouses in 1983. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1983) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided. (DMC)

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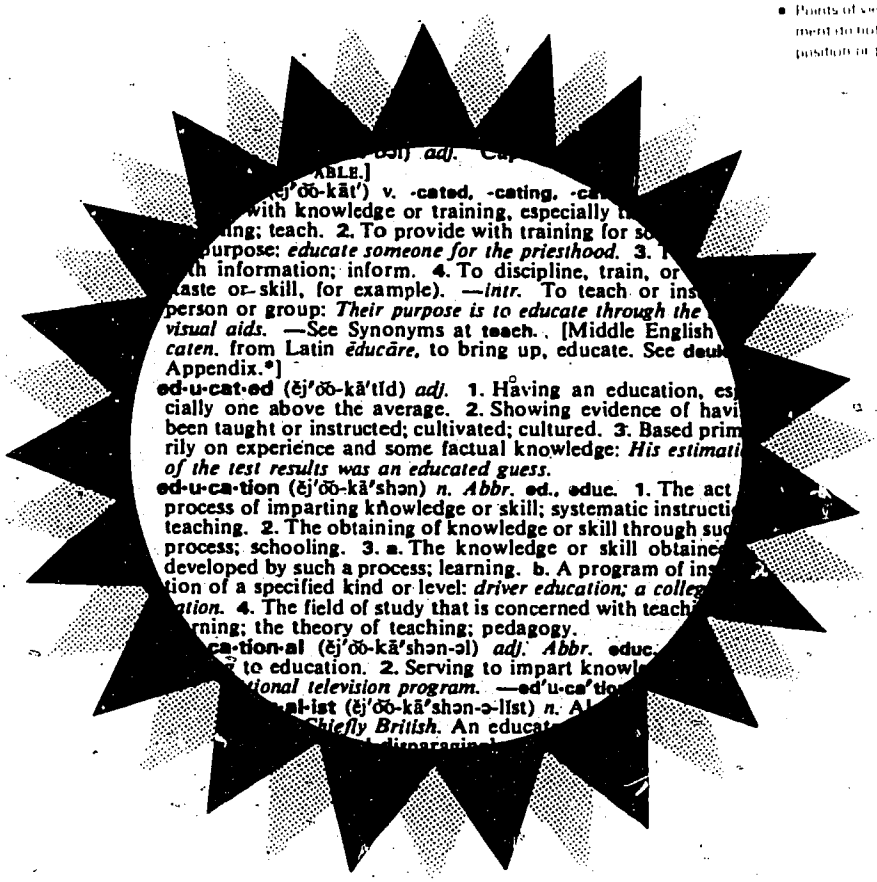

ERIC®

CLEARINGHOUSE PUBLICATIONS 1983

IR050804

Educational Resources Information Center

ERIC Clearinghouse Publications

1983

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1983

June 1984

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland

IR 052 804

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Table of Contents

Page

INTRODUCTION i

The ERIC System i
Clearinghouse Publications i
Bibliographies of ERIC Clearinghouse Publications ii
Organization of This Bibliography ii
Availability of ERIC Clearinghouse Publications ii

ERIC Clearinghouse Publications
STATISTICAL SUMMARY — By Clearinghouse by Year (1968-1983) iii

ERIC SAMPLE RESUME iv

DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE)

CE — Adult, Career, and Vocational Education 1
CG — Counseling and Personnel Services 2
CS — Reading and Communication Skills 3
EA — Educational Management 4
EC — Handicapped and Gifted Children 4
FL — Languages and Linguistics 6
HE — Higher Education 7
IR — Information Resources 10
JC — Junior Colleges 11
PS — Elementary and Early Childhood Education 12
RC — Rural Education and Small Schools 13
SE — Science, Mathematics, and Environmental Education 15
SO — Social Studies/Social Science Education 18
SP — Teacher Education 20
TM — Tests, Measurement, and Evaluation 21
UD — Urban Education 22

INDEXES 23
Subject Index 23
Author Index 33
Institution Index 37

ERIC DIGESTS (prepared in 1983)
— An alphabetical list by title, within each clearinghouse 41

Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components see the back of this publication.)

Through this network of specialized centers or clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the fourteenth bibliography in the series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-	p.	Jan-Dec 1983	117
		TOTAL IAPS (1968-1983)	4133

This bibliography covers the calendar year period from January through December 1983. It lists a total of 117 documents. Publications that have been produced through the cooperative endeavors of two or more clearinghouses have been listed under the clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse. Within each clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC clearinghouse publications are published by the individual ERIC clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

aringhouse Publications

AL SUMMARY *BY CLEARINGHOUSE BY YEAR* (1968-1983)

CLEARINGHOUSE NAME	FY1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-1975	FY 1976 THRU DEC 1977	JAN DEC 1978	JAN DEC 1979	JAN DEC 1980	JAN DEC 1981	JAN DEC 1982	JAN DEC 1983	TOTALS
dult Education	24	16	20	28	20	16									124
nguistics	2	7	11	11											31
dult, Career, & Vocational Education							6	36	9	12	11	9	8	7	98
ounseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	176
eading and Communication Skills						60	38	46	13	8	8	5	9	5	192
ducational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	368
andicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	423
ducational Facilities	1	19	16												36
ucational Media and Technology	7	8	11	8	14	16									64
nguages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	219
gher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	231
ormation Resources							30	47	8	12	6	4	14	5	126
nior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	323
orary and Information Sciences		2	7	9	14	8									40
ementary & Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	236
ral Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	189
ading	16	19	15	9	5										64
ience, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	325
cial Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	116
acher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	202
aching of English	3	7	32	24	26										92
sts, Measurement and Evaluation				1	12	11	19	33	6	5	7	9	4	4	111
oan Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	189
cational and Technical Education	11	18	30	39	42	18									158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	4133

SAMPLE RIE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche, "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change, for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Clearinghouse Accession Number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first)

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL

Spons Agency—National Inst. of Education (ED), Washington, DC

Report No.—CU 2081 S

Pub Date—May 83

Contract—NIE C 83 0001

Note—129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers—Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Document Resumes

The document resumes in this section are arranged by ERIC clearinghouse, with a secondary sort by accession number (ED number) within each clearinghouse group. The following is a list of the ERIC clearinghouses, the two-letter prefixes used to identify them, and the page on which each clearinghouse's entries begin.

		Page
CE	Adult, Career, and Vocational Education	1
CG	Counseling and Personnel Services	2
CS	Reading and Communication Skills	3
EA	Educational Management	4
EC	Handicapped and Gifted Children	4
FL	Languages and Linguistics	6
HE	Higher Education	7
IR	Information Resources	10
JC	Junior Colleges	11
PS	Elementary and Early Childhood Education	12
RC	Rural Education and Small Schools	13
SE	Science, Mathematics, and Environmental Education	15
SO	Social Studies/Social Science Education	18
SP	Teacher Education	20
TM	Tests, Measurement, and Evaluation	21
UD	Urban Education	22

CE

ED 232 060 CE 036 759

Wegmann, Robert G.

Reemployment Assistance for Laid-Off Workers. Information Series No. 258.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency - National Inst. of Education (ED), Washington, DC

Pub Date - 83

Contract - 400-81-0035

Note - 50p.

Available from - National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN258).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors - Career Counseling, Coping, *Employment Opportunities, Employment Patterns, *Employment Services, Job Applicants, *Job Layoff, *Job Search Methods, *Labor Market, Psychological Needs, Retraining

Identifiers - *Displaced Workers, Stress (Biological)

This paper is intended to help those in a position to provide workers who are displaced by layoffs or plant shutdowns with assistance in adjusting to unemployment and finding new employment. The first section presents a summary of the transformation of the American labor market, showing the effects of economic and technological changes on the number and nature of available jobs. The psychological and physical impact of unemployment and underemployment on displaced workers is also described. Next, a synthesis of current information about ways of adjusting to the changing labor market is provided. Emphasizing the provision of effective job-search assistance, this section covers job choice and career counseling and compares the effectiveness of methods of gathering information about employment opportunities, including want ads, the public employment service, employment agencies, friends, relatives, acquaintances, and direct contact with employers. Then, specific strategies for training in job-seeking skills, such as using the telephone, completing applications, and interviewing, are described. The importance of a structured and supervised group job-search program is discussed. The paper concludes with a description of a reemployment center that might be set up to help workers displaced by massive layoffs or shutdowns. An extensive reference list is provided. (SK)

ED 232 061 CE 036 760

Nadler, Leonard

Human Resource Development: The Perspective of Business and Industry. Information Series No. 259.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency - National Inst. of Education (ED), Washington, DC

Pub Date - 83

Contract - 400-81-0035

Note - 54p.

Available from - National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN259).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Career Development, *Educational Cooperation, Human Resources, *Job Performance, Job Training, Postsecondary Education, *Professional Education, *Professional Training, *School Business Relationship

Identifiers - *Human Resource Development

This paper seeks to describe and analyze human resource development (HRD) from the perspective of business and industry and to identify the role of adult, career, and vocational education in HRD. The author first defines HRD as organized learning experiences in a given period of time to effect the possibility of performance change or growth in the individual, through the learning activity areas of training, education, and development. Distinguishing HRD from other human resource activities, the author next discusses the preparation of HRD practitioners for their possible roles as learning specialists, administrators/managers, and consultants. Academic preparation, public seminars, professional societies' programs, and the networking process are all examined. The paper next looks at the issue of cooperation and linkage between postsecondary institutions and business and industry in providing HRD for employees. The essential argument of this section is that cooperative efforts can dispel mutual misconceptions and provide the widest range of HRD opportunities. The final section looks at the future of HRD through its potential effect on productivity, unemployment, work place alternatives, and work force demographics. The author concludes that higher education institutions can play a major role both in practitioner preparation and program implementation if cooperation with business and industry is seriously pursued. (SK)

ED 232 062 CE 036 761

Finch, Curtis R.

Review and Synthesis of Research in Trade and Industrial Education, Third Edition. Information Series No. 260.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 83

Contract - 400-81-0035

Note - 60p.; For related documents, see ED 011 560 and ED 036 638.

Available from - National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN260).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Curriculum Development, *Educational Research, Educational Technology, Instructional Systems, Postsecondary Education, Program Evaluation, Secondary Education, *State of the Art Reviews, Student Characteristics, Teacher Education, Teaching Methods, Technical Education, *Trade and Industrial Education, *Trade and Industrial Teachers

This third edition of a review and synthesis of research for trade and industrial (T&I) education concentrates primarily on studies reported from 1977 to 1982, including some significant work published since the second edition (1969). Relevant research was identified through searches of the Educational Resources Information Center, the National Technical Information Service, Defense Logistics Studies Information Exchange, and the Dissertation Abstracts International databases. A selective discussion of representative and exemplary studies in the field, the document covers these aspects of T&I: (1) philosophy and scope, (2) student characteristics and needs, (3) curriculum development (i.e., models and frameworks, content determination, affective and transferable skills, and competency-based education), (4) instruction and learning (i.e., systems development, technology, computer-assisted instruction, psychomotor skills, cognitive and affective learning, and youth groups), (5) teacher education, (6) administration, and (7) evaluation. Some relevant technical training research conducted by the U.S. armed forces is also included. A summary of the state of the art, areas for future research, and an extensive bibliography of the cited studies conclude the document. (SK)

ED 232 063 CE 036 76
[illegible]
Microcomputer Software for Adult Vocational Education. Would You Like To Evaluation Information Series No. [illegible]
[illegible]
[illegible]
[

ED 226 309 CG 016 612
Benjamin, Libby Walz, Garry R
Violence in the Family: Child and Spouse Abuse.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0005
Note - 100p.
Available from - ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($9.50).
Pub Type - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors - *Battered Women, *Child Abuse, Civil Rights, *Counseling Techniques, Crime Prevention, *Crisis Intervention, Family Environment, Family Relationship, Individual Characteristics, Intervention, *Prevention, Program Descriptions, School Role, Social Problems
Identifiers - *Family Violence
The two sections of this monograph deal with child abuse and spouse abuse as separate issues. The authors discuss the factors that have contributed to these problems, including historical antecedents, attitudes, and practices, and identify the characteristics of abusive caretakers of children, violent spouses partners, and abused or neglected children. Sample intervention and treatment strategies are described, as well as broad components that should be part of any effective preventive or treatment program. Each section includes recommendations for future action intended to ameliorate and/or prevent abuse of children and spouses and help them to lead less fearful lives under more positive conditions. References are provided at the end of each section. (Author)

ED 226 310 CG 016 642
Knowdell, Richard L. And Others
Outplacement Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0005
Note - 109p.
Available from - ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($9.50).
Pub Type - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors - Business, Career Development, *Counseling Techniques, *Dismissal (Personnel), Emotional Adjustment, *Employees, Employer Employee Relationship, *Employment Counselors, Employment Patterns, Employment Practices, Group Counseling, Higher Education, Industry, Job Lay Off, *Personnel Policy, Program Descriptions, Reduction in Force
Identifiers - *Outplacement Counseling
This monographs discusses outplacement counseling (the process of helping a terminated employee secure new employment) in business and industry and in higher education. The first section, outplacement in business and industry, describes the emergence of outplacement services and discusses benefits and problems associated with the service. The processes involved in outplacement, i.e., helping the terminated employee adjust to termination, develop new career goals, and secure an appropriate new job, are detailed. In addition, an outline for a 3-day outplacement workshop for the business and industry setting is presented as well as a six-page annotated bibliography. The second section discusses outplacement in higher education, focusing on its usefulness for faculty career development. The Virginia Tech Comprehensive Education-Based Career Development Model is presented along with a report on faculty experience with the model. A four-page bibliography concludes the section. Section 3 is a discussion of means to ensure the quality and effectiveness of outplacement services. (JAC)

ED 226 311 CG 016 643
Walz, Garry R., Comp. And Others
Resources for Guidance Program Improvement. Volume I.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Office of Elementary and Secondary Education (ED), Washington, DC. State and Local Education Programs
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 82
Contract - 400-78-0005
Note - 502p.
Available from - ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($18.50).
Pub Type - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors - Career Counseling, Consultation Programs, *Counseling Techniques, *Guidance Programs, Information Sources, Needs Assessment, Program Descriptions, *Program Development, *Program Effectiveness, *Program Improvement, Public Relations, School Counselors, Secondary Education, Testing
Designed for use by counselors, guidance directors, school administrators, school board members, and anyone interested in the improvement of school guidance programs, this resource book provides a collection of over 100 guidance program models and individual guidance practices. The format consists of references (bibliographic information with abstracts), syntheses (bibliographic information with extensive overview of the material) and syntheses with samples (bibliographic information, overview and actual instruments, practices, and models which can be reproduced). ERIC materials are identified with the ERIC document number; availability information for other resources is provided. The materials are organized in three sections representing elements of a comprehensive guidance program: (1) guidance program components, i.e., program models, needs assessment, program evaluation, public relations, consultation, and counseling and technology; (2) educational planning in guidance services, i.e., testing and testing programs, services for the college bound, and special needs services; and (3) life and career planning, i.e., counseling for basic life skills, personal counseling, and career counseling. (JAC)

ED 226 312 CG 016 655
Guidance East and West: A Collection of Occasional Papers.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0005
Note - 112p.
Available from - ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($7.00).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors - Career Counseling, *Counselor Role, *Counselor Training, Cultural Differences, Culture Contact, Educational Objectives, *Foreign Countries, *Guidance Personnel, *Guidance Programs, Human Services, International Programs, *Professional Development, Program Descriptions, Secondary Education
Identifiers - *Asia
This book contains a collection of 14 papers dealing with guidance and guidance programs in the Philippines, the Republic of China, Japan, and Thailand. An overview of the place of American counselors in international guidance and benefits to counselors and the counseling profession of world-wide contacts is reviewed in the initial paper. Issues facing the helping professions in Asian countries are discussed, including career counseling and manpower development and the role of public and private educational funding. Among the programs described are counselor training, vocational counseling, career information resources and testing programs in the Philipines, manpower development and junior high placement services in China, career guidance in Japanese senior high schools, and a guidance information-week fair in Thailand. (JAC)

CS

ED 221 837 CS 006 831
Berger, Allen, Ed. Robinson, H. Alan, Ed.
Secondary School Reading: What Research Reveals for Classroom Practice.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Illinois Univ., Urbana. Dept. of Educational Psychology.; National Council of Teachers of English, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Report No. - ISBN-0-8141-4295-8
Pub Date - 82
Contract - 400-78-0026
Note - 205p.
Available from - National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 42958, $9.50 member, $10.75 non-member).
Pub Type - Books (010) - Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors - Classroom Techniques, Computer Literacy, *Learning Processes, Literature, Literature Appreciation, Literature Reviews, Reading Achievement, *Reading Instruction, *Reading Programs, *Reading Research, Remedial Instruction, *Remedial Reading, Secondary Education, Sociolinguistics, Teaching Methods
Identifiers - Prose Learning, *Reading Strategies
Intended to help the secondary school classroom teacher make use of some of the current research related to reading instruction, this book contains reviews of the literature on the various aspects of secondary school reading. Each of the 12 chapters begins with an introduction to set the stage and ends with a conclusion to put the ideas into perspective frequently classroom applications. The areas covered in the chapters are as follows: (1) reading achievement, (2) contexts of reading, (3) the reading process, (4) readers' strategies, (5) instructional strategies, (6) the nature and structure of text, (7) learning from text, (8) responses to literature, (9) responses to exposition, (10) organization and management of reading programs, (11) specialized services, and (12) computer literacy. The volume concludes with an epilogue on the new student, new teachers, and new demands in reading instruction. (HTH)

ED 221 873 CS 207 209
Springer, Imogene, Ed.
Recommended English Language Arts Curriculum Guides, K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 82
Contract - 400-78-0026
Note - 32p.
Available from - National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.40 non-member, $1.00 member).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Curriculum Development, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, *English Instruction, *Evaluation Criteria, *Language Arts, Standards
The first half of the booklet presents an annotated list of curriculum guides recommended by the National Council of Teachers of English (NCTE) Committee to Evaluate Curriculum Guidelines and Competency Requirements. The curriculum guides represent a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1980, 1981, and 1982), each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for planning and evaluation of English language arts curriculum guides. The evaluation instrument was designed to apply to many different content emphases within the field of English language studies, as well as to

organization, methodology, language versatility, and the learning process. Criteria are organized under the headings of philosophy, policies and procedure, objectives, organization, process as content, language, composition media, reading and literature evaluation, and design. (HTH)

ED 226 372 CS 207 382
Christenbury, Leila · Kelly, Patricia P.
Questioning: A Path to Critical Thinking.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0026
Note - 40p.; IRIP Theory & Research into Practice.
Available from - National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 38043, $3.50 non-member, $3.00 member).
Pub Type - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - *Classroom Communication, Classroom Techniques, Cognitive Processes, *Critical Thinking, Educational Research, Elementary Secondary Education, *English Instruction, Language Arts, Learning Activities, Learning Theories, Prior Learning, *Questioning Techniques, Schemata (Cognition)

Intended to help upper elementary and secondary school teachers increase their students' critical thinking, this booklet discusses the theory and techniques behind the use of questioning to evoke prior knowledge and further inquiry. The first portion of the booklet discusses the theory and research that underlie the use of questioning, examining questioning hierarchies and how they are used. The second portion of the booklet puts this research into practice, by introducing the questioning circle--a Venn diagram of intersecting questions dealing with the subject matter, personal reality (prior learning), and external reality. The discussion adapts this structure to literature, language, and composition instruction. Managing classroom interaction, such as what to do when students cannot, do not, or will not answer, and dealing with short or wrong answers are then explored, and suggestions for encouraging student answers are supplied. The booklet concludes with a discussion on helping students generate their own questions to stimulate further critical thinking. (HTH)

ED 228 654 CS 207 452
Standford, Sally N. · And Others
Computers in the English Classroom: A Primer for Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0026
Note - 63p.
Available from - National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08180, $5.50 non-member, $4.75 member).
Pub Type - Guides - Classroom - Teacher (052) Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors - *Computer Assisted Instruction, *Computer Literacy, *Computer Programs, Educational Technology, Elementary Secondary Education, *English Instruction, *Evaluation Criteria, Evaluation Methods, Higher Education, Language Arts, Teacher Attitudes, *Teaching Methods

Intended to help English teachers make informed decisions about the use of computers in their classrooms, the chapters in this book consider: (1) "computer basics" (defining "hardware" and "software" and the various capabilities of both); (2) the various instructional strategies available via computers; (3) examples of software reflecting these strategies, specifically in the language arts curriculum; and (4) examples of various evaluation guidelines that instructors might use to judge the suitability of either hardware or software. To clarify each of these topics, each chapter of the book concludes with a scenario whose characters (composites of real English teachers) reflect the entire spectrum of interest in computer assisted instruction. (JL)

ED 228 679 CS 504 179
Wagner, David L.
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0026
Note - 96p.
Available from - Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($4.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors - *Court Litigation, Courts, *Debate, Evaluation Criteria, High Schools, *Justice, Resource Materials, Social Problems

Designed to serve as a framework from which high school debate students, coaches, and judges can evaluate the issues, arguments, and evidence present in sustaining and reforming the U.S. justice system, this booklet provides debaters with guidelines for research on the 1983-84 debate resolutions selected by the National University Continuing Education Association's Committee on Discussion and Debate. Following the presentation of the problem area and the three resolutions, the book's five chapters cover: (1) getting started, a review of useful information on researching the topic of the U.S. justice system; (2) an overview to the U.S. justice system; (3) the criminal investigation resolution; (4) the civil court procedure; and (5) the criminal court procedure. (JL)

EA

ED 226 413 EA 015 332
Microcomputers and Instruction. The Best of ERIC on Educational Management, Number 69.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Mar 83
Contract - 400-78-0007
Note - 5p.
Available from - Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors - Annotated Bibliographies, *Computer Assisted Instruction, *Computer Oriented Programs, *Computer Programs, Elementary Secondary Education, Literature Reviews, *Microcomputers, Purchasing, Teacher Response

Twelve publications already in the ERIC system that deal with microcomputers were selected for annotation. Two of the publications are conference proceedings that explore the use of computers. Another two are administrator handbooks dealing with the acquisition and the use of computers. Reference works cited include a guide for instructional packages, a manual for instructional use, a review of educational software, and a microcomputer state-of-the-art article. Other topics are the dreams and realities of microcomputers in classrooms and securing teacher acceptance of technology. The remaining two entries contain reassuring words on the simplicity of classroom computers and computer purchasing advice. Information for ordering copies of the items reviewed is supplied. (MLF)

ED 229 827 EA 015 603
Lindelow, John
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Report No. - ISBN-0-86552-083-6
Pub Date - 83
Contract - 400-78-0007
Note - 46p.; A part of the School Management Digest series.
Available from - Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($4.75 prepaid, add $1.50 on purchase orders).
Pub Type - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Affective Behavior, Cerebral Dominance, *Cognitive Style, Educational Administration, Elementary Secondary Education, *Individualized Instruction, *Learning Processes, Mastery Learning, Measurement Techniques, Physiology, *Time Factors (Learning), Time on Task
Identifiers - Brain Growth, *Brain Research

Recent advances in instructional knowledge, as well as their usefulness for fitting instructional strategies to individual students, are the subject of this four-chapter survey of research literature. Chapter 1 summarizes research on learning styles--the ways in which individuals perceive, analyze, interpret, and respond to learning situations. Examined in this chapter are cognitive styles, including data reception and concept formation and retention; affective styles, comprising attention, expectancy, and incentive styles; physiological styles, such as developmental and sex- and health-related differences; and practical considerations in the use of instruments to measure learning styles. Chapter 2 covers research on brain lateralization (the location of different functions in the brain's right or left hemispheres), the brain's building of models of reality, and brain growth stages. Learning time research is considered in chapter 3, which reviews findings about time on task and about variations among students in the time needed to master a subject. The final chapter looks at the administrative implications of recent research, noting first the problems with earlier attempts to individualize instruction and then discussing the implications of findings in the three areas of learning styles, brain development, and learning time. (RW)

EC

ED 224 264 EC 150 651
Smith, Barbara J.
Policy Considerations Related to Early Childhood Special Education. Special Education in America: It's Legal and Governmental Foundations Series.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 82
Contract - 400-81-0031
Note - 30p.; For related documents, see EC 150 652-653.
Available from - The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 253, $4.00)
Pub Type - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Cost Effectiveness, *Disabilities, *Educational Policy, *Federal Legislation, Infants, *Intervention, Literature Reviews, *Preschool Education, Program Effectiveness, *State Legislation

As part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the booklet focuses on the provision of developmentally appropriate services to handicapped infants and preschool age children and their families. An initial section reviews the literature on the benefits of early intervention in terms of value to children, value to families, social benefits,

and economic benefits. Characteristics of early childhood special education programs are briefly considered in a second section. Federal and state early childhood special education policy are examined in the third and fourth sections, with particular emphasis on P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973. Discussed are considerations that are essential in framing a public policy, along with the fiscal ramifications of these considerations. (Author SW)

ED 224 265 EC 150 652

Baca, Leonard Bransford, Jim

An Appropriate Education for Handicapped Children of Limited English Proficiency. Special Education in America: Its Legal and Governmental Foundations Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-81-0031

Note - 31p.; For related documents, see EC 150 651-653.

Available from - The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 254, $4.00).

Pub Type - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors - *Bilingual Education Programs, Court Litigation, Delivery Systems, *Disabilities, *Educational Policy, Elementary Secondary Education, *Federal Legislation, *Limited English Speaking, Literature Reviews, Program Descriptions, Program Effectiveness

Part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the booklet focuses on bilingual special education. A review of the literature covers studies which have been conducted in a variety of bilingual program settings in the United States and several other countries. Cited among findings are that children involved in learning environments employing the use of two languages perform at a level equal to or higher than their monolingual counterparts, and although handicapped children of limited English proficiency have not been properly served by the public schools, there are a number of exemplary programs. Federal legislation and court cases relating to bilingual special education are examined. Significant issues in the provision of bilingual special education are discussed, including accessibility, resources, cost of programs, personnel preparation, parental and community support, and program evaluation. Finally, current requirements according to the Office for Civil Rights are listed; and examples of policy options are offered relating to screening, acceptable tests, testing guidelines, bilingual advocates, establishment of primary needs, use of parents' language, establishment of primary responsibilities, comprehensive services, use of existing services, bilingual special education, supplementary services, tutorial services, parent and community involvement, accessibility, removal of barriers, exit criteria, inservice training, teacher certification, and teacher training. (SW)

ED 224 266 EC 150 653

Weintraub, Frederick J. Higgins, Scottie

Planning State Fiscal Policies to Meet Local Needs. Special Education in America: Its Legal and Governmental Foundations Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-81-0031

Note - 32p.; For related documents, see EC 150 651-652.

Available from - The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 255, $4.00).

Pub Type - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors - Costs, Decision Making, *Disabilities, *Educational Finance, *Educational Policy, Elementary Secondary Education, *Financial Policy, State Government, *State School District Relationship, *Statewide Planning

Part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the document explores the local variables that uniquely affect the cost of educating handicapped children and which thereby should be considered when developing state special education fiscal policies. An initial section outlines three phases (the benefactor role, programmatic role, and facilitator role) in the development of public policy and fiscal responses; and reviews critical factors to be considered in decision making, including the fiscal resources from which education can be supported, the needs of the population, and distribution factors. Practical examples of how local variables within eight factors influence state special education fiscal policies are described. The eight factors addressed are: population characteristics (population size, density, increasing decreasing enrollment, eligibility criteria, interagency shifts, magnet effect); individual education needs (procedural protection, intensity of services, duration, multiple agency criteria); service delivery systems (program services, service providers, private insurers); governance structures (type of governance units, responsibility vs. authority, special education and the school budget); system costs (geographic location, price level variations, contract negotiations, resources); resources (revenue-generating wealth, tax-levying authority, availability of community resources, private services, personnel resources); timing and predictability (dollar flow, fiscal stability, contingency capability); and accountability (state education agency responsibilities, local education agency responsibilities). The document concludes with a brief outline of basic principles influencing the cost of special education and related services. (SW)

ED 224 267 EC 150 654

Plata, Maximino

Assessment, Placement, and Programming of Bilingual Exceptional Pupils: A Practical Approach.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-81-0031

Note - 58p.

Available from - The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 259, $7.00).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - *Bilingual Education Programs, *Disabilities, Elementary Secondary Education, *Evaluation Methods, *Limited English Speaking, *Program Development, *Student Evaluation, Student Placement, Testing

The document offers a historical perspective, practical suggestions, and guidelines for assessment, placement, and programming of bilingual handicapped students. Chapter 1 on the scope of the problem looks at student, personnel, and instrument variables affecting assessment of bilingual exceptional students. Among the factors discussed are variability within and between ethnic groups, teacher attitudes, and test translations. Practical suggestions for assessing bilingual exceptional students are provided in chapter 2. Three levels of assessment are described: the initial level (classroom screening), the intermediate level (diagnostic-prescriptive assessment), and advanced level (comprehensive individual assessment). A proposed model is reviewed which includes procedures for informal language screening, formal language assessment, and comprehensive individual assessment of children with limited English proficiency. Also provided is information on use of informal tests (including checklists and rating scales, informal survey tests, observation, the Cloze Procedure for language assessment, and interviewing). A rating scale is outlined for assessing language proficiency in five domains: rhetoric, register/style, syntax, vocabulary, and pronunciation. The second chapter also contains sections on practical problem-solving techniques, task analysis, criterion-referenced tests, and additional assessment procedures. The final chapter addresses placement alternatives and programing for the bilingual exceptional student. Considered within this chapter are the individualized education program, cooperative vs. competitive instructional arrangements, curriculum content, instruction in the student's native language, and preparation and teaching of a bilingual lesson. A sample profile form of oral language proficiency completes the document. (SW)

ED 224 268 EC 150 655

Rubenzer, Ronald L.

Educating the Other Half: Implications of Left - Right Brain Research.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Report No. - ISBN-0-86586-141-2

Pub Date - 82

Contract - 400-81-0031

Note - 49p.

Available from - The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 264, $4.00).

Pub Type - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors - *Cerebral Dominance, Cognitive Processes, *Disabilities, *Educational Research, Elementary Secondary Education, Evaluation Methods, Learning Activities, *Learning Disabilities, *Learning Processes, Literature Reviews, Stimulation, *Teaching Methods

The document looks at left/right brain research as it relates to learning styles and teaching styles, particularly in special education. An initial section on brain basics covers the history of brain research, methods of investigation, cerebral dominance, divisions of labor of the bifunctional brain, language and related functions, bilingualism, learning styles, traditional education and the single brain, and emotions and the brain. A second section considers the need to integrate both convergent left-hemisphere modes in learning experiences. Another section examines determinants of neurologically based learning styles including the impact of age, sex, and handedness on left or right brain learning style preference. The effects of relaxation and diet upon brain functioning is the topic of the fourth section. The fifth section discusses findings relative to the study of learning disabilities, mental health, and creativity. Methods for educational assessment of learning styles are reviewed, such as the Structure of Intellect Learning Abilities Test and the Wechsler Intelligence Scale for Children-Revised. Steps toward dealing with the whole child in the educational system should incorporate consideration of teachers' verbal and nonverbally expressed attitudes, relaxation strategies, general strategies which more fully involve the brain in learning, and curricular strategies which promote integrated processing of information. Following a summary and a list of implications for education are appendixes which contain 35 activities to stimulate integrated/right brain processes and a brief report on the deprivation of estimates for national prevalence of right brain children. (SW)

ED 224 269 EC 150 656

Runions, Ted

Stewardship: Training the Gifted as Community Mentors. Programming for the Gifted Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Report No. - ISBN-0-86586-142-0

Pub Date - 82

Contract - 400-81-0031

Note - 57p.

Available from - The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 265, $4.00).

Pub Type - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - *Community Programs, *Enrichment, *Gifted, High Schools, *Mentors, *Microcomputers, Program Descriptions, Program Development

Identifiers - *Mentor Academy Program, *Stewardship

The author describes the Mentor Academy Program (MAP) a skill-based model for training gifted high school students as mentors and thereby becoming leaders in processing information and networkers' creating and sharing information. Chapter 1 offers historical and philosophical, gifted education, and high school perspectives to stewardship (the dual responsibility to self and others to realize potential). Five models for educating the gifted are compared: the social/survival model (activities are mostly games), the curriculum model (which em-

phasizes mastering the basics), enrichment (which extends the curricular model with options within and outside the school), stewardship (which involves students as leaders in the community), and Micronet (which combines stewardship with microcomputer technology). The MAP, particularly as it was developed at Lord Elgin High School (Ontario, Canada), is described in chapter 2. Five components of the program are discussed: orientation (which focuses on assessment and on a match of students with potential programs), networkshop (designed for skill acquisition in areas useful to becoming an effective mentor, steward, and networker), mentorship (in which students apply their newly acquired networking skills to working with mentors in the community), stewardship (during which the student engages in activities of service), and micronet (involving training the students to network their resources via microcomputer programming). A final chapter briefly addresses MAP outcomes including that students were better able to resolve problems arising from differentiated learning situations and students were better able to meet their own learning expectations for areas of interest. Appended are a grade 9 enrichment program proposal and a description of the LESS (Learning Enrichment Service by Students) program at Lord Elgin High School. (SW)

ED 227 630 EC 151 080

Fink, Albert H., Ed. Kokaska, Charles J., Ed.

Career Education for Behaviorally Disordered Students.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency: National Inst. of Education (ED), Washington, DC.

Report No: ISBN-0-86586-138-2

Pub Date: 83

Contract: 400-81-0031

Note: 130p.

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA ($14.95, Publication No. 261).

Pub Type: Information Analyses - ERIC Information Analysis Products (071); Reports - Descriptive (141); Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors: *Career Education, Career Exploration, Community Resources, Definitions, Elementary Secondary Education, *Emotional Disturbances, Institutions, Parent Participation, Program Descriptions, *Program Development

Ten papers address topics in career education for students with behavior disorders. W. Morse points out "Problems and Promises," including problems with the definition and scope of career education and the needs for individualization and support systems. C. Kokaska and L. Cook in "Concepts and Definitions" offer insight on problems in defining behavior disorders with the absence of operational criteria. In a final paper, "Perspectives on Chronically Disruptive Students," in the first section, F. Wood and T. Kayser note the complex causation, and suggest components of effective educational planning. Five papers describe career education approaches to students with behavior disorders: "Considerations in Elementary Level Programming" (P. Sitlington and G. Clark); "Self Awareness and Career Exploration at the Junior High Level" (K. McCoy and R. Fritsch); "A High School Model for the Behaviorally Disordered. Focus on Career Education" (M. Fender and G. Wolff); "Project PISCES: An Experiential Approach" (T. Sitnek); and "Parental Involvement in Career Education" (S. Vasa). Two papers address career programming in special settings: "Career Education in Institutional Settings" (D. Knapczyk, R. Dever, J. Seibak); and "Career Education from a Community Perspective" (F. Menolascino, J. McGee, D. Eyde). (CL)

ED 228 773 EC 151 619

Lilly, M. Stephen. Thomas, M. Angele, Ed.

Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency: National Inst. of Education (ED), Washington, DC.

Report No: ISBN-0-86586-143-9

Pub Date: Nov 82

Contract: 400-81-0031

Note: 22p.

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 618, $2.00).

Pub Type: Information Analyses - ERIC Information Analysis Products (071); Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors: *Accessibility (for Disabled), *Disabilities, *Labeling (of Persons), *Mainstreaming, Resource Room Programs, *Special Education, *Student Placement

Identifiers: Council for Exceptional Children

The view that regular education should be returned the responsibility for many services currently provided by special education is argued by M. Stephen Lilly, as part of the 1982 Statespersons' Roundtable of the Council for Exceptional Children. In addition, criticism of this view is expressed by John W. Kidd, along with comments from the 13 statespersons at the roundtable. Mr. Lilly suggests that special education may have overstepped its appropriate bounds and become too separate from regular education. He claims that some special services (e.g., learning disabilities services) have supplanted rather than supplemented existing regular education support services (e.g., remedial reading). He questions whether it is appropriate to serve general societal needs through development and provision of special education services (e.g., the educable mentally retarded population has been predominantly poor, minority children). He also addresses other issues, including the confusion between special education "resource" programs and "pull-out" programs for minority and disadvantaged students; and the practice of labeling a child as having a handicapping condition. In the response to this address, Mr. Kidd states that exceptional children's education is finally breaking through resistances but [illegible]ar from achieving equity for all children [illegible]al needs. Additional perspectives and issues [illegible]ed by participants, including the training of special educators and mainstreaming. (SEW)

ED 228 793 EC 151 647

Taber, Florence M.

Microcomputers in Special Education. Selection and Decision Making Process.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency: National Inst. of Education (ED), Washington, DC.

Report No: ISBN-0-86586-135-8

Pub Date: 83

Contract: 400-81-0031

Note: 109p.

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 248, $7.95).

Pub Type: Guides - Non-Classroom (055); Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors: Computer Programs, Decision Making, *Disabilities, Educational Technology, Elementary Secondary Education, *Media Selection, *Microcomputers, Programing, *Special Education

Intended for special educators, the book is designed to provide information for assessing classroom needs, making decisions about purchasing software and hardware, and using the microcomputer effectively. Each chapter begins with statements to think about and a list of sources. At the end of each chapter are questions and exercises designed to aid the reader in understanding chapter information. Six chapters cover the following topics (sample subtopics are in parentheses): introduction to the microcomputer (microcomputer languages); software considerations and evaluation (external and internal evaluation of software); hardware considerations and inservice education (peripherals); media selection and microcomputer uses (administrative uses); microcomputer uses in special education; and elementary programing for the microcomputer (program development support). (SW)

ED 228 794 EC 151 648

Jones, Reginald L., Ed.

Reflections on Growing Up Disabled.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency: National Inst. of Education (ED), Washington, DC.

Report No: ISBN-0-86586-134-X

Pub Date: 83

Contract: 400-81-0031

Note: 112p.

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 258, $7.50).

Pub Type: Collected Works - General (020); Books (010); Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors: *Attitudes, *Disabilities, Parent Attitudes, Personal Narratives, Student Attitudes

The book offers firsthand accounts of the experiences and perceptions of disabled persons, as well as the views of parents of disabled children. Entries include the following titles: "Reflections of Disabled Children" (J. Umbreit and D. Baker); "The Handicap That Had No Name" (D. Brown); "Orthopedically Disabled: Determination on Wheels" (D. Lattin); "I'm a Person, Not a Wheelchair: Problems of Disabled Adolescents" (M. Winter and D. DeSimone); "Plunged into the Mainstream" (S. Hofmann); "Loss of Hearing: Coping with a New Reality" (Z. Coleman); "The Deaf Handicapped by Public Ignorance" (L. Jacobs); "Blindness: Disability or Nuisance?" (K. Jernigan); "Parents and Professionals: Irrational Assumptions in Their Communications" (B. Greer and B. Gallelli); and "Parents, Practices, and Attitudes: The Distance Traveled" (K. Morton). (SW)

ED 231 153 EC 152 598

Van Tassel-Baska, Joyce, Ed.

A Practical Guide to Counseling the Gifted in a School Setting.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency: National Inst. of Education (ED), Washington, DC.

Report No: ISBN-0-86586-146-3

Pub Date: 83

Contract: 400-81-0031

Note: 65p.

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 268; $5.95, $5.00 member price).

Pub Type: Guides - Non-Classroom (055); Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors: *Administrator Role, Affective Behavior, *Counseling Techniques, Elementary Secondary Education, *Gifted, Models, *Parent Role, Program Descriptions, *Teacher Role

Intended for personnel without specific training in counseling and guidance, the booklet addresses considerations in counseling gifted students. In "Issues in Affective Development of the Gifted," L. Silverman examines perceptions of others and of one's self, the effects of lack of recognition of students' special needs, and the tendency toward emotional excitability. B. Parke in "Who Should Counsel the Gifted: The Role of Educational Personnel" considers the teacher's, administrator's, and pupil personnel staff's role. "The Parent's Role in Counseling the Gifted: The Balance Between Home and School" by A. Munger, suggests techniques for parents as well as for staff working with parents. J. Van Tassel-Baska outlines approaches to meeting students' psychosocial, skill development, and life planning needs in "School Counseling Needs and Successful Strategies to Meet Them." L. Baska, in "Educational Therapy for the Gifted: The Chicago Approach," emphasizes counseling as a standard element within a variety of prototypes. Two examples illustrate the educational therapy orientation. In a final paper, "A Model for Counseling the Gifted at the High School Level," R. Seegers presents a teacher-counselor approach to help students become successful in academic pursuits and enhance their abilities. (CL)

FL

ED 226 602 FL 013 512

Eisenstein, Miriam R.

Language Variation and the ESL Curriculum. Language in Education: Theory and Practice, No. 51.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency: National Inst. of Education (ED), Washington, DC.

Report No: ISBN-0-87281-320-7

Pub Date: Mar 83

Contract: 400-82-0009

Note: 55p.

Available from: Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD

21211 ($7.00).
Pub Type - Books (010) - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors - *English (Second Language), *Language Variation, Learning Activities, Regional Dialects, Second Language Instruction, Social Dialects, *Teaching Methods
English-as-second-language instructors should take into account the importance of context for the meaning of language and address the varieties of English that learners will encounter in their daily lives. The principal elements of language variation and their implications for learners are described for the benefit of second language teachers. These elements include register, topic, mode of discourse, speaker-listener relationships, and purpose of communicating. The teaching of notions and functions as rule-governed aspects of language, differences within language varieties, linguistic forms limited to particular domains, and regional or social dialects that learners might encounter in the target language are discussed. Classroom activities are suggested that integrate language variation into the English learning experience and provide the opportunity for contextualized practice. The exercises include dialogs and role playing, real language activities, and a technique for focusing on the differences among dialects. (RW)

ED 226 603 FL 013 513
Vines, Lois
A Guide to Language Camps in the U.S.: 2. Language in Education: Theory and Practice, No. 53.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Report No. - ISBN-0-87281-319-3
Pub Date - Mar 83
Contract - 400-82-0009
Note - 71p.
Available from - Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($9.00).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors - Camping, Cultural Activities, Day Camp Programs, *Extracurricular Activities, *Immersion Programs, Program Descriptions, *Resident Camp Programs, Secondary Education, *Second Language Instruction
Language camps that provide language immersion and cultural experiences for high school students outside of the classroom are described. Descriptions of 49 camps in 26 states are arranged alphabetically by state and provide the names and addresses of sponsors and facts about the program activities and fees. Two of the language camps programs are described in detail: a week-long French and Spanish camp sponsored by Ohio University, and a French weekend program organized by two high school language teachers in Iowa. The two detailed descriptions cover staffing, fees, activities, scheduling, special events, camp publications, and evaluation. An annotated bibliography is appended. (RW)

ED 227 694 FL 013 565
From the Classroom to the Workplace: Teaching ESL to Adults.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Report No. - ISBN-0-87281-321-5
Pub Date - Mar 83
Contract - 400-82-0009
Note - 173p.
Available from - Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($12.95).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors - *Adult Students, Basic Skills, *English (Second Language), Literacy, Models, Program Design, Second Language Instruction, Second Language Programs, *Teaching Methods, Vocational Education
Guidelines for teaching English as a second language (ESL) are directed at teachers and teacher trainees. With an emphasis on teaching ESL quickly and efficiently to adults, the six chapters address teaching ESL to competencies, teaching ESL to nonliterate adults, vocational ESL, ESL instruction in the workplace, teaching ESL in the multilevel classroom, and coordinating and training volunteer tutors. Teaching methods, program designs, objectives, materials, and testing are among the topics considered. Each chapter includes suggested resources and reading. The appendix provides an outline of generic concerns and specific models for adult ESL. The six models presented are ESL for survival, literacy, basic skills, general vocational, occupation-specific, and home management. (RW)

HE

ED 222 158 HE 015 656
Baldridge, J. Victor - And Others
The Enrollment Crisis: Factors, Actors, and Impacts. AAHE-ERIC/Higher Education Research Report No. 3, 1982.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 82
Contract - 400-77-0073
Note - 79p.
Available from - Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00 members; $6.50 nonmembers).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors - Administrator Attitudes, Admissions Officers, Ancillary School Services, *Change Strategies, College Administration, College Faculty, *College Planning, College Presidents, *College Students, Decision Making, *Declining Enrollment, Enrollment Projections, *Enrollment Trends, Financial Problems, Governance, Higher Education, Management Information Systems, Marketing, Personnel Policy, *Policy Formation, Student Attrition, Student Recruitment, Trend Analysis
The impact of demographic shifts and enrollment declines for higher education are examined, and possible institutional responses to these problems are studied. After a review of the national statistics and projections of future enrollment trends, attention is directed to the campus level and the dimensions of current enrollment problems. Based on a 1981 national survey of college presidents and admissions directors, the following issues are considered: how campus presidents view their respective institution's ability to tolerate the expected difficulties ahead; the dimensions of the enrollment problem for individual campuses; and institutional finances in light of anticipated cuts in government support. Institutional response to enrollment problems include enrollment management and information systems, marketing, and student recruitment practices. Research on student attrition has revealed the following negative financial and programmatic consequences for the institution: direct loss of revenue, recruitment and image costs, and undermining of the diversity of the curriculum. Policy areas that should be addressed by campuses facing enrollment problems include: planning strategies, including cost studies, enrollment forecasts, and program review; shared decision-making between the faculty and the administration; staffing and personnel policies; and the revitalization of student life and the linkage of faculty and student affairs personnel. The activities of eight liberal arts colleges that are reducing attrition rates by direct action and cooperative effort are also reviewed. A bibliography is appended. (SW)

ED 222 159 HE 015 657
Cole, Charles C., Jr.
Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency - National Inst. of Education (ED), Washington, D.C.
Pub Date - 82
Contract - 400-77-0073
Note - 75p.; For a related document see ED 153 583.
Available from - Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00 members; $6.50 nonmembers).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors - *College Instruction, Educational Quality, Educational Research, Faculty Development, Higher Education, Incentives, Instructional Improvement, Interaction, *Learning Theories, Models, Student Role, Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, *Teacher Effectiveness, Teacher Role, *Teaching Methods
The literature relating to instructional improvement since 1978 is examined. After a review of implications of recent learning theories, it is concluded that theorists agree generally that: learning is enhanced when the student is active rather than passive; learning is improved by practice and feedback; learning is improved when directed toward some goal; learning has both an affective and a cognitive aspect; and the quantitative and qualitative differences in the learning process are great. Attention is also directed to the following issues related to improving instruction: models of teaching, characteristics of good teaching, teaching awards, faculty development programs, programs for teaching assistants, cooperation among institutions, interest of professional associations, faculty growth contracts, evaluation of faculty by others, and the relationship between teaching and research. Another important concern is that the prospects for improved instruction are linked to faculty attitudes toward teaching, students, the institution, and change. Studies pertaining to methods of instruction are also reviewed. Methods emphasizing content include the lecture, the lesson method, audiovisual instruction, computer instruction, audio-tutorial instruction, the personalized system of instruction, and mastery learning. Methods focusing on students include tutorial instruction, independent study, learning contracts, experiential learning, and student-generated courses, while methods characterized by interaction include discussion, seminar, case study, role playing, games and simulations, and encounter groups. Research on improving instruction is also reviewed, and a bibliography is appended. (SW)

ED 222 162 HE 015 688
Koch, James V.
Salary Equity Issues in Higher Education: Where Do We Stand? AAHE-ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency - National Inst. of Education (ED), Washington, D.C.
Pub Date - Oct 82
Contract - 400-77-0073
Note - 9p.
Available from - Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).
Journal Cit - AAHE Bulletin; Oct 1982
Pub Type - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors - *College Faculty, *Court Litigation, Court Role, *Employment Practices, Equal Protection, *Evaluation Methods, Faculty Evaluation, Higher Education, Job Analysis, Males, Multiple Regression Analysis, Personnel Policy, Research Methodology, *Salary Wage Differentials, *Sex Discrimination, Teacher Salaries, Women Faculty
Identifiers - Civil Rights Act 1964 Title VII, Equal Pay Act 1963
Salary equity issues in higher education are examined with reference to sex discrimination in faculty salaries, the law and its application, judicial deference toward higher education, and the nature of salary equity evidence. The basis for most salary equity studies has been the simple observation that salaries of male professors are generally higher than those of female professors, even within the same academic rank. Information is presented on salaries

for male and female professors for the 1981-82 academic year. Similar relationships exist for all academic ranks in both public and private institutions. Two pieces of legislation, the Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964, provide the primary basis for current salary equity studies and legal proceedings. In any legal action, an aggrieved faculty member may choose to make the claim as an individual or as a representative member of an injured class, such as all women faculty. Even if a plaintiff demonstrates that one academic position requires about the same skills, effort, and responsibility as another and that a salary differential exists between the individuals who occupy the two positions, the plaintiff's case still fails legally if the salary differential is attributable to a seniority system, a bona fide merit system, differences in the quantity or quality of work, or factors other than sex. The school is likely to use faculty evaluation data to defend its claim that observed salary differentials are appropriate. Three major methods that have been employed in the courts to examine salary equity are job evaluation, pairwise comparisons, and multiple regression. (SW)

ED 224 451 HE 015 830

Melchiori, Gerlinda S.

Planning for Program Discontinuance: From Default to Design. AAHE-ERIC/Higher Education Research Report No. 5, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - EXXON Education Foundation, New York, N.Y.; Michigan Univ., Ann Arbor.; National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-77-0073

Note - 58p.

Available from - American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Accountability, Board of Education Policy, College Administration, *College Planning, *College Programs, *Curriculum Evaluation, Departments, Economic Factors, Evaluation Criteria, Higher Education, Needs Assessment, Organizational Climate, Policy Formation, *Program Evaluation, Resource Allocation, *Retrenchment, State Boards of Education, *State Colleges

Identifiers - *Program Discontinuance

The origin and extent of program reduction and discontinuance at colleges and universities, the elements of program review, and a framework for developing long-range organizational planning are considered. Program discontinuance refers to the merger of related programs, the elimination of certain degrees or programs within departments, and the closing of entire departments. Attention is directed to discontinuance initiated by state higher education agencies, institutions, and individual schools and colleges. Most of the information for the analysis is based on case studies and research on large public institutions and state higher education agencies; a survey of 46 state agencies also revealed that a nucleus of 26 states are initiating or recommending terminations. Additionally, a literature review considers society at large and the psychology of decline and policy formation, especially policies of termination. The following steps of program review are examined: initiating program discontinuance; the review process itself, including the selection of models and evaluation criteria; the decision-making step; and implementation of the decision and assessment of impacts on students, faculty, academic programs, and institutional budgets and organizational behavior. It is proposed that the institution needs: policies, data, and personnel to design strategies for program discontinuance; review teams and a continuous review process; sunset provisions (i.e., a stipulation calling for periodic program evaluation); and provisions for incentives and rewards at various stages in the discontinuance process. A bibliography is appended. (SW)

ED 224 452 HE 015 831

Fi vd, Carol Everly

State Planning, Budgeting, and Accountability: Approaches for Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - National Inst. of Education (ED), Washington, DC

Pub Date - 82

Contract - 400-77-0073

Note - 58p.

Available from - American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - *Accountability, *Board of Education Role, *Budgeting, College Planning, College Programs, College Role, Coordination, Educational Assessment, Financial Problems, Governance, *Government School Relationship, *Higher Education, Institutional Autonomy, Management Information Systems, Policy Formation, Private Colleges, Retrenchment, State Boards of Education, State Colleges, *Statewide Planning

Identifiers - Program Duplication

Statewide planning for higher education and the approaches that states take to budgeting and accountability are reviewed in this monograph. Statewide planning involves identifying problems and collecting relevant data, analyzing interrelationships among variables, and choosing the most desirable alternatives to reach objectives. State-level higher education planning typically is done by the state higher education board. Requisites for planning effectiveness are university participation in state-level planning and university planning on the foundation of the state-level plan. There appears to be a trend toward: continuous, short-range planning due to uncertainty of the future; the refinement of scope and mission review, a close connection between statewide planning and program review; and attention to plan implementation problems. State boards have attempted to ensure diversity of instructional programs, and most states include private institutions in their planning perspectives to reduce duplication and competition. It is suggested that higher education retrenchment will continue to be required in most states during the 1980s and 1990s. State budgeting approaches are categorized as incremental, formula, or rational, and the budgeting decision-making process may be assisted by information systems. State interest in accountability for the private sector, the relationship between accountability and institutional autonomy, and efforts of governing and coordinating types of statewide boards to balance state and institutional interests are addressed. A bibliography is appended. (SW)

ED 225 472 HE 015 832

Nordvall, Robert C.

The Process of Change in Higher Education Institutions. AAHE-ERIC/Higher Education Research Report, No. 7, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-77-0073

Note - 58p.

Available from - American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Adoption (Ideas), Change Agents, *Change Strategies, College Environment, *College Planning, Conflict Resolution, Decision Making, *Educational Change, *Higher Education, *Institutional Characteristics, Institutional Research, Linking Agents, Models, *Organizational Theories, Problem Solving, Program Proposals, School Organization

Conditions that inhibit change in higher education institutions and various models of the change process are described. Attention is also directed to organizational character, structural features, planning procedures, key individuals in the change process, and practical advice about change. The major change models for higher education institutions are: research, development, and diffusion (rational planning); problem solving; social interaction; political (conflict); linkage, and adaptive development. Structural features of the institution that may affect receptivity to change include school size and decentralized/centralized decision-making procedures. Characteristics that indicate openness to change include lateral rather than vertical communications, a consensus on operating goals, a spirit of self-examination, provision of resources for change, and widespread influence on decision-making. Ongoing planning processes that rely on institutional research data to plan long-range goals and to revise the plans periodically may allow the institution to respond to the need for change. Use of an internal versus an external change agent are compared. Steps in instituting change may involve trying to create a receptive climate, diagnosing the problem that led to a need for change, developing a proposal for implementing the change, campaigning to gain approval, and implementation. (SW)

ED 225 473 HE 015 833

Overall, Jesse U., IV Marsh, Herbert W.

Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - Dec 82

Note - 5p.

Available from - Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036

Journal Cit - AAHE Bulletin; Dec 1982 p9-12

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - College Faculty, Educational Research, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, Higher Education, Institutional Research, Questionnaires, Reliability, *Student Evaluation of Teacher Performance, Teacher Characteristics, *Teacher Effectiveness, *Teaching Skills, Validity

Recent research (1978-1982) on student evaluations of teaching is reviewed, including: influence of background variables pertaining to the student, the teacher, and the learning environment; the dimensions of the teaching being evaluated; the validity of students' evaluations; the "Doctor Fox" effect and its implications for validity; the reliability, stability, generalizability, and usefulness of students' evaluations; and the construction and selection of evaluation questionnaires. Dimensions of teaching that students evaluate may include: skill, rapport, assignments, breadth of coverage, tests and grading, group interaction, enthusiasm, and organization. The extent to which students' evaluations of faculty correlate with variables thought to reflect effective teaching may be addressed by considering the following criteria: student achievement, instructor self-evaluations, and improved student attitudes toward the subject. A number of studies have examined the "Doctor Fox" effect: the possibility that student assessments of teacher effectiveness are more a function of an instructor's wit and personality than of the educational content of the lecture. It is concluded that the research indicates that (1) evaluations are not significantly influenced by background variables, and are valid, reliable, stable, generalizable, and useful, and (2) properly constructed evaluation questionnaires assess multiple dimensions of the instructional process. (SW)

ED 225 528 HE 015 916

Bailey, Robert L.

Information Systems and Technological Decisions: A Guide for Nontechnical Administrators. AAHE-ERIC Higher Education Research Report No. 8, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - National Inst. of Education (ED),

Washington, DC
Pub Date 82
Contract 400-77-0073
Note 57p.
Available from American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.75, members; $7.48, nonmembers)
Pub Type Information Analyses - ERIC Information Analysis Products (071) Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors Automation, *College Administration, College Planning, Computer Graphics, *Computer Oriented Programs, *Computers, Cost Effectiveness, Data Analysis, *Decision Making, Higher Education, *Information Processing, *Management Information Systems, Telecommunications, Word Processing

Trends affecting information systems and decisions of college administrators are traced, and specific types of technologies currently available are reviewed. Information systems support routine operations decisions or planning and policy decisions. The primary advantage of computerized information systems is rapid access to data and rapid manipulation and comparison of data. In addition, computerized systems can perform many different applications or functions, such as automated spreadsheet programs and financial modeling and planning programs. Examples are provided of how the new technologies can be used to achieve financial savings and greater efficiencies, and of the three sizes of computers commonly used in academic administration: large-scale or mainframe computers, minicomputers, and small business or microcomputers. Attention is also directed to word processing, copying machines, micrographics, and three major forms of equipment communication (electronic mail, telecommunications, and networks). Cost benefits of computing equipment include the application of computer logic to the gathering of primary information and the usefulness of computers to professional staff. Computerized systems are especially efficient for registration and transcripts operations. Types of computer crimes are noted. An extensive bibliography is included. (SW)

ED 226 650 HE 015 917
Whitman, Neal
Teaching Problem-Solving and Creativity in College Courses. AAHE-ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency National Inst. of Education (ED), Washington, DC.
Pub Date 83
Note 7p.
Available from Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($1.00).
Pub Type Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors *College Instruction, *Creative Development, Creative Thinking, *Creativity, Discovery Processes, Higher Education, Logical Thinking, *Problem Solving, Professional Education, Teaching Methods

Courses designed to teach problem-solving and creativity, which are relatively new additions to college curricula, are discussed, along with their intellectual foundations and research on these two processes. The teaching of these processes involves the following course goals: teaching a specific subject, generally useful skills, and professional skills. Problem-solving applications are considered first. A subject may be taught through use of a guided design approach, which involves following a series of steps that lead to a solution. Teaching generally useful skills focuses on a set of strategies and heuristics rather than on a series of specific steps to be followed. Programs attempt to help students become better thinkers. Teaching professional skills can be illustrated by a problem-based approach to medical education. Information, concepts, and skills learned by students are put into their memory in association with a problem. Creative learning and discovery experiences can be part of learning a subject. Usually, programs teaching creativity as a generally useful tool use heuristics (e.g., asking students to think like an inventor or encouraging them to reach a high level of abstract reasoning). Teaching specific skills for the development of creativity are found in both the sciences and the arts. (SW)

ED 226 688 HE 015 969
Green, Kenneth C.
Government Support for Minority Participation in Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1982.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract 400-77-0073
Note 65p.
Available from American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00 each, members; $6.50 each, nonmembers).
Pub Type Information Analyses - ERIC Information Analysis Products (071) Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors Academic Persistence, *Access to Education, *College Students, Educational History, Federal Aid, Federal Legislation, Financial Problems, *Government Role, *Higher Education, *Minority Groups, *Public Policy, Retrenchment, State Aid, *Student Financial Aid
Identifiers Higher Education Act of 1965 Title III

Current levels of federal and state support to increase access to higher education and the barriers now being faced are considered, based on a Higher Education Research Institute report. The postwar transition from elite to mass to universal higher education has been accompanied by major changes in government support. State governments have supported the growth and expansion of public postsecondary systems, while federal policy has focused on removing the financial and nonfinancial barriers to college access and degree attainment. It is suggested that major federal categorical programs designed to assist minority students and minority institutions have generally had positive impacts and benefits, including improved access. However, the issue of choice is not fully resolved. Special programs for access and persistence do improve access and retention, but they fall short of their stated goal of improving academic performance, and institutional aid remains controversial. The challenges of the 1980s will be for state, federal, local, and institutional officials to cooperate in developing better programs that promote participation for minorities. Attention is also directed to Title III of the Higher Education Act of 1965 and the Reagan Administration's funding cuts for education. An extensive bibliography is included. (SW)

ED 226 689 HE 015 970
Booth, David B.
The Department Chair: Professional Development and Role Conflict. AAHE-ERIC/Higher Education Research Report No. 10, 1982.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract 400-77-0073
Note 60p.
Available from American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00 each, members; $6.50 each, nonmembers).
Pub Type Information Analyses - ERIC Information Analysis Products (071) Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors *Administrator Evaluation, Administrator Role, Administrator Selection, College Administration, *Department Heads, Higher Education, Improvement Programs, *Interprofessional Relationship, *Middle Management, *Professional Development, *Role Conflict

The role of the department chair as the interface between faculty and administration is considered, along with the selection, orientation, socialization, and evaluation of the chair. Attention is directed to constraints under which chairs work that are beyond their control and the way that the resulting conflict, overload, and ambiguity impede effective performance. The academic model, which assumes that authority is based on function or expertise rather than formal position, may conflict with the administrative-managerial models. Institutional and disciplinary influences on departmental administration, and the effects of unionism are also considered, along with specific approaches to making the position of chair more attractive. Four major conclusions are as follows: (1) role conflict may be reduced substantially by improving institutional management; (2) education, training, and administrative development is a central need of chairs and their key associates; (3) making the chair's role meaningful requires taking into account career orientations and disciplines, which may require changes in recruitment and selection policies; and (4) new resources may be required to make the role of the chair manageable. Appended materials include a list of films, simulations, and case studies. (SW)

ED 227 799 HE 016 053
Cargol, Owen F.
State-Level Agencies, the Curriculum, and Program Duplication. AAHE-ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency National Inst. of Education (ED), Washington, DC.
Pub Date Mar 83
Note 5p.
Available from Publication Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($1.00).
Journal Cit AAHE Bulletin; Mar 1983
Pub Type Information Analyses - ERIC Information Analysis Products (071) Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors *Articulation (Education), *College Programs, Community Colleges, *Curriculum Evaluation, Educational Policy, *Government School Relationship, Higher Education, *State Boards of Education, State Colleges, *Statewide Planning
Identifiers *Program Duplication

The role of individual institutions and college-state agency cooperation in reducing program duplication is discussed. Declining enrollments and financial problems have necessitated determining what courses/programs will be offered at which institutions. At the freshman and sophomore level, states usually require that community colleges and lower-division branch campuses offer curricula articulated with those in the first 2 years of senior colleges and universities. In most states, curriculum proposals are initiated on campus (in a department, division, or college); the proposal then goes to a university coordinating office for review before being sent to a state-level approval body. Degree programs may be identified as appropriate (or inappropriate) for a given institution on the basis of that institution's mission, history, or special designation. Attempts to control program duplication are even more pronounced at the graduate level. Factors that work against state-level planning include: intrastate regionalism, institutional resistance to change, geographic dispersion of institutions, alumni and legislative political pressure, and faculty resistance. (SW)

ED 227 800 HE 016 057
Marcus, Laurence R., And Others
The Path to Excellence: Quality Assurance in Higher Education. AAHE-ERIC Higher Education Research Report, No. 1, 1983.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency National Inst. of Education (ED), Washington, DC.
Pub Date 83
Contract 400-82-0011
Note 76p.
Available from Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (members, $5.00 per copy; nonmembers, $6.50).
Pub Type Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors *Accountability, Accreditation (Institutions), College Administration, *Educational Quality, Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Evaluation, Program Effectiveness, Pro-

gram Evaluation, Quality Control, *Self Evaluation (Groups)

The strengths and weaknesses of the traditional external quality controls exerted by government and accrediting bodies to monitor colleges and universities are examined along with the importance of institutional self-regulation. Government involvement in American higher education is traced historically, showing that until recently the oversight function was limited to institutional licensure and statewide planning and coordination. However, accreditation as an indicator of quality has come under strong criticism, and some states have more actively attempted to determine whether institutions are providing quality education. Increased government involvement in academic affairs has also been controversial. In order for higher education institutions to ensure quality control, an effective program assessment is needed that includes both a process and an outcome orientation. Broad participation of college staff in the self-study of academic program quality is needed, along with analysis of the following factors: program goals, organization, facilities, faculty, students, academic program issues, research, public service, and future plans. The self-study results should also be reviewed by an impartial, external consultant. A substantial bibliography is appended. (SW)

ED 227 806 HE 016 066

Waggaman, John S.

Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Report, No. 2, 1983.

Association for the Study of Higher Education., ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 83

Contract - 400-82-0011

Note - 73p.

Available from - Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (members, $5.00 per copy; nonmembers, $6.50).

Pub Type - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - *Affirmative Action, *College Faculty, *Employment Practices, Faculty College Relationship, *Faculty Recruitment, Higher Education, Job Applicants, *Personnel Policy, *Teacher Persistence, Teacher Selection

The central issues and processes of recruiting and retaining college faculty are examined in the context of managing human resources and the principles of fair employment. Although attention is focused on the needs of department or division heads, the analysis may be helpful to administrations with responsibility for recruiting faculty. The following stages of the recruitment process are addressed: receiving notification of a vacant position, receiving the authorization to recruit, determining salary, organizing the recruitment effort, screening applicants' files, conducting campus visits, and making an offer. Attention is directed to vacancies resulting from retirement, involuntary separation, negative decisions about promotion and tenure, contract termination, and disability or death. Affirmative action search guidelines are presented, along with a list of items that should be contained in job vacancy advertisements. The screening process is discussed in regard to: excluding ineligible applicants, identifying candidates who have received some preferential attention, and evaluating nominees' files. With regard to the need to retain qualified faculty, the following issues are briefly discussed: orientation, professional development, periodic counseling, and mentorship. A substantial bibliography is included. (SW)

ED 228 925 HE 016 094

Rose, Homer C., Jr. Hample, Stephen R.

Planning Faculty Reduction.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-77-0073

Note - 8p.

Available from - American Association of University Administrators, 1900 Vermont Avenue, N.W., Washington, DC 20005 ($1.00).

Journal Cit - Administrator's Update; v4 n2 Win 1982

Pub Type - Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 PC01 Plus Postage.

Descriptors - *College Faculty, Curriculum Evaluation, *Financial Problems, Higher Education, Information Needs, Legal Problems, Long Range Planning, *Personnel Policy, Political Influences, *Reduction in Force, *Retrenchment, Teacher Dismissal

Considerations that can help colleges and universities develop institutionally specific strategies for planning faculty reductions are addressed. It is suggested that an institution can provide a fair and workable reduction plan if it: thoroughly explores alternatives to faculty layoffs, develops explicit standards and procedures for reduction planning, prepares to deal with legal issues involved, attempts to anticipate case-specific political factors that may affect the process; understands the importance of making data based decisions and makes sure that required information is collected, develops a comprehensive planning and evaluation process to deal with long-range concerns quickly and fairly, and appreciates how different types of institutions are affected differently by factors involved in the reduction process. Four basic policy determinations are required: a definition of financial exigency, standards regarding participation in the reduction decision, procedures for program cutback, and standards for evaluating personnel and programs in the review process. To accomplish these tasks the administrator who foresees faculty reductions should gather a competent and representative planning group. (SW)

ED 232 516 HE 016 407

Brooker, Michael C. T. German, Katherine I.

Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Report No. 3.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No. - ISBN-0-913317-02-0

Pub Date - 83

Contract - 400-82-0011

Note - 54p.

Available from - Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).

Pub Type - Information Analyses - ERIC Information Analysis Product - (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Adult Development, *Career Change, *Career Development, *College Faculty, Educational Change, Faculty Development, Higher Education, Labor Market, Retraining, *Retrenchment, Teacher Attitudes, *Teacher Supply and Demand, *Teaching (Occupation), Trend Analysis

Social, political, economic, and technological changes in American society that affect higher education, characteristics of faculty careers, and the concept of faculty career development are considered. It is suggested that societal changes and the colleges' attempts to secure institutional vitality have resulted in dramatic changes in faculty careers, including reduced academic rewards, increased teaching loads, and elimination of departments and programs. To understand the needs and hopes of the faculty better, the current research on life cycles and career stages is reviewed. Characteristics of an academic career that differentiate it from other careers are also considered, including the following: a poorly defined professional identity and a long period of preparation that focuses on research and ignores teaching. In addition, five stages of personality development of college faculty are identified, along with psychological outcomes of a faculty career. Traditional faculty development programs focusing on academic or scholarly development are distinguished from faculty career development, which includes faculty retraining in new high-technology disciplines, helping faculty move into the corporate world, and early retirement incentives. Implications for the future are briefly addressed, and a bibliography is appended. (SW)

IR

ED 222 182 IR 010 415

Miller, Inabeth

Microcomputers and the Media Specialist: An Annotated Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Report No. - IR-57

Pub Date - 82

Contract - 400-77-0015

Note - 74p.

Available from - Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-57, $4.25 plus $1.00 postage/handling).

Pub Type - Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Annotated Bibliographies, Community Services, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, *Computer Programs, Elementary Secondary Education, Futures (of Society), *Input Output Devices, *Learning Resources Centers, Library Automation, Library Services, *Microcomputers, Video Equipment

Identifiers - Computer Games, Computer Program Selection, Computer Selection

An overview of the literature reflecting the rapid development of interest in microcomputer use in education since 1978 is followed by an annotated bibliography which lists books, articles, and ERIC documents in nine categories. The first section includes materials of general interest: historical background, guides to using computers in the educational process, books for home hobbyists, cost studies, and others not classifiable elsewhere. Considerations in purchasing computers for both small- and large-scale investments are emphasized in the section on hardware. The software section lists publications which analyze sources, problems, evaluation criteria, and computer review access needs. Varied educational applications are grouped together, while library projects, collection building and access, community teaching, and online systems are topics included under the library applications heading. The alternative sites section includes publications describing computer uses in museums, learning parks, summer camps, prisons, hospitals, parks, and community centers. A section on games and toys focuses on electronic learning aids, video games, and classroom computer simulations. Computer literacy and future prospects are the final topics. An author index and list of journals (with addresses) complete the bibliography. (LMM)

ED 224 500 IR 050 042

Daniel, Evelyn H.

Information Resources Management: An Overview for Educators.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Report No. - IR-58

Pub Date - 81

Contract - NIE-400-77-0015

Note - 56p.

Available from - Information Resources Publications, School of Education, Syracuse University, Syracuse NY 13210 ($4.25 plus $1.00 shipping and handling).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - *Administrative Organization, Annotated Bibliographies, *Business Administration, Computers, Decision Making, *Educational Administration, Information Needs, Information Networks, Information Science, Information Services, *Management Information Systems, Organizational Communication, Schools

Identifiers - *Information Resources Management

This paper presents an overview of the emerging information resources management (IRM) concept and suggests reasons why IRM would be a useful framework for educational institutions. An introductory look at current information problems pre-

cedes a review of definitions of information and IRM in the literature, and a definition of IRM as used in this paper. There is a brief examination of the roots of IRM in libraries, information centers, and computer and telecommunications technologies. The human uses of information in the decision-making process are considered. A review of information processing in hierarchical organizations identifies approaches which either reduce the causes of information expansion or increase the organization's capacity to deal with greater amounts of information. Costs and benefits of each method and various roles and functions of information resource managers within organizations are discussed. Examples are drawn from both educational and business environments. The paper concludes with a list of 33 references, and a 35-item ERIC bibliography divided into sections covering the historical antecedents of IRM, the impact of information systems on education, assessments of information needs within education, specific applications of information technology in educational institutions, and other ERIC documents on information management. An ERIC author index is provided. (ESR)

ED 225 563 IR 010 694

Wiley, Ann L., Comp.

Sources of Information for Instructional Technology.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-77-0015

Note - 69p.

Available from - Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-59; $4.50 plus $1.00 shipping/handling).

Pub Type - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Computer Oriented Programs, Educational Administration, Educational Research, *Educational Technology, *Information Services, *Instructional Design, *Instructional Development, Instructional Materials, Learning Theories, Program Evaluation, *Reference Materials

This booklet is designed to help instructional technologists, students of instructional technology, faculty, and researchers in the field locate information quickly and easily. Information services described are libraries, the ERIC system, online information services, state education departments, regional education centers, and information brokers. Specific suggestions are given, following a description of each service, about how to devise search strategies and conduct a search, with specific information provided on what to look for, where to look, and choosing and locating sources. Other general topics include searching for nonprint instructional materials, documenting a search, and evaluation. The comprehensive bibliography of recent materials, which comprises most of this publication, is introduced by a description of the scope of the list and the search strategy used to develop it. The bibliography lists reference works, monographs, bibliographies, indexes, databases, and journals with information related to the topics of instructional technology, instructional development, instructional materials and techniques, training and human resource development, computers in education, learning theory and applied behavioral science, systems theory; management of instructional programs, evaluation, research, and statistics. Sources used to identify materials and terms used with the search code are appended and an author index is provided. (LMM)

ED 226 764 IR 050 315

Sive, Mary Robinson

School Library Media Centers and Networking.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Report No - IR-60

Pub Date - 82

Contract - NIE-400-82-0001

Note - 94p.; For related document, see ED 168 509.

Available from - Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-60).

Pub Type - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors - Information Networks, Information Services, *Interlibrary Loans, *Learning Resources Centers, *Library Cooperation, *Library Networks, *School Libraries, *Shared Services, State Programs

Taking as its point of departure the landmark paper, "The Role of the School Library Media Program in Networking," this study assesses the state of networking involving school libraries in mid-1982, with emphasis on operations of substantial significance to students and teachers and resource sharing. An analysis of the networking concept and definitions of the term are followed by a thorough overview for the uninitiated of the development of library networking in the United States, with particular attention to those involving school library media centers. Background pertinent to schools is then examined, including other such cooperative arrangements in the school environment, student use of public and other libraries, and theoretical justifications. Accounts of school library networking in 14 states are provided: Alaska, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Maryland, Minnesota, New Jersey, New York, North Carolina, Washington, and Wisconsin and the final chapter summarizes the major themes that pervade the subject, formulates some tentative conclusions, and suggests topics in need of further investigation. An extensive bibliography is provided, and selected excerpts from state statutes, interlibrary loan policies, and other documents are appended. (BBM)

ED 232 615 IR 010 805

Hall, Keith A.

Computer-Based Education: The Best of ERIC, June 1976-1982. Revised and Updated.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - Dec 82

Contract - 400-82-0001

Note - 150p.

Available from - Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($6.00 per copy, IR-61).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131) - Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors - Annotated Bibliographies, Artificial Intelligence, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer Programs, *Computers, Computer Simulation, Correctional Education, Disabilities, Futures (of Society), Material Development, *Microcomputers, Nontraditional Education, Research, Teacher Education, Technological Advancement

Identifiers - Courseware Evaluation

This revision of the annotated bibliography, "Computer-Based Education: The Best of ERIC, June 1976-August 1980," includes 224 new entries as well as most of the 156 ERIC documents and journal articles originally cited. The new materials reflect the increased activity in the field with contributions about new technology (artificial intelligence, authoring systems, and interactive video technology), new audiences (adult, off-campus learners, and incarcerated learners), content applications (guidance and career and vocational information, mathematics, computer science, data analysis, statistics, and reading), developmental efforts with PLATO, and basic research. Outstanding growth areas identified include applications for exceptional learners and the teaching of writing and computer literacy; development efforts with LOGO; research on problem solving; computer managed instruction, computer assisted testing, and instructional simulations; and courseware evaluation. Other new areas include business and industry, museum audiences, geology, and study skills. Increasing interest in microcomputers is reflected in sections on technology applications for specific content and audiences. A brief introduction discusses instructional methods included in computer-based education, explains the subject headings used in the bibliography, and briefly describes the new materials added to this edition. An author index is provided, as well as information for ordering ERIC documents. (BBM)

JC

ED 222 236 JC 820 512

Johnson, B. Lamar, Ed.

General Education in Two-Year Colleges.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Report No - ISBN-0-87589-886-6; ISSN-0194-3081

Pub Date - Dec 82

Contract - 400-78-0038

Note - 124p.

Available from - Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).

Journal Cit - New Directions for Community Colleges; v10 n4 Dec 1982

Pub Type - Collected Works - Serials (022) - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors - Basic Skills, *College Role, College Transfer Students, *Community Colleges, Community Education, Developmental Studies Programs, *Educational Objectives, Foreign Students, *General Education, High Risk Students, Intercultural Programs, Program Descriptions, Transfer Programs, Two Year Colleges, Two Year College Students, Vocational Education

Issues in defining and conceptualizing general education in the two-year college are examined in this collection of essays. After introductory remarks, B. Lamar Johnson reviews the findings of the 1952 California Study of General Education and discusses their current applicability. Next, K. Patricia Cross reviews trends in general education from the 1950s to the 1980s. After Melvin Barlow explores the connections between general and vocational education, Suanne D. Roueche and John E. Roueche discuss the place of literacy development in general education and offer recommendations for the systematic development of community college curricula. Next, the characteristics and genesis of community general education are described by Ervin L. Harlacher, Maxwell C. King and Seymour C. Fersh describe Brevard Community College's (Florida) international/intercultural education programs. After obstacles to general education in society and in the institution are identified by Terry O'Banion and Ruth G. Shaw, Judith S. Eaton identifies challenges and options facing community colleges wishing to promote general education. Advice on revising the general education program, based on experiences at Miami-Dade Community College (Florida), is offered by Jeffrey D. Lukenbill and Robert H. McCabe. Then, Leslie Koltai considers the decline of transfer education and recommends strategies for its revitalization. Finally, James C. Palmer cites ERIC documents and journal articles dealing with general education. (KL)

ED 223 297 JC 820 540

Deegan, William L.

The Management of Student Affairs Programs in Community Colleges: Revamping Processes and Structures. Horizons Issues Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - 82

Contract - 400-78-0038

Note - 65p.

Available from - American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors - Administrative Organization, Budgeting, Community Colleges, Evaluation Criteria, *Management Development, *Program Administration, Program Development, Program Evaluation, Retrenchment, *Student Personnel Services, Student Personnel Workers, Two Year Colleges

Based on a review of the management literature in the fields of business and education and on case studies, interviews, and discussions, this monograph

identifies the prerequisites for the successful management of student affairs programs. Chapter 1 presents perspectives on the student affairs profession, summarizes the problems facing the field, and identifies the objectives of the monograph and the methods used in its development. Chapter 2 outlines factors that will influence the future of student affairs program management, focusing on the challenge posed by uncertainty over future demographics and mission, the problems and opportunities resulting from increased student diversity, and the need to respond to demands for greater accountability and participation. In chapter 3, a synthesis of research findings on issues, problems, and trends is integrated with a series of recommendations for the planning, organization, budgeting, staffing, direction, and evaluation of student affairs programs. Included are recommendations for the use of more flexible and dynamic planning processes; the creation of more effective training programs for student affairs professionals, especially in the areas of planning and budgeting; and the development of an effective national- and state-level leadership in the student affairs profession. A framework for management analysis is appended to assist in analyzing the major functions and tasks of management and comparing actual practice against a universalist model. (HB)

ED 225 603 JC 820 448

Kintzer, Frederick C.

Two-Year College Handbooks and Manuals: Past, Present, Future.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Note—38p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, *Collective Bargaining, *College Faculty, Community Colleges, Counselors, *Faculty Handbooks, *Information Needs, Instructional Improvement, Language Styles, *Organizational Communication, School Publications, Two Year Colleges

Based upon a review of handbooks and manuals from 212 two-year colleges in 39 states, this paper examines directions currently evident in the purpose, content, style and format of these publications and offers recommendations for their improvement. After looking at the characteristics of junior/community college faculty handbooks in the 1960s, the paper discusses the effects of collective bargaining on the current use of handbooks as in-house communication organs and notes that they are frequently being replaced by policy manuals covering areas not yet encompassed by collective bargaining agreements. The paper's next sections offer suggestions for employing and improving college handbooks, citing exemplary practices from the handbooks reviewed. These suggestions include: (1) clarify relationships between handbooks and collective bargaining contracts or other regulatory sources to avoid confusion and legal complications; (2) offer expanded information on curriculum development, instructional improvement, institutional purpose, and staff development opportunities as part of the handbooks or as separate documents; (3) develop specialized handbooks for particular groups, such as counselors, instructional and service specialists, and administrators; (4) provide information on policies and regulations related to the often neglected topics of institutional research and articulation and transfer; and (5) maintain an informal and straightforward style. (DAB)

ED 225 633 JC 830 065

Smith, Al, Ed.

Evaluating Faculty and Staff. New Directions for Community Colleges, Number 41.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-939-0

Pub Date—Mar 83

Contract—400-78-0038

Note—123p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($7.95).

Journal Cit—New Directions for Community Colleges; v11 n1 Mar 1983

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Evaluation, *College Faculty, *Community Colleges, Evaluation Criteria, *Evaluation Methods, Faculty Development, *Faculty Evaluation, Full Time Faculty, Part Time Faculty, Student Evaluation of Teacher Performance, Two Year Colleges

The articles in this collection focus on processes for evaluating community college faculty and staff and highlight successful and unsuccessful evaluation practices. The collection includes: (1) "A Conceptual Framework for Staff Evaluation," by Al Smith; (2) "Evaluation of Full-Time Faculty," by Lawrence H. Poole and Donald A. Dellow; (3) "Evaluation of Part-Time Faculty," by Richard L. Behrendt and Michael H. Parsons; (4) "Evaluation of College Administrators," by James L. Wattenbarger; (5) "Concerns about Using Student Ratings in Community Colleges," by William E. Cashin; (6) "Staff Selection and Certification Issues," by Myron R. Blee; (7) "Faculty Development: A Necessary Corollary to Faculty Evaluation," by James Hammons; (8) "Establishing Successful Faculty Evaluation and Development Programs," by Raoul A. Arreola; (9) "Evaluating, Developing, and Promoting Community College Staff," by Frank Adams; (10) Al Smith's concluding comments in which he reviews legal considerations of staff evaluation and offers predictions for the future; and (11) "Sources and Information: Faculty and Administrator Evaluation," by Jim Palmer, which reviews relevant ERIC documents. (AYC)

ED 229 090 JC 830 205

Conrad, Clifton F.

At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-78-0038

Note—80p.

Available from—American Association of Community and Junior Colleges, One Dupont Cir., NW, Washington, DC 20036 ($5.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Curriculum, *Community Colleges, *Curriculum Development, *Curriculum Problems, *Educational History, *Educational Trends, *General Education, Integrated Curriculum, Interdisciplinary Approach, Liberal Arts, Models, Program Descriptions, Two Year Colleges

The past and current condition of general education in the two-year college is examined in this four-part monograph. Part 1 reviews the history of general education, tracing its roots in the European tradition of liberal education from Greco-Roman antiquity to the end of the 19th century in America. In addition, the 20th century general education movement and the contemporary debate over general education are discussed. Part 2 focuses on overall trends in general education with respect to requirements, structure, content, and components, and points to signs of the current decline and disarray of the field. Part 3 first scrutinizes emerging integrative, interdisciplinary/distribution, and competency-based models of general education. It then examines trends evident in the programs of a sample of community colleges that have recently introduced curriculum reforms and points to the accomplishments of these reforms in revitalizing general education. Looking at the choices facing two-year colleges in determining the future of general education, part 4 sets forth a rationale for general education and examines those forces militating against curriculum reform (e.g., faculty opposition and traditional organizational structures), as well as those providing an impetus for reform (e.g., the increasing visibility of general education and concern for quality). Finally, the monograph offers five recommendations for revitalizing general education in the community college. (AYC)

ED 230 263 JC 830 283

Turesky, Stanley E., Ed.

Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-8759-940-4

Pub Date—Jun 83

Contract—400-78-0038

Note—130p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($7.95)

Journal Cit—New Directions for Community Colleges; v11 n2 Jun 1983

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academically Gifted, College Role, *Community Colleges, Core Curriculum, *Curriculum Development, *General Education, *Humanities Instruction, Interdisciplinary Approach, *Liberal Arts, Mastery Learning, Professional Associations, Two Year Colleges, Two Year College Students

Various aspects of liberal arts education in the community college are discussed in the 11 articles in this monograph. First, Myron A. Marty presents an overview of current conditions and pressures affecting the liberal arts in the two-year college. Then, Jack Friedlander reviews the data on student participation in liberal arts courses. Ruth G. Shaw's article discusses what students should know by the time they graduate from a community college. Sharon Carter Thomas then presents a case for special programs for academically talented students. After Stephen M. Curtis discusses the role of interdisciplinary courses at St. Louis Community College, Donald Barshis poses the question whether mastery learning is compatible with humanities instruction. Next, Dennis Peters argues that the community can play an important role in reviving interest in the liberal arts. Donald D. Schmeltekopf discusses the role of professional associations representing community college faculty. Roger Yarrington and Judith Jeffrey Howard then outline a series of projects designed to improve the position of the humanities in community colleges in the United States. John Terrey's article examines the prospects for the humanities within the context of the bureaucratic realities facing community colleges. Finally, Jim Palmer reviews relevant ERIC documents on the status of the liberal arts and humanities in the community college. (HB)

PS

ED 224 598 PS 013 269

Katz, Lilian G.

The Education of Preprimary Teachers.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—82

Contract—400-78-0008

Note—35p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, tentative publishing date 1983, Lilian G. Katz, Editor.

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Teacher Education, Course Content, Criteria, *Early Childhood Education, Higher Education, Inservice Teacher Education, Outcomes of Education, Postsecondary Education, *Preschool Education, *Preschool Teachers, Preservice Teacher Education, Relevance (Education), *Teacher Education, Teacher Effectiveness, Training Objectives, Wages

Identifiers—Advisory Approach, CDA, *Child Development Associate, Enabler Model, Role Ambiguity

Current knowledge and practices in the field of preprimary teacher education are discussed with re-

spect to unique characteristics of the field, general issues in teacher education and preprimary education, and recent developments in inservice education. Unique characteristics of the field of preprimary teacher education include role ambiguity, variations in program goals, and low wages. General issues in the areas of teacher education and preprimary education include (1) the elusiveness of criteria for good teaching, (2) the impact of training on teacher performance, (3) the "feed-forward" problem stemming from the provision of content and methods to students who have not yet had experience in settings where the training is relevant), and (4) problems of teacher training program content. Recent developments in inservice education are discussed in terms of two types of inservice education: the "advisory approach" and its variant, the Enabler Model, and the Child Development Associate project. (RH)

ED 225 639 PS 012 876
Friedman, Dana E.
The Challenge of Employer-Supported Child Care: Meeting Parent Needs.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - [83]
Contract - 400-78-0008
Note - 44p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, tentative publishing date 1983, Lilian G. Katz, Editor.
Available from - Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Consultants, *Delivery Systems, Early Childhood Education, *Employed Parents, *Employer Supported Day Care, Fringe Benefits, *Futures (of Society)

After a brief historical overview of child care provision and a characterization of current interest in employer support for day care services, this paper describes pressures on employers to support child care, delineates a rationale for employer support, and identifies employer options for supporting parents' needs for services, information, financial assistance, and discretionary time. Subsequent examination is directed toward strategies for expanding child care through employer involvement as well as toward obstacles to employer-supported care. The consequences of early childhood educators' reluctance to acknowledge that they serve parents' needs as well as children's are discussed, and erroneous assumptions and dangers of corporate child care consultants who focus exclusively on on-site care centers are pointed out. Reasons are offered for anticipating continuing growth of employer-supported child care in the future and, in conclusion, the issue of the potentially negative consequences of employer involvement is addressed. Throughout the paper the thesis is advanced that, to solve problems of child care provision, the contributions of both early childhood educators and corporate managers must be fashioned by parent needs and preferences. (RH)

ED 226 813 PS 013 067
Fischer, Kurt W., And Others
Putting the Child into Socialization: The Development of Social Categories in Preschool Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0008
Note - 80p.
Pub Type - Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors - *Classification, *Cognitive Development, Competence, Cultural Influences, Developmental Stages, Nature Nurture Controversy, Performance, *Preschool Children, Preschool Education, *Role Perception, *Social Cognition, *Socialization, Stereotypes
Identifiers - Context Effect, Scripts (Knowledge Structures)

In developing understanding of social roles, preschool children proceed from an initial awareness of single behavioral categories to the ability to comprehend, first, simple relationships between categories, and second, complex systems of categories. At each developmental level, children show characteristic modes of distortion when faced with situations requiring skills more advanced than they possess. At the level of understanding single behavioral categories, preschool children demonstrate the process of "globbing," in which several categories are mixed. At the level of comprehending simple relationships between categories, preschool children's behavior is characterized by stereotyping based on social evaluations of categories. With respect to the level at which complex systems of categories are understood, typical distortions involve rigid or literal adherence to particulars of a social rule or category. However, it is important not to misinterpret this developmental sequence. Children do not show the same level across all situations; the degree of structure or support provided by the immediate context influences the expression of children's awareness of social categories in the same general situation. In addition, the degree of disparity between developmental levels shown in spontaneous contexts seems to increase in the late preschool years. (RH)

ED 226 836 PS 013 372
Long, Thomas J.; Long, Lynette
Latchkey Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0008
Note - 40p.; To be published as a chapter in "Current Topics in Early Childhood Education," Katz, Lillian G., Ed. Norwood, NJ, Ablex Publishing Co., 1983, Volume 5.
Available from - Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - After School Programs, *Emotional Experience, Incidence, Intervention, *Research Needs
Identifiers - *Latchkey Children, *School Age Day Care

The review of current research presented here describes literature dealing either directly or indirectly with school-age latchkey children. Implications of this research are suggested as they relate to the following questions: Are latchkey children at risk? If so, at how much risk and in which areas? Are there factors that mitigate or lead to greater risk? What are the long term effects, whether positive or negative, of the latchkey experience? If self-care appears to reduce risks that outweigh the opportunities it provides, what might be done to change this proportion? It is argued that these and other questions need to be addressed more fully before intervention strategies, briefly described in the last section of the paper, can be successful. (MP)

ED 227 967 PS 013 456
Spencer, Mima; Baskin, Linda
Microcomputers in Early Childhood Education.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - 400-78-0008
Note - 33p.
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - *Computer Assisted Instruction, *Computer Literacy, *Early Childhood Education, *Microcomputers, *Programing, Teacher Education, Teacher Role, *Word Processing, Young Children

In response to the increasing use of computers in school by young children, this paper provides definitions of concepts and discussions of topics related to computers and young children. The first section takes up the issue of computer literacy, describing various uses of the term and discussing the controversy concerning teaching computer literacy in schools. The second section examines two aspects of microcomputer experiences for young children: effects of microcomputers on children and computer applications for young children. Diverse applications briefly discussed include computer literacy, computer assisted instruction, computer programming, computer art, word processing, and administrative uses. Thought to be of particular interest to those involved with young children are the in-depth discussions of computer assisted instruction, computer programming, and word processing. Specifically, general features of drill and practice, educational games, simulations, and tutorials are pointed out in the subsection on computer assisted instruction. The Logo computer language for young children is described in the subsection on programming, and the use of word processing to promote language development is discussed in the final subsection. In conclusion, two brief discussions are devoted to issues of training educators in the use of computers and to the need for active involvement of early childhood educators in integrating computer use into the curriculum. (RH)

ED 230 314 PS 013 751
Katz, Lilian G.
Talks with Parents on Living with Preschoolers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - 83
Contract - NIE-400-83-0021
Note - 123p.
Available from - Publications Office, ERIC/EECE, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog #196, $6.95).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors - *Child Rearing, Family Life, *Individual Development, *Parent Education, Parent Materials, *Parent Role, *Preschool Children, Preschool Education, *Social Development
Identifiers - *Parenting

Focusing on parents' most persistent concerns about their children's growth and development, the 54 brief articles collected in this volume first appeared as monthly columns in "Parents Magazine." Section 1, "The Challenges of Parenthood," includes essays on alternative approaches to discipline, the limits of openness, teaching children to cope with problems, setting limits, solving parental disagreements about childrearing practices, and other topics. Section 2, "As They Grow," discusses, among other topics, vital signs of preschool development, shyness, imaginary companions, and sex-role development. Section 3, "Reaching Out to Others," provides comments about early friendships, encouraging preschoolers' interests, television watching, children and pets, and other subjects. Section 4, "Beyond the Home," explores issues such as selecting a preschool, early academics, and traveling with children. Each of the articles offers suggestions for dealing with issues commonly faced by parents of young children. Throughout the articles, it is suggested that parents ought not to readily accept "expert" opinion but should instead consider the suggestions in light of their own values and goals. (RH)

RC

ED 223 390 RC 013 655
LaFromboise, Teresa Davis
Assertion Training With American Indians: Cultural/Behavioral Issues for Trainers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Dec 82
Contract - 400-78-0023
Note - 123p.
Available from - New Mexico Center for Rural Education, Publication Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($11.25 each; price includes postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors - *American Indian Culture, *American Indian Education, *Assertiveness, Behavior, Behavioral Objectives, *Communication (Thought Transfer), Cultural Influences, Postsecondary Education, *Role Perception, Role Playing, Secondary Education, Self Determination, Self Esteem

Assertiveness training, a current preferred method of training appropriate communication skills, strives to teach a behavior which enables a person to act in his/her own interests, to express honest feelings comfortably, or to exercise one's own rights without denying the rights of others. Assertion training could be envisioned as an intervention strategy for Indians to create conditions for a new era in which their future is determined by Indian acts and Indian decisions in pursuit of entitlement to services rather than their need for services. Designed to aid educators, human development specialists, and mental health professionals in developing assertion training programs with American Indian people, the manual discusses assertive behavior; elements of Indian culture and Indian thinking; a selected assertion training model composed of instruction, modeling, behavior rehearsal and feedback; application of assertion training to express Indian rights and responsibilities; aspects of communicating messages involving combined influences, perceptions, and interpretations of mutual role expectations of Indian and white and cultural differences. Other chapters discuss Indian non-verbal communications; assertion training with Indian adults; practical and ethical considerations for trainers; and assessment of Indian assertive behavior. Appendices provide references, a workshop agenda, and suggested exercises for assertion training. (Author/ERB)

ED 223 396 RC 013 663
Gardener, Clark E. Edington, Everett D.
The Preparation and Certification of Teachers for Rural and Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 82
Contract—400-78-0023
Note—30p.
Available from - New Mexico Center for Rural Education, Publications Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($9.00 each; price includes postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).
Pub Type - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - *Administrator Education, *Change Strategies, College Role, Community Characteristics, Higher Education, *Inservice Teacher Education, Internship Programs, Models, Needs, Preservice Teacher Education, *Rural Schools, Small Schools, State Departments of Education, *Teacher Certification, *Teacher Education
Identifiers - *Generalists

Teachers and administrators preparing for small or rural schools need better preparation in the sociological and economic factors prevalent in nonmetropolitan education. Although each geographic area has different needs, educators must be made aware of the cultural, social, and economic factors of the areas they serve. Preparation programs for teachers going into rural schools should be focused on producing a generalist in education, thus preparing teachers to cope with multi-grade-multi-subject teaching loads and with extracurricular activities. Leadership from state departments of education and from colleges of education is needed to upgrade rural and small school teacher preparation and certification programs. Preservice teacher programs alone do not suffice; inservice programs are essential to the continued growth of rural educators and to the promotion of better relations between communities, schools, and colleges of education. This state-of-the-art review describes the need for better teacher preparation and certification for teachers going into rural or small schools, looks at current preservice and inservice programs and models, and suggests ways to upgrade the status of rural teacher preparation and certification. (Author/AH)

ED 223 401 RC 013 670
Cassidy, Anne E.
Outdoor Education for the Handicapped Project: An Overview.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Sep 82
Contract - 400-78-0023
Note - 36p.
Available from - New Mexico Center for Rural Education, Publications Department C-1, Box 3-AP - NMSU, Las Cruces, NM 88003 ($8.30 each; price include postage and handling; 10 or more, 5% discount; 20 or more, 10% discount).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) Guides - Non-Classroom (055) Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Accessibility (for Disabled), *Disabilities, Elementary Secondary Education, *Material Development, *Outdoor Education, Parent Materials, Parks, *Program Descriptions, *Resource Materials, Supplementary Reading Materials, Teachers
Identifiers - *Outdoor Education for the Handicapped Project KY

Designed for the practitioner who wants a general overview of the major program development considerations necessary for accommodating handicapped persons in the out-of-doors, this paper discusses the major highlights and results of research activities conducted by the Outdoor Education for the Handicapped Project at the University of Kentucky. The first section presents a general overview of the basic concepts and philosophies of outdoor education. Federal legislation pertaining to the handicapped, and a rationale for outdoor education for the handicapped. The major portion of the paper presents a detailed description of the process used to develop and evaluate an instructional program model and products designed specifically for educators, park and resource management personnel, and parents of exceptional children. The final section features a list of 21 recommended readings and references on outdoor education for the handicapped. (Author/ERB)

ED 225 772 RC 013 817
Connolly, Laura H.
How ERIC Can Help Librarians in Rural Areas Meet the Information Needs of Teachers, Administrators, and Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 82
Contract - 400-78-0023
Note—26p.; Cover title "Rural Librarians and ERIC."
Available from—ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (Free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Cooperative Programs, *Information Needs, *Librarians, Library Equipment, Library Services, *Perception, *Resource Materials, *Rural Schools, *School Personnel, Student Needs
Identifiers—*ERIC, Isolation (Geographic), Networking

This pamphlet discusses some of the information needs of rural schools, offers ideas on how to educate rural librarians and other rural educators about ERIC, illustrates how to successfully use the system, enumerates the kind of materials and equipment needed, stresses cooperation among rural educators, lists addresses and telephone numbers where further information on ERIC can be obtained and, finally, lists addresses from whence to order ERIC products. The information in this pamphlet was obtained almost wholly from librarians, library media specialists, area education agencies, and state departments of education who are now using ERIC in rural schools. (Author)

ED 230 351 RC 014 086
Cornejo, Ricardo J. And Others
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Mar 83
Contract - 400-78-0023
Note - 122p.; Second volume of series on language and reading. For related document, see ED 198 982. Supporting bibliography of 60 references.
Available from - New Mexico Center for Rural Education, NMSU, Box 3CRE, Las Cruces, NM 88003 (1-9 copies, $9.95 ea.; discounts on 10-20 copies, 5%; 21 or more, 10%).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors - *Bilingual Students, *Communication Research, Communicative Competence (Languages), Dialogs (Language), Educational Games, Elementary Education, Elementary School Students, Experimenter Characteristics, *Interviews, Language Acquisition, Methods, *Observational Learning, Problem Solving, *Questioning Techniques, Role Playing, *Speech Communication, Visual Stimuli
Identifiers - Interactive Communication, *Spontaneous Speech

Intended to provide practical information pertaining to methods and techniques for speech elicitation and production, the monograph offers specific methods and techniques to elicit spontaneous speech in bilingual students. Chapter 1, "Traditional Methodologies for Language Production and Recording," presents an overview of studies using various traditional approaches to elicit language. Chapter 2, "Interactive Language Research," offers some general concepts dealing with language research in the classroom and at home, i.e., in the normal milieu where children spend most of their time. Chapter 3, "Methods of Observation," offers some specific suggestions concerning the use of observation as a technique to record language samples. Chapter 4, "The Interview," presents techniques that can be used to maximize the use of the interview as a procedure to elicit speech. Chapter 5, "Elicitation Techniques for Spontaneous Speech," offers a listing of creative procedures intended to encourage children to participate in spontaneous conversations with peers, adults, and/or researchers. Chapter 6, "Qualifications of the Language Researcher," presents some minimal requirements that the researcher should meet in order to be able: to gather authentic spontaneous speech; to do language analysis; and, subsequently, to establish hypotheses and make inferences and predictions. (NQA)

ED 230 352 RC 014 087
Zarate, Narcisa
Education of the Mexican American in the United States: Progress and Stalemate.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 83
Contract—400-78-0023
Note—50p.; Supporting bibliography of 75 references.
Available from— New Mexico Center for Rural Education, NMSU, Box 3CRE, Las Cruces, NM 88003 (1-9 copies, $9.15 ea.; discounts on 10-20 copies, 5%; 21 or more, 10%).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, Aspiration, Curriculum Problems, *Educational Attainment, Educational Facilities, Educational Principles, *Educational Quality, *Educational Status Comparison, Educational Trends, Elementary Secondary Education, Higher Education, Labeling (of Persons), Learning Theories, *Mexican Americans, Relevance (Education), School Holding Power, Self Concept, Student Motivation, Teacher Behavior
Identifiers - *Chicanos

The Mexican American's education is affected by such societal factors as the (1) referent used to iden-

tify these Americans, (2) relationships created and affected by historical events; (3) access to participation in the educational process at the elementary, secondary, and post-secondary levels; (4) curriculum offering at all levels; and (5) retention efforts provided within the educational system. Therefore, the educational status of Chicanos can be judged only in relation to the education provided to all Americans. This manuscript discusses the educational status of the Mexican American by: (1) examining the Chicano's nature as that nature is affected by historical events and by the referents used in identification; (2) looking at the nature and state of education in light of assumptions, philosophy and principles of learning, disparities of teacher behavior, inequities of school facilities, and irrelevant curriculum; and (3) reviewing the Chicano's participation in the educational process through access, educational attainment, and retention. The manuscript concludes with 17 recommendations, e.g., re-examination of current policies and practices, new testing and grading, academic and personal support systems, better career counseling, strong minority leadership at the community level, and mode of delivery of instruction to accommodate the cognitive learning styles of Mexican American students. (NQA)

SE

ED 222 326 SE 039 181

Schildkamp-Kundiger, Erika, Ed.

An International Review of Gender and Mathematics.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - Mar 82

Contract - 400-78-0004

Note - 135p.

Pub Type - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors - *Academic Achievement, Educational Research, Elementary Secondary Education, *Females, Foreign Countries, Higher Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Performance Factors, Personality Traits, *Sex Differences, *Sex Role, Student Attitudes, Student Characteristics

Identifiers - *Mathematics Education Research, Second International Mathematics Study

Because mathematics and gender(sex) is a research area of increasing international interest, a worldwide survey about research concerned with special problems of girls and women when learning mathematics was conducted. Reports included in this document were submitted from Australia, Canada, Dominican Republic, England and Wales, India, Ireland, Israel, New Zealand, and the United States. Points considered in the reports include the general interest in the topic in each country, research concerns (variables other than sex examined, theoretical frameworks of the research, activities resulting from the research such as programs to increase females' achievement/interest), discussions/developments on the topic, and situations unique to each country. Highlighting information received, it appears that: (1) in most countries the topic is not a central subject of empirical research, although there are some indications that as interest arises, its importance is recognized and leads to research; (2) the United States, followed by England/Wales, is far ahead of other countries in research on mathematics and gender; and (3) that different research strategies are used to understand sex-related achievement differences as explained by sex role perceptions, personality traits, and differentiated interaction processes. References, including articles and documents published in countries participating in the survey, are included. These include background papers, research reports, project information, and teaching suggestions. (Author/JN)

ED 222 344 SE 039 393

Blosser, Patricia E., Ed. Mayer, Victor J., Ed.

Investigations in Science Education, Vol. 8, No. 4.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date - 82

Note - 83p.

Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).

Journal Cit - Investigations in Science Education; v8 n4 1982

Pub Type - Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01 PC04 Plus Postage.

Descriptors - *Academic Achievement, Cognitive Development, *College Science, Elementary School Science, Elementary Secondary Education, Higher Education, Individualized Instruction, Inquiry, Measures (Individuals), *Preservice Teacher Education, Process Education, Science Education, *Science Instruction, *Secondary School Science, Student Characteristics, Teacher Characteristics, *Teaching Methods

Identifiers - *Science Education Research

Abstractor's analyses of 12 science education research studies focusing on science instruction are presented. These include: (1) use of Learning Environment Inventory in junior high school classrooms organized for individualized instruction; (2) microteaching and strategy analysis as used in a science methods course; (3) comparison of two different teaching methods in a college physics course for non-science majors; (4) comparison of effects of didactic and inquiry teaching in cooperative and competitive settings; (5) interaction of teaching method, level of student intelligence and sex in problem-solving tasks; (6) comparison of lecture and audio-tutorial instruction on acquisition of science process skills by preservice teachers; (7) modeling as a method for acquiring teaching skills; (8) use of extra credit opportunities by college freshmen enrolled in a large-enrollment biology course; (9) use of filmed experiments as an alternative to study-centered laboratory work in chemistry; (10) development of an instrument for assessing scientific literacy of secondary school students; (11) an instrument for use in distinguishing between relatively concrete and relatively formal levels of logical development; and (12) students' reasoning abilities, achievement in high school chemistry, and misconceptions they held concerning chemical equilibria. Author's responses to abstractor's analyses of the latter three studies are also presented. (Author/JN)

ED 223 413 SE 039 476

House, Peggy

Mathematics Teachers; An Endangered Species.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - Dec 82

Contract - 400-78-0004

Note - 117p.

Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.50).

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors - *College Programs, Curriculum Development, Educational Change, Elementary Secondary Education, Higher Education, *Mathematics Education, Mathematics Instruction, *Mathematics Teachers, *Preservice Teacher Education, *Program Design, *Program Improvement, Undergraduate Study

The view discussed is that mathematics teachers are becoming a rare, if not endangered, species, and the public image of mathematics needs to be changed. The mathematics teacher is termed the crucial variable, and a need is seen for changes in mathematics teacher education. The approach described is based on the following assumptions: (1) mathematics teachers must know mathematics well beyond the level they may be expected to teach; (2) mathematics teachers need specialized knowledge; (3) teacher education is the key to educational reform; (4) teachers must be prepared for the realities and contingencies of teaching; and (5) teacher education is an on-going, developmental process. The material strives to: (1) present a broad overview of developments in mathematics teacher education as a perspective from which to view the current situation; (2) propose a taxonomy for teacher education; (3) illustrate the taxonomy and expand upon it through selected examples; (4) describe the operation of a teacher education program based on the taxonomy; (5) relate the taxonomy to the on-going, developmental nature of teacher education; (6) suggest content and experiences for inclusion in teacher education; (7) offer a model for program design; and (8) report preliminary experiences and evaluation. (MP)

ED 223 464 SE 039 712

Voss, Burton E.

A Summary of Research in Science Education - 1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - Nov 82

Contract - 400-78-0004

Note - 107p.

Available from - John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10016.

Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors - Academic Achievement, *Cognitive Development, Cognitive Style, College Science, Developmental Stages, Elementary School Science, Elementary Secondary Education, Evaluation Methods, Higher Education, Instructional Materials, *Learning, *Science Curriculum, *Science Education, *Science Instruction, Science Supervision, Secondary School Science, *Student Characteristics, Teacher Education, Teaching Methods

Identifiers - *Science Education Research

The review of science education research for 1981 includes individual analyses of approximately 400 dissertation abstracts, journal articles, research reports, and papers presented at conferences. The organization of the review is topical. Topics include: (1) status studies of science education; (2) cognitive style; (3) Piagetian studies; (4) student characteristics, attitudes, and interests; (5) teaching strategies and learning; (6) teacher use of instructional materials and learning; (7) instructional technology; (8) evaluation instrumentation and methodology; (9) curriculum research; (10) teacher education; and (11) science supervision. A rationale is provided at the beginning of each section for the particular studies clustered into it. A summary is provided at the end of each section. It is noted that 1981 was the beginning of publication of many meta-analyses on specific subjects in science education. Since these studies have the potential of "clouding" the summary of findings of a particular year, most of these meta-analyses were placed in the summary of each section. (Author/JN)

ED 224 692 SE 039 731

White, Arthur L., Ed. Blosser, Patricia E., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (56th, Dallas, Texas, April 5-8, 1983).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency - National Inst. of Education (ED), Washington, DC.

Pub Date - Dec 82

Contract - 400-78-0004

Note - 155p.

Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).

Pub Type - Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 PC07 Plus Postage.
Descriptors - Academic Achievement, *Cognitive Development, Concept Formation, Educational Research, Elementary Secondary Education, Environmental Education, Higher Education, Problem Solving, Research Methodology, Science Curriculum, *Science Education, *Science Instruction, *Student Characteristics, Teacher Characteristics, *Teacher Education
Identifiers - Energy Education, *Science Education Research

Abstracts of most of the papers presented at the 56th Annual Meeting of the National Association for Research in Science Teaching (NARST) have been collected in this publication. Papers focus on such areas as student and teacher characteristics, student and teacher attitudes, science curriculum, science instruction, preservice and inservice teacher education, learning, achievement, science education research in foreign countries, cognitive development, problem solving, reasoning, neuroscience and science education, concept teaching and learning, energy education, environmental education, instructional uses of computers, and science education research methodology and techniques. (JN)

ED 224 706 SE 039 826

Benson, Bernard W., Ed.

Teaching Children Science: Changing Adversity into Advocacy, 1983 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Dec 82
Contract - 400-78-0004
Note - 281p.
Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.50).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors - *Educational Objectives, Educational Technology, Elementary Education, *Elementary School Science, Environmental Education, *Intellectual Development, Interdisciplinary Approach, Microcomputers, Program Descriptions, *Science Curriculum, Science Education, *Science Instruction, Science Programs, Special Education, *Teacher Education
Identifiers - *Energy Education

The intent of this yearbook is to provide a positive posture for nurturing desirable changes in the status of science teaching. It is written for elementary school teachers and all who are involved or concerned with curriculum and instruction in the elementary school. The yearbook provides the basis for continued professional growth of teachers by stressing ways to logically and realistically infuse science and science-related instructions into schools and to assure that science will remain valued as new patterns of schooling evolve. As a means of promoting science relevancy and literacy, interfaces between science teaching and other areas of human concern are identified and a rationale for encouraging and defending the desired state of science teaching is provided. The book is organized into four parts: providing focus, establishing credibility, exploring interfaces, and discovering applications. Chapters 1 and 2 focus on science teaching and science teaching goals. Chapters 3-5 focus on valuing (1) science content; (2) preparation in science methodology/goals; and (3) the infusion process. Chapters 6-12 address relationships between science teaching and personal/career concerns, children's intellectual development, educational technology (microcomputers) environmental concerns, energy concerns, special education concerns, and cultural concerns respectively. Perspectives from practitioners and on professional growth are addressed in chapters 13 and 14. (Author/JN)

ED 225 804 SE 039 606

Disinger, John F., Ed.

Environmental Education in Action VI: Change Agents in and for Environmental Education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Dec 82
Contract - 400-78-0004
Note - 299p.
Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.00).
Pub Type - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors - Biology, *Change Agents, *Change Strategies, Citizen Participation, Community Change, Conservation (Environment), *Educational Change, Elementary Secondary Education, Energy Conservation, *Environmental Education, Higher Education, *Outdoor Education, *Program Descriptions, Program Implementation, Science Education
Identifiers - *Energy Education, Marine Education, Outdoor Biology Instructional Strategies

Twenty-nine case studies presented in this document, all drawn from the ERIC data base and thus accessible through ERIC microfiche collections, have as their common denominator the efforts of individuals, organizations, and agencies to affect and/or accommodate change through environmental education. Their targets, representing all age levels, range from single classrooms and small communities to national and international audiences. Papers are intended (in the context of this volume) to represent the spectrum of "environmental education change agent" activity of the present and recent past. An attempt was made to exclude reports of "environmental activist change agent" activities, as distinguished from "environmental education change agent," for reasons discussed in the foreword. However, several papers dealing with environmental activism were selected because of their implications for education. Titles and authors of papers are included in the table of contents. A short abstract and original source (together with ERIC ED number) are provided on the first page of each paper. (Author/JN)

ED 226 944 SE 039 605

Cowan, Margaret E., Ed. Stapp, William B., Ed.

International Case Studies in Environmental Education. Environmental Education in Action V.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Dec 82
Contract - 400-78-0004
Note - 326p.
Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors - *Case Studies, *Community Programs, Conservation (Environment), Conservation Education, Developed Nations, Developing Nations, Elementary Secondary Education, *Environmental Education, *Foreign Countries, Interdisciplinary Approach, *International Programs, *National Programs, Nonformal Education, Physical Environment, Program Descriptions, Program Development, Science Education

Provided in this document are case studies of representative and exemplary innovative environmental education programs from various regions of the world (North America, Latin America, Western Europe, Eastern Europe, Africa, Asia, and Australia/Oceania). The case studies provide information on the environment and environmental problems and concerns of various countries, insights into that country's attitude toward the environment and education, and models of programs created for that country's situation. Many of them incorporate international cooperation or a global perspective. The opening section provides a philosophical overview of environmental education and strategies to promote environmental education internationally. Major sections which follow address multinational, national, community, and single-institution programs. Multinational programs are those which involve institutions, organizations, or governments of more than one country. National programs are single programs intended for use throughout a nation. Community programs occur in one community or localized area of a country, and focus on that community's environment. Single-institution programs are undertaken at one school, university, or museum. Case studies are also categorized in a matrix found in the introduction to the document. Programs are arranged by world region, target audience, environmental education emphasis, and sponsor in the matrix. (JN)

ED 226 955 SE 040 354

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume 16, No. 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education
Pub Date - 83
Note - 72p.
Available from - Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 ea.).
Journal Cit - Investigations in Mathematics Education; v16 n1 Win 83.
Pub Type - Information Analyses - ERIC Information Analysis Products (071) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors - Cognitive Development, Cognitive Processes, *Educational Research, Elementary Secondary Education, *Estimation (Mathematics), Evaluation, Mathematical Concepts, *Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, Number Concepts, *Problem Solving
Identifiers - *Mathematics Education Research

Abstracts and comments are presented for 11 studies. There are two each on aspects of problem solving, mathematics achievement, and estimation. The remainder cover topics related to cognitive development, cognitive processes, evaluation, numeration, and student errors. Research as reported in RIE and CIJE between July and September 1982 is also noted. (MP)

ED 226 991 SE 040 733

Sweitzer, Gary L., And Others

A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Pub Date - Dec 82
Contract - 400-78-0004
Note - 31p.
Pub Type - Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Elementary Secondary Education, Higher Education, *Inquiry, Learning, *Program Effectiveness, Questioning Techniques, Research Methodology, *Science Education, *Science Instruction, Student Characteristics, *Teacher Behavior, Teacher Characteristics, *Teacher Education Programs
Identifiers - *Meta Analysis, Science Education Research

This study, part of the Colorado Science Meta-Analysis Project, was designed to assess the effectiveness of teacher education programs on preservice and inservice teachers having as measured outcomes one or more variables associated with inquiry teaching. Inquiry teaching within the context of the study addresses teacher behaviors facilitating student acquisition of concepts, processes, and skills through active involvement with general inquiry strategies. Specific outcome criteria which appeared in the research reviewed for the analysis and judged as falling within the confines of this definition include: knowledge of science processes, inquiry instructional strategy, indirect verbal behavior, accepting interpersonal behaviors, increased wait-time questioning behavior, higher cognitive questioning behavior, and discovery instructional strategy. Sixty-eight studies, involving at least one of these outcomes associated with in-

quiry strategy, were selected for analysis. Relevant variables (114) were identified and coded according to study form design characteristics, teacher/teacher trainee characteristics, student characteristics, treatment characteristics, outcome characteristics, and effect size calculation characteristics. Because descriptive reporting of teacher and of student characteristics which might affect outcome measures was sporadic and occurred with frequencies too low to support analysis, the analysis was divided into categories focusing on variables associated with: methodological aspects of studies, study treatments, and the variety of teacher education outcomes sought. (JN)

ED 229 214 SE 039 607

Mann, Lori D. Stapp, William B.

Thinking Globally and Acting Locally: Environmental Education Teaching Activities.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—400-78-0004

Note—315p.; Other volumes in ERIC/SMEAC's "Teaching Activities in Environmental Education" series are listed in the preface of this paper along with corresponding ED numbers.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Agricultural Production, Elementary Secondary Education, *Energy, *Environmental Education, *Global Approach, Higher Education, Interdisciplinary Approach, *Learning Activities, *Life Style, Natural Resources, Physical Environment, *Pollution, Population Growth, Solid Wastes, Transportation, Wildlife

Identifiers—*Endangered Species

Provided are teaching activities related to: (1) food production and distribution; (2) energy; (3) transportation; (4) solid waste; (5) chemicals in the environment; (6) resource management; (7) pollution; (8) population; (9) world linkages; (10) endangered species; and (11) lifestyle and environment. The activities, designed to help learners better understand the relationships between their actions and the world environment, focus on cultural linkages and demonstrate the overt and covert interdependencies among the nations of the world and between people and systems. In addition, they can help bring about an awareness of the many ways in which local actions have far-reaching effects on people in other parts of the world, and conversely, how worldwide problems have different effects on different regions. It is also intended that the activities build a global orientation into the learner's daily life, and empower individuals to act in accordance with this orientation. Each activity includes a statement of purpose, recommended educational level, subject area (science, mathematics, social studies, fine arts, language arts, home economics, and other areas), concept(s) fostered, reference(s), and when applicable, list of materials needed. (JN)

ED 229 282 SE 041 924

Sacks, Arthur B. And Others

Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Troy, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 83

Contract—400-78-0004

Note—309p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.75)

Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Attitude Measures, Citizen Participation, *Conservation Education, Curriculum Development, Elementary Secondary Education, Energy, *Environmental Education, *Global Approach, Higher Education, Instructional Development, *Literature Reviews, Nonformal Education, Postsecondary Education, *Program Descriptions, Science Education, *Teacher Education, Training Methods, Undergraduate Study

Identifiers—Acid Rain, *Environmental Education Research

Provided in three major sections are selected papers presented at the 1982 Conference of the National Association for Environmental Education. The first part contains four invited addresses on environmental issues and two symposium papers related to the Global 2000 Report to the President. Topics of addresses focus on education/citizen participation, acid rain, and the Reagan Administration's environmental policy. The seven essays that follow give the practitioner's perspective on environmental education programs, approaches, and issues. Included in the final section are 14 research and evaluation papers. These are presented in four subsections focusing on: (1) environmental history (Unsung Heroes of the Environmental Movement); (2) environmental education research problems and issues, including an analysis of 10 years of research reported in volumes 3-12 of the Journal of Environmental Education; (3) inservice teacher education; and (4) four additional research/evaluation papers: a summary of arguments against use of values clarification in public education; an investigation of relationships between sex-role identification and degree of environmental concern, knowledge, and personal commitment; technique for facilitating citizen participation; and a discussion of photovoltaics in the soft energy path. Appended is a list of the "Selected Papers" volumes in the "Current Issues" Series. (JN)

ED 231 646 SE 042 097

Blosser, Patricia E., Ed. Mayer, Victor J., Ed.

Investigations in Science Education. Volume 9, Number 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—83

Note—91p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00 per year, $2.25 single copy).

Journal Cit—Investigations in Science Education, V9 n1 1983

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, College Science, Earth Science, Elementary School Science, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Preservice Teacher Education, Questioning Techniques, Science Education, *Science Instruction, Science Teachers, *Secondary School Science, Student Characteristics, Teacher Characteristics, *Teaching Methods, Test Construction, *Testing

Identifiers—Meta Analysis, *Science Education Research

Abstractor's analyses of 12 science education research studies are presented. Nine analyses in the first section, focusing on various aspects of science instruction, include: a comparison of different approaches to helping students understand metric units of volume; use of specific questions to cue elementary school students in obtaining information from graphical materials; a meta-analysis of research results on instruction; effects of participation in an inservice program on earth science teachers' attitudes/creativity; use of two different teaching strategies in an earth science course for elementary education majors to determine if contrasting teaching environments would influence students' concept of science instruction; examination of whether teachers who advocated use of living organisms to teach science practiced what they espoused; and an analysis of geology teaching assistant reaction to a training program utilizing video-taped teaching episodes. Three analyses of research on testing are presented in the next section. Research analyzed focused on the reliability/content validity of the Science Curriculum Improvement Study (SCIS) Organism Unit test, comparison of multiple choice/essay tests, and development of an instrument to measure understanding of science. An analysis of a paper on inservice teachers' needs and the author's response to the analysis are provided in the final section. (JN)

ED 231 672 SE 042 214

Blosser, Patricia E., Ed. Mayer, Victor J., Ed.

Investigations in Science Education. Vol. 9, No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—83

Note—76p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).

Journal Cit—Investigations in Science Education; v9 n2 1983

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Tests, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Learning, Preservice Teacher Education, *Science Education, Science Instruction, Science Teachers, Secondary School Science, Student Attitudes, *Teacher Attitudes

Identifiers—Marine Education, Meta Analysis, *Science Education Research

Critiques of 10 articles reporting research studies focused on various aspects of attitude development in science education and of six research articles related to investigations of learning and cognitive development are contained in this issue. Seven of the attitude articles describe investigations designed to change the attitudes of both pre-service and in-service elementary school teachers so that these individuals will hold more positive attitudes toward the teaching of science to elementary school pupils. Two other attitude articles are focused on students' reactions to the use of live animals in high school biology courses. The tenth attitude article provides a discussion of students' attitudes about marine education. Within the cluster of six articles about learning and cognitive development in science are included research focused on (1) correlates of formal reasoning, (2) the development of seven Science Reasoning Tasks for use in assessing the cognitive development of individuals when tested in groups of 20 or more, (3) formal operational ability and the teaching of science processes, (4) effects of textbook study questions on student learning in science, (5) synthesizing research on ability and science learning, and (6) synthesizing the effects of age and developmental levels on science learning. (PEB)

ED 232 844 SE 042 215

Investigations in Mathematics Education. Volume 16, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—72p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).

Journal Cit—Investigations in Mathematics Education; v16 n2 Spr 1983

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aptitude, Calculators, Cognitive Development, *Cognitive Processes, Educational Research, Elementary Secondary Education, Geometry, Higher Education, *Mathematics Achievement, *Mathematics Education, *Problem Solving, *Proof (Mathematics), Sex Differences, Spatial Ability, Teacher Education

Identifiers—*Mathematics Education Research, *Story Problems (Mathematics)

Abstracts of 11 mathematics education research studies are provided. Each abstract is accompanied by the abstractor's analysis of or comments about

the study. Studies reported include "The Importance of Spatial Visualization and Cognitive Development for Geometry Learning in Preservice Elementary Teachers"; "Classroom Ratio of High and Low-Aptitude Students and the Effect on Achievement"; "Replacement and Component Rules in Hierarchically Ordered Mathematics Rule Learning Tasks"; "Intuitive Functional Concepts: A Baseline Study on Intuitions"; "Aspects of Proving: A Clinical Investigation of Process"; "Sex Differences in Teachers' Evaluative Feedback and Students' Expectancies for Success in Mathematics"; "The Position of the Unknown Set and Children's Solution of Verbal Arithmetic Problems"; "Use of Situations in Mathematics Education"; "Strategy Use and Estimation Ability of College Students"; "Story Problem Solving in Elementary School Mathematics: What Differences Do Calculators Make?"; and "Drawn versus Verbal Formats for Mathematical Story Problems." Lists of mathematics education research studies reported in CIJE and RIE from October through December 1982 are also provided. (JN)

ED 232 869 SE 042 643

Blosser, Patricia E., Ed. Mayer, Victor J., Ed.

Investigations in Science Education. Volume 9, Number 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—74p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).

Journal Cit—Investigations in Science Education; v9 n3 1983

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Attitudes, Cognitive Processes, Elementary School Science, Elementary Secondary Education, Environmental Education, Higher Education, *Inservice Teacher Education, *Participant Satisfaction, Performance Factors, *Preservice Teacher Education, Science Education, *Science Instruction, Science Teachers, Secondary School Science, *Teacher Behavior

Identifiers—*Science Education Research

Abstractor's analyses of 15 science education research studies are presented in three sections. The nine analyses in the first section focus on studies dealing with preservice and inservice teacher education. Areas investigated in these studies include: effectiveness of some inservice practices; teachers' perceptions of the importance of some teaching behaviors; questioning skills; teacher clarity; teacher vagueness; preservice training in environmental education; and local elementary school science practices. Four analyses of studies which examined factors affecting instruction are presented in the second section. Areas investigated include: students locus of control; thinking styles of students; self-concept and school achievement; the influence of mathematics ability on performance in physics; and student reading ability and the reading level of science materials. The final section contains a review and analysis of a single study. The study focused on attitudes and their influence on education in an informal setting. Authors' responses to two analyses are also included. (JN)

ED 232 870 SE 042 644

Suydam, Marilyn N.

Research on Mathematics Education Reported in 1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 83

Contract—400-78-0004

Note—80p.

Journal Cit—Journal for Research in Mathematics Education; v14 n4 Jul 1983

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, *Calculators, Cognitive Style, Computers, Doctoral Dissertations, Elementary Secondary Education, Geometry, Higher Education, Learning Disabilities, *Mathematics Achievement, *Mathematics Anxiety, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Periodicals, *Problem Solving, *Sex Differences, Student Attitudes, Testing

Identifiers—*Mathematics Education Research

This is the 13th annual listing of research on mathematics education. Annotated references are organized alphabetically by author within three categories: (1) research summaries; (2) journal-published reports; and (3) dissertation abstracts. An index is also provided to help locate references to designated mathematical topics. Topic areas include: achievement; algebra; arithmetic operations; attitudes/anxiety; calculators and computers; cognitive style; diagnosis and remediation; ethnic and social variables; geometry and measurement; learning; learning disabilities; mathematics materials; number and numeration; organizing for instruction; problem-solving; sequencing; sex differences; and test analysis. Accompanying the author's name in this index is a grade-level designation. In addition, each annotation listed in the three major categories also includes a grade-level (or age-level) designation. Annotations generally indicate one principal finding of a study, although most have additional findings. Therefore, the original report should be checked for other results as well as for limitations affecting the validity of the findings. Several studies in which mathematics education was not the primary focus are also included. Such studies are usually not annotated. (JN)

SO

ED 224 763 SO 014 443

Singleton, Laurel R., Ed.

Data Book of Social Studies Materials and Resources. Volume 8.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89994-279-2

Pub Date—83

Contract—400-78-0006

Note—179p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, *Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1981 and 1982, are presented. The objective is to provide analyses of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select materials appropriate for their students, school, and community. The data book is organized into four major sections. The first section evaluates 5 elementary school textbooks and 11 supplementary materials, including multimedia packages. Section 2 analyzes 19 secondary level textbooks and 15 print, multimedia, and games/simulations supplementary materials. Both sections provide an overview, a section on intended users, rationale and general objectives, content, teaching procedures, and evaluative comments. Section 3 presents brief summaries of the purpose, intended user and uses, and content of 28 teacher resource materials. The final section describes 23 social studies guides or curriculums available through the ERIC system. Indexes exist for author/editor/developer; grade level; publisher; and subject area. (KC)

ED 227 025 SO 014 532

Singleton, Laurel R., Ed.

Tips for Social Studies Teachers: Activities from ERIC.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89994-280-6

Pub Date—83

Contract—400-78-0006

Note—147p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Citizenship Education, Elementary Education, Geography Instruction, Global Approach, Junior High Schools, Learning Activities, Legal Education, Self Concept, Skill Development, *Social Studies, United States History

Action-oriented learning activities, most drawn from resources in the ERIC system, are designed to stimulate elementary and junior high school students' interest and participation while conveying important social studies content and skills. The activities are organized into six sections. The first section focuses on developing social studies skills. The next five sections deal with the following: student understanding of themselves and others as human beings, citizenship, geography, U.S. history, and global concerns. Examples of activities include having students develop a time line of the history of pizza, search through newspapers for particular items of information, model landforms, map an unfamiliar room arrangement explored while blindfolded, and use primary source material to learn about the lives of children on the frontier. Most of the activities are self-contained; some, however, do require special materials. Information provided for each activity includes an overview, objectives, grade level, materials and preparation, teaching procedures, and follow-up. (RM)

ED 227 051 SO 014 620

Davis, James E., Ed.

Planning a Social Studies Program: Activities, Guidelines, and Resources. (Revised Edition).

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89994-266-0

Pub Date—83

Contract—400-78-0006

Note—212p.; Some pages may be marginally legible due to small print type.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($14.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Cooperative Planning, *Curriculum Development, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Group Activities, Guidelines, Models, Resource Materials, *Social Studies

A planning manual for teachers, parents, administrators, and students working on K-12 social studies curriculum development is presented. The manual discusses six problems facing social studies educators and then presents 12 sequenced group activities corresponding to the steps in the planning model. The six problems involve student learning and motivation; the focus on classroom management and control; lack of a variety of teaching and evaluation methods; a focus on specific facts and broad conclusions rather than on critical thinking and values; disagreement on goals and objectives; and insufficient public support. Instructions for participating in the 12-step model form the major portion of the document and include planning to plan, deciding on a rationale, selecting goals and objectives, modifying objectives, mapping the curriculum, and determining the scope of the program. Participants then engage in choosing content, identifying and selecting materials, tying program objectives to test objectives, planning for program evaluation, installing

and maintaining the program, and modifying the program. Each step contains background information, an activity, and reproducible handouts. A list of resources, sources of instructional objectives, sample formats for scope-and-sequence statements, publishers of social studies materials, and a paper on evaluation as an instructional tool complete the guide. (KC)

ED 232 914 SO 014 795
Reference Sheet on Social Studies for Special Learners.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Dec 82
Note—13p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Instructional Materials, Mainstreaming, Professional Associations, *Resource Materials, *Social Studies, *Special Education, Textbooks
Identifiers—PF Project
Teaching special students in social studies classes is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 12 citations from "Resources in Education" (RIE); (2) 18 citations from "Current Index to Journals in Education" (CIJE); (3) 31 commercially available "Student and Teacher Materials" (18 student resources and 13 teacher resources); and (4) 5 related professional organizations that may prove helpful in this area. (DC)

ED 232 915 SO 014 798
Reference Sheet on Area Studies (Asia).
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Mar 83
Note—10p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Asian Studies, Elementary Secondary Education, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Textbooks
Identifiers—*Asia, Asia (Southeast), China, India, Japan, Korea, PF Project, Vietnam
Teaching about countries and regions of Asia is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 11 citations from "Resources in Education" (RIE); (2) 13 citations from "Current Index to Journals in Education" (CIJE); (3) 22 commercially available "Student and Teacher Materials" (9 textbooks and student resources, 7 multimedia materials, and 6 teacher resources); (4) 7 related professional organizations that may prove helpful in this area; and (5) 4 journals and newsletters. (DC)

ED 232 916 SO 014 799
Reference Sheet on Economics.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Mar 82
Note—12p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Consumer Education, *Economics Education, Educational Games, Elementary Secondary Education, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Simulation, Textbooks
Identifiers—PF Project
Teaching economics and consumer education is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 10 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 35 commercially available "Student and Teacher Materials" (8 textbooks, 6 supplementary print materials, 8 multimedia materials, 3 games and simulations, and 10 teacher resources); (4) 4 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 917 SO 014 800
Reference Sheet on Social Studies Skills.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Mar 83
Note—11p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Cognitive Processes, Elementary Secondary Education, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Skills, *Social Studies
Identifiers—PF Project
Teaching social studies skills such as problem solving, reasoning, thinking, and cognitive skills is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 10 citations from "Resources in Education" (RIE); (2) 11 citations from "Current Index to Journals in Education" (CIJE); (3) 21 commercially available "Student and Teacher Materials" (12 student materials and 9 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

ED 232 918 SO 014 801
Reference Sheet on Geography.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Jan 82
Note—14p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, Elementary Secondary Education, *Geography Instruction, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Simulation, Textbooks
Identifiers—PF Project
Teaching geography is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 37 commercially available "Student and Teacher Materials" (12 textbooks, 5 supplementary print materials, 10 multimedia materials, 4 games and simulations, and 6 teacher resources); (4) 4 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 919 SO 014 802
Reference Sheet on Future Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Mar 82
Note—12p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, Elementary Secondary Education, *Futures (of Society), *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Simulation, Textbooks
Identifiers—PF Project
Teaching about the future is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 14 citations from "Resources in Education" (RIE); (2) 12 citations from "Current Index to Journals in Education" (CIJE); (3) 29 commercially available "Student and Teacher Materials" (11 print materials, 8 multimedia materials, 3 games and simulations, and 7 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

ED 232 920 SO 014 803
Reference Sheet on Curriculum Development.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Apr 82
Note—9p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Curriculum Development, Elementary Secondary Education, Professional Associations, *Resource Materials, *Social Studies
Identifiers—PF Project
Aids for developing social studies curricula is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 19 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 15 commercially available "Resource Materials" for students, professors, curriculum specialists, and administrators; (4) 3 related professional organizations that may prove helpful in this area; and (5) 5 journals and newsletters. (DC)

ED 232 921 SO 014 804
Reference Sheet on Area Studies (Europe).
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Jun 83
Note—9p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Area Studies, Elementary Secondary Education, *European History, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Textbooks
Identifiers—*Europe, Europe (East), Europe (West), PF Project
Teaching about Europe, past and present, is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 8 citations from "Resources in Education" (RIE); (2) 5 citations from "Current Index to Journals in Education" (CIJE); (3) 22 commercially available "Student and Teacher Materials" (10 textbooks and student resources, 6 multimedia materials, and 6 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 4 journals and newsletters. (DC)

ED 232 922 SO 014 805
Reference Sheet on United States History.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Apr 83
Note—16p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, Elementary Secondary Education, History Instruction, History Textbooks, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Simulation, *United States History
Identifiers—PF Project
Teaching United States History is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 48 commercially available "Student and Teacher Materials" (23 textbooks, 5 supplementary print materials, 8 audiovisual materials, 5 games and simulations, and 7 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 6 journals and newsletters. (DC)

ED 232 923 SO 014 806
Reference Sheet on Women's Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Apr 82
Note—12p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, Elementary Secondary Education, *Instructional Materials, Nonprint Media, Professional Associations, *Resource Materials, Simulation, Textbooks, United States History, *Womens Studies
Identifiers—PF Project
Women in the United States, past and present, is the focus of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 13 citations from "Resources in Education" (RIE); (2) 7 citations from "Current Index to Journals in Education" (CIJE); (3) 28 commercially available "Student and Teacher Materials" (10 textbooks and supplementary print materials, 6 multimedia materials, 3 games and simulations, and 9 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 924 SO 014 807
Reference Sheet on Social Studies for the Gifted and Talented.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Jul 82
Note—10p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Annotated Bibliographies, Elementary Secondary Education, *Instructional Materials, Professional Associations, *Resource Materials, *Social Studies, *Talent
Identifiers—PF Project
Teaching social studies to gifted and talented students is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 17 citations from "Current Index to Journals in Education" (CIJE); (3) 24 commercially available "Student and Teacher Materials" (9 student resources and 15 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 5 journals and newsletters. (DC)

ED 232 925 SO 014 808
Reference Sheet on Legal Education.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Mar 82
Note—13p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, Elementary Secondary Education, *Instructional Materials, *Legal Education, Nonprint Media, Professional Associations, *Resource Materials, Simulation, Textbooks
Identifiers—PF Project
Law-related education is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 15 citations from "Resources in Education" (RIE); (2) 9 citations from "Current Index to Journals in Education" (CIJE); (3) 38 commercially available "Student and Teacher Materials" (9 textbooks, 8 supplementary print materials, 7 multimedia materials, 6 games and simulations, and 8 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 926 SO 014 809
Reference Sheet on Reading in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Jun 82
Note—10p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Content Area Reading, Elementary Secondary Education, *Instructional Materials, Professional Associations, *Resource Materials, *Social Studies
Identifiers—PF Project
Teaching reading in the content area of social studies is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 13 citations from "Current Index to Journals in Education" (CIJE); (3) 23 commercially available "Student and Teacher Materials" (13 student materials and 10 teacher resources); and (4) 4 related professional organizations that may prove helpful in this area. (DC)

ED 232 927 SO 014 810
Reference Sheet on Psychology and Sociology.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Mar 82
Note—13p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, *Instructional Materials, Nonprint Media, Professional Associations, *Psychology, *Resource Materials, Secondary Education, Simulation, *Sociology, Textbooks
Identifiers—PF Project
Teaching psychology and sociology is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 11 citations from "Current Index to Journals in Education" (CIJE); (3) 39 commercially available "Student and Teacher Materials" (11 textbooks, 6 supplementary print materials, 11 multimedia materials, 4 games and simulations, and 7 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

ED 232 928 SO 014 811
Reference Sheet on Political Science and American Government.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Jul 82
Note—14p.; The order blank, list, and brochure referred to on page one are not included with the document.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Civics, Educational Games, *Instructional Materials, Nonprint Media, *Political Science, Professional Associations, *Resource Materials, Secondary Education, Simulation, Textbooks, *United States Government (Course)
Identifiers—PF Project
Teaching civics, political science, and government at all levels is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 8 citations from "Resources in Education" (RIE); (2) 9 citations from "Current Index to Journals in Education" (CIJE); (3) 42 commercially available "Student and Teacher Materials" (15 textbooks, 7 supplementary print materials, 9 multimedia programs, 6 games and simulations, and 5 teacher resources); (4) 4 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

SP

ED 225 942 SP 021 492
McIntyre, D. John
Field Experiences in Teacher Education: From Student to Teacher.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; Foundation for Excellence in Teacher Education, Washington, DC.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89333-029-9
Pub Date—Feb 83
Contract—400-78-0017
Note—60p.
Available from—Foundation for Excellence in Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($6.00).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) -- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College School Cooperation, *Cooperating Teachers, *Field Experience Programs, Higher Education, Preservice Teacher Education, Professional Development, Program Effectiveness, Student Teacher Relationship, Student Teachers, *Student Teacher Supervisors, *Student Teaching, Teacher Educators, Teacher Evaluation, Teacher Influence, *Teaching Experience
A comprehensive analysis of literature on field experiences for the preservice teacher is divided into sections which focus on the: (1) influences of field experiences on the attitudes and behavior of preservice teachers; (2) roles of university student teacher supervisors and cooperating teachers; (3) structure of field experience programs and models; (4) evaluation of student teacher performance during field experience; and (5) assessment of the success of field experiences. A summary section includes the conclusion that field experience in teacher education is threatened by "the lack of commitment by higher education, the low status of clinical faculty, the lack of objective evaluation criteria, the loss of control to teacher unions and state legislatures, and the lack of relationship between field and campus study." In addition to 11 recommendations for improving field programs, descriptions of 17 exemplary field experience programs in the United States and Canada are appended, along with references. (JD)

ED 227 054 SP 021 495
Christensen, Judith And Others
Stages of Teachers' Careers: Implications for Professional Development.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Contract—400-78-0017
Note—34p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($2.00).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Development, Adult Learning, *Career Development, Developmental Psychology, *Developmental Stages, Education Work Relationship, Elementary Secondary Education, Inservice Teacher Education, Learning Theories, *Professional Development, *Teaching (Occupation), Vocational Maturity
This monograph on the development of teachers' careers synthesizes researchers' prescriptions for early-, mid-, and late-career professional development; and describes successful programs that demonstrate sensitivity to the stages of teachers' growth. The first chapter, "Teachers' Career Development," reviews current adult- and career-stage theory, encompassing the areas of adult development, adult learning principles, and stages of teachers' careers. "Implications of Career-Stage Theory for Professional Development," the second chapter, describes how professional development programs for teachers can be redesigned, taking each stage of teacher development into account. In the third chapter, "Troubles and Triumphs in Career-Stage Professional Development," problems encountered in career-stage professional development are discussed along with experts' advice for minimizing them. A

fourth chapter, "Future Directions," offers recommendations for further research in career-stage theory and professional development. A list of 119 references is included. (CJ)

ED 227 060 SP 021 725
Yff, Joost; Butler, Michael J.
Technological Literacy: Challenge for Teacher Education. Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Contract—400-78-0017
Note—38p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($4.50).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, Educational Media, *Educational Needs, Educational Technology, Elementary Secondary Education, Futures (of Society), *General Education, Higher Education, *Relevance (Education), Schools of Education, *Teacher Education, Teacher Education Programs, Technological Advancement, *Technological Literacy

This publication considers the broad relationship between technology and education and what it implies for teacher training. Chapters discuss: (1) "Technological Literacy: A New Purpose of General Education;" (2) "The Character of Technological Literacy in General Education;" and (3) "Responses to the Need for Technological Literacy." As seen by the authors, the concept of technological literacy is broader than computer literacy (though the terms are often used interchangeably). Technological literacy is viewed as encompassing the capabilities and applications of the physical and natural sciences as they affect daily lives. A list of 22 references is included. (Authors/CJ)

ED 227 063 SP 021 762
Smith, Margaret M.
Who Teaches Health? Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Contract—400-78-0017
Note—61p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($4.50).
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Needs, *Educational Quality, Elementary Secondary Education, Futures (of Society), *Health Education, Professional Associations, State Standards, *Teacher Background, Teacher Certification, Teacher Qualifications

This publication, offering support for the preservation and implementation of comprehensive school health education programs: (1) determines what comprehensive school health education should be; (2) describes the skills and knowledge that should be required of health educators; and (3) recommends methods for providing effective health education at the elementary and secondary school levels. The first two sections, on health, health education, and comprehensive school health education, offer definitions on the purposes, content, and status of health education. The following two sections investigate who teaches health education in the public schools, and their qualifications, characteristics, certification, and background. The fifth section, on the ideal state of health education, offers four recommendations concerning the preparation of all school personnel and of health educators. Strategies for enhancing teacher preparation, at the national, state, and local levels, are discussed in the sixth section. A list of 115 references is attached. Appendices include statements, from the American Academy of Pediatrics, the National Parent-Teacher Association, the Education Commission of the States, and the Association for the Advancement of Health Education, concerning comprehensive school health education and teacher certification for health education. (CJ)

ED 228 160 SP 021 494
Fox, G. Thomas, Jr.
Challenging How Teachers Are Educated: A Source for Dialogue and Action.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89333-030-2
Pub Date—Feb 83
Contract—400-78-0017
Note—74p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Assessment, *Educational Change, Educational Improvement, *Educational Quality, Educational Trends, Education Majors, Futures (of Society), Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Schools of Education, Staff Development, Teacher Centers, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, *Teacher Improvement, Teacher Recruitment, Teacher Selection

This report describes the results of three meetings among eight national education organizations (American Association of Colleges for Teacher Education, American Educational Research Association, American Federation of Teachers, Association of Teacher Educators, Council of Chief State School Officers, National Association of State Boards of Education, National Education Association, and National School Boards Association) in which 20 challenges to teacher education and staff development were identified. The first part of the report focuses on recommendations, emerging from the meetings, for dealing with these challenges, which are listed and embellished upon. The second part of the report examines practices and proposals for the reform of teacher education and staff development, using the 20 challenges as a common analytical framework. Also included in the second part is a review of comments and analyses expressed by conferees about current teacher education practices along with illustrations of how the 20 challenges can be used for conducting future analysis and for formulating new designs for teacher preparation and development. The report's third section presents guidelines for future discussion about reforms in educating teachers and ideas and guidelines for future conferences. An appendix describes the conferences that identified the 20 challenges, and references are included. (JM)

TM

ED 222 512 TM 820 656
Wildemuth, Barbara M., Comp.
A Bibliography to Accompany the Joint Committee's Standards on Educational Evaluation.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ERIC-TM-81
Pub Date—Dec 81
Contract—400-78-0003
Note—114p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($8.50).
Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, Cost Effectiveness, Ethics, *Evaluation Methods, Evaluators, *Literature Reviews, Measurement Techniques, Political Power, Research Methodology, *Research Utilization, *Standards
Identifiers—Evaluation Utilization, *Standards for Evaluation Educ Prog Proj Materials

An annotated bibliography is organized to match the format of the Standards for Evaluations of Educational Programs, Projects, and Materials, including sections on utility, feasibility, propriety, and accuracy of evaluations. It identifies literature that includes in-depth information about the issues covered in the Standards. The Standards are intended to guide evaluations of programs, projects, or materials in elementary, secondary, higher, or adult education. The intended audience includes persons who commission, conduct, or use evaluations, especially teachers, administrators, evaluators, curriculum specialists, school board members, legislators, counselors, leaders of educational associations, and parents. (Author/PN)

ED 227 132 TM 830 124
Johnson, Craig W.
Microcomputers In Educational Research.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ERIC-TM-82
Pub Date—Dec 82
Contract—400-78-0003
Note—101p.
Available from—ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($8.50).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Check Lists, *Data Collection, *Data Processing, Educational Innovation, *Educational Research, *Microcomputers, *Research Methodology, Research Problems

The exponential increase in the availability of microcomputers will have a tremendous impact on educational research. Already, the microcomputer has provided the key to the solution of some previously overwhelming methodological problems. It has enabled investigators to conduct exciting new lines of research while creating more general implications for future disciplined inquiry within the educational community. Educational researchers, aware of the importance of this new technology, are seeking guidance. There are primarily three areas of application for the researcher who is considering the use of a microcomputer: (1) use of the microcomputer to control experiments, (2) use of the microcomputer to collect data, and (3) use of the microcomputer to process data and results of research. This monograph reviews state-of-the-art microcomputer applications and provides guidance for evaluating and comparing microcomputers, for pursuing research objectives with microcomputers, and for ferreting out further information concerning microcomputers. Resources for microcomputer research applications, checklist of product performance, and a microcomputer top ten buyers' guide are included. (Author/PN)

ED 227 133 TM 830 125
Hedges, Larry V.
Statistical Methodology in Meta-Analysis.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ERIC-TM-83
Pub Date—Dec 82
Contract—400-78-000g
Note—79p.
Available from—ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($7.00).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Analysis of Variance, Correlation, Error of Measurement, *Mathematical Models, *Research Methodology, Research Problems, *Statistical Analysis, Statistical Studies
Identifiers—*Effect Size, Glass (G V), *Meta Analysis

Meta-analysis has become an important supplement to traditional methods of research reviewing, although many problems must be addressed by the reviewer who carries out a meta-analysis. These problems include identifying and obtaining appropriate studies, extracting estimates of effect size from the studies, coding or classifying studies, analyzing the data, and reporting the results of the data analysis. Earlier work by Glass, McGaw, and Smith describes methods for dealing with these problems: and has generated a great interest in the development of systematic statistical theory for meta-analysis. This monograph supplements the existing literature on meta-analysis by providing a unified treatment of rigorous statistical methods for meta-analysis. These methods provide a mechanism for responding to criticisms of meta-analysis, such as that meta-analysis may lead to oversimplified conclusions or be influenced by design flaws in the original research studies. Contents include: indices

of effect size, statistical analysis of effect size data, assumptions and the statistical model, estimations of effect size, an analogue to the analysis of variance for effect sizes, the effects of measurement error on effect size, statistical analysis when correlations or proportions are the index of effect magnitude, and statistical analysis for correlations as effect magnitude. (Author/PN)

ED 227 134 TM 830 126

Shepard, Lorrie A.

Assessment of Learning Disabilities.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ERIC-TM-84

Pub Date—Dec 82

Contract—400-78-0003

Note—76p.

Available from—ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($6.00)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Diagnosis, Elementary Secondary Education, *Learning Disabilities, *Learning Problems, *Mainstreaming, Political Issues, *Psychoeducational Methods, Social Problems, Student Evaluation, Student Needs, Student Placement, Test Use

The assessment and diagnosis of learning disabilities (LD) in the school is problematic. How do educators determine who is learning disabled? What practices are recommended? The main focus of the paper is on specific, relatively technical points that influence the validity of assessment. Since technical concerns are only one of the factors influencing the validity of placements, this paper is organized into two sections: the context of LD identification and technical issues in LD assessment. Specific propositions regarding the context of LD identification are advanced with supporting evidence: overidentification in the LD category; ambiguity in the definition of LD and local idiosyncratic criteria; students' needs for special help; parental demand and pressure from regular education; teaching and system failures; and the consequences of overidentification. Technical topics related to steps in the assessment process are referral bias; normal variability and clinicians' vertigo; technical adequacy of tests; specialists' knowledge of test adequacy and measurement concepts; significant ability-achievement discrepancy; interpreting subtest scatter; using age norms to evaluate processing deficits; behavorial indicators, informal assessments, and clinical hypothesis testing; and exclusion and bias. Recommendations made include contextual changes that are likely to help clinicians be willing to make more rigorous diagnoses and improved training and retraining of specialists. (PN)

UD

ED 223 762 UD-022 611

Blum, Mark L. Spangehl, Stephen D.

Developing Educational Programs for the High-Risk Secondary School and College Student. ERIC/CUE Urban Diversity Series, Number 80.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 82

Contract—400-77-0071

Note—65p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type—Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, Dropout Prevention, *Educational Needs, *High Risk Students, Literature Reviews, *Models, Postsecondary Education, *Program Development, School Community Relationship, Secondary Education, *Self Actualization

This essay examines characteristics of high risk students, institutional problems related to their presence in schools, and various solutions to these problems that have been implemented at the secondary, junior college, and collegiate levels. Areas discussed in which high risk students may differ from other students include cognitive ability, task motivation and task performance, cultural aspiration and its relationship to educational attainment, locus of control, and self-esteem. The responsibility of schools in directing their programs toward problematic students is considered. Major elements that must be addressed or accounted for in an academic curriculum for high risk students are identified. Among these are: (1) a wide range of cognitive skills, (2) reasoning ability, (3) communication skills, (4) nontraditional instructional methods, (5) competency-oriented disciplinary and interdisciplinary studies, (6) the revival of a "general education" curriculum, (7) self-actualization within the academic experience, (8) integration of the students' social environment into schooling, (9) transitional reentry programs, and (10) retraining programs for dropouts. Finally, a program model for the education of high risk students at the secondary and postsecondary levels is proposed. The model comprises curricular concerns and evaluation practices, school organization and administration, personnel and student concerns, and access to and articulation with the community and other learning institutions. An extensive list of references is provided. (GC)

Subject Index

Academic Achievement
An International Review of Gender and Mathematics.
ED 222 326 (SE)
Investigations in Science Education. Volume 9, Number 1.
ED 231 646 (SE)
Investigations in Science Education. Volume 9, Number 3.
ED 232 869 (SE)
Investigations in Science Education. Vol. 8, No. 4.
ED 222 344 (SE)

Academically Gifted
Reference Sheet on Social Studies for the Gifted and Talented.
ED 232 924 (SO)

Access to Education
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352 (RC)
Government Support for Minority Participation in Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1982.
ED 226 688 (HE)

Accessibility (for Disabled)
Divestiture in Special Education-A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773 (EC)

Accountability
The Path to Excellence: Quality Assurance in Higher Education. ASHE-ERIC Higher Education Research Report, No. 1, 1983.
ED 227 800 (HE)
State Planning, Budgeting, and Accountability: Approaches for Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1982.
ED 224 452 (HE)

Administrative Organization
Information Resources Management: An Overview for Educators.
ED 224 500 (IR)

Administrator Education
The Preparation and Certification of Teachers for Rural and Small Schools.
ED 223 396 (RC)

Administrator Evaluation
The Department Chair: Professional Development and Role Conflict. AAHE-ERIC/Higher Education Research Report No. 10, 1982.
ED 226 689 (HE)
Evaluating Faculty and Staff. New Directions for Community Colleges, Number 41.
ED 225 633 (JC)

Administrator Role
A Practical Guide to Counseling the Gifted in a School Setting.
ED 231 153 (EC)

Adult Basic Education
Career Development in Adult Basic Education Programs. Information Series No. 263.
ED 232 065 (CE)

Adult Development
Stages of Teachers' Careers: Implications for Professional Development.
ED 227 054 (SP)

Adult Students
From the Classroom to the Workplace: Teaching ESL to Adults.
ED 227 694 (FL)

Adult Vocational Education
Microcomputer Software for Adult Vocational Education: Guidelines for Evaluation. Information Series No. 261.
ED 232 063 (CE)

Affirmative Action
Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Report. No. 2, 1983.
ED 227 806 (HE)

American Indian Culture
Assertion Training With American Indians: Cultural/Behavioral Issues for Trainers.
ED 223 390 (RC)

American Indian Education
Assertion Training With American Indians: Cultural/Behavioral Issues for Trainers.
ED 223 390 (RC)

Area Studies
Reference Sheet on Area Studies (Europe).
ED 232 921 (SO)

Articulation (Education)
State-Level Agencies, the Curriculum, and Program Duplication. AAHE-ERIC/Higher Education Research Currents.
ED 227 799 (HE)

Asia
Guidance East and West: A Collection of Occasional Papers.
ED 226 312 (CG)
Reference Sheet on Area Studies (Asia).
ED 232 915 (SO)

Asian Studies
Reference Sheet on Area Studies (Asia).
ED 232 915 (SO)

Assertiveness
Assertion Training With American Indians: Cultural/Behavioral Issues for Trainers.
ED 223 390 (RC)

Attitudes
Reflections on Growing Up Disabled.
ED 228 794 (EC)

Battered Women
Violence in the Family: Child and Spouse Abuse.
ED 226 309 (CG)

Behavior Problems
Don't Do That! And Other Counseling Strategies for the Chronically Disruptive.
ED 226 308 (CG)

Bilingual Education Programs
An Appropriate Education for Handicapped Children of Limited English Proficiency. Special Education in America: Its Legal and Governmental Foundations Series.
ED 224 265 (EC)
Assessment, Placement, and Programming of Bilingual Exceptional Pupils: A Practical Approach.
ED 224 267 (EC)

Bilingual Students
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 351 (RC)

Board of Education Role
State Planning, Budgeting, and Accountability: Approaches for Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1982.
ED 224 452 (HE)

Brain Research
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827 (EA)

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Field Experiences in Teacher Education: From Student to Teacher.
ED 225 942 (SP)

Student Teaching
Field Experiences in Teacher Education: From Student to Teacher.
ED 225 942 (SP)

Talent
Reference Sheet on Social Studies for the Gifted and Talented.
ED 232 924 (SO)

Teacher Attitudes
Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.
ED 222 159 (HE)
Investigations in Science Education. Vol. 9, No. 2.
ED 231 672 (SE)

Teacher Background
Who Teaches Health? Current Issues.
ED 227 063 (SP)

Teacher Behavior
Investigations in Science Education. Volume 9, Number 3.
ED 232 869 (SE)
A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy.
ED 226 991 (SE)

Teacher Certification
The Preparation and Certification of Teachers for Rural and Small Schools.
ED 223 396 (RC)

Teacher Education
Challenging How Teachers Are Educated: A Source for Dialogue and Action.
ED 228 160 (SP)
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282 (SE)
The Education of Preprimary Teachers.
ED 224 598 (PS)
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (56th, Dallas, Texas, April 5-8, 1983).
ED 224 692 (SE)
The Preparation and Certification of Teachers for Rural and Small Schools.
ED 223 396 (RC)
Teaching Children Science: Changing Adversity into Advocacy. 1983 AETS Yearbook.
ED 224 706 (SE)
Technological Literacy: Challenge for Teacher Education. Current Issues.
ED 227 060 (SP)

Teacher Education Curriculum
Challenging How Teachers Are Educated: A Source for Dialogue and Action.
ED 228 160 (SP)

Teacher Education Programs
A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy.
ED 226 991 (SE)

Teacher Effectiveness
Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.
ED 222 159 (HE)
Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.
ED 225 473 (HE)

Teacher Improvement
Challenging How Teachers Are Educated: A Source for Dialogue and Action.
ED 228 160 (SP)

Teacher Persistence
Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Report, No. 2, 1983.
ED 227 806 (HE)

Teacher Role
A Practical Guide to Counseling the Gifted in a School Setting.
ED 231 153 (EC)

Teacher Supply and Demand
Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Report No. 3.
ED 232 516 (HE)

Teaching (Occupation)
Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Report No. 3.
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Stages of Teachers' Careers: Implications for Professional Development.
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Teaching Experience
Field Experiences in Teacher Education: From Student to Teacher.
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Computers in the English Classroom: A Primer for Teachers.
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Educating the Other Half: Implications of Left/-Right Brain Research.
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From the Classroom to the Workplace: Teaching ESL to Adults.
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Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.
ED 222 159 (HE)
Investigations in Science Education. Volume 9, Number 1.
ED 231 646 (SE)
Investigations in Science Education. Vol. 8, No. 4.
ED 222 344 (SE)
Language Variation and the ESL Curriculum. Language in Education: Theory and Practice, No. 51.
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Teaching Skills
Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.
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Technological Literacy
Technological Literacy: Challenge for Teacher Education. Current Issues.
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Testing
Investigations in Science Education. Volume 9, Number 1.
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The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
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Word Processing
Microcomputers in Early Childhood Education.
ED 227 967 (PS)

Work Attitudes
Preretirement Planning: Individual, Institutional, and Social Perspectives. Information Series No. 264.
ED 232 066 (CE)

Author Index

Baca, Leonard
An Appropriate Education for Handicapped Children of Limited English Proficiency. Special Education in America: Its Legal and Governmental Foundations Series.
ED 224 265 (EC)

Bailey, Robert L.
Information Systems and Technological Decisions: A Guide for Nontechnical Administrators. AAHE-ERIC Higher Education Research Report No. 8, 1982.
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Baldridge, J. Victor
The Enrollment Crisis: Factors, Actors, and Impacts. AAHE-ERIC/Higher Education Research Report No. 3, 1982.
ED 222 158 (HE)

Baskin, Linda
Microcomputers in Early Childhood Education.
ED 227 967 (PS)

Benjamin, Libby
Violence in the Family: Child and Spouse Abuse.
ED 226 309 (CG)

Benson, Bernard W., Ed.
Teaching Children Science: Changing Adversity into Advocacy. 1983 AETS Yearbook.
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Berger, Allen, Ed.
Secondary School Reading: What Research Reveals for Classroom Practice.
ED 221 837 (CS)

Blosser, Patricia E., Ed.
Investigations in Science Education. Volume 9, Number 1.
ED 231 646 (SE)
Investigations in Science Education. Volume 9, Number 3.
ED 232 869 (SE)
Investigations in Science Education. Vol. 8, No. 4.
ED 222 344 (SE)
Investigations in Science Education. Vol. 9, No. 2.
ED 231 672 (SE)
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (56th, Dallas, Texas, April 5-8, 1983).
ED 224 692 (SE)

Blum, Mark E.
Developing Educational Programs for the High-Risk Secondary School and College Student. ERIC/CUE Urban Diversity Series, Number 80.
ED 223 762 (UD)

Booth, David B.
The Department Chair: Professional Development and Role Conflict. AAHE-ERIC/Higher Education Research Report No. 10, 1982.
ED 226 689 (HE)

Brahce, Carl I.
Preretirement Planning: Individual, Institutional, and Social Perspectives. Information Series No. 264.
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Bransford, Jim
An Appropriate Education for Handicapped Children of Limited English Proficiency. Special Education in America: Its Legal and Governmental Foundations Series.
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Brookes, Michael C. T.
Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Report No. 3.
ED 232 516 (HE)

Butler, Michael J.
Technological Literacy: Challenge for Teacher Education. Current Issues.
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Cargol, Owen F.
State-Level Agencies, the Curriculum, and Program Duplication. AAHE-ERIC/Higher Education Research Currents.
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Cassidy, Anne E.
Outdoor Education for the Handicapped Project: An Overview.
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Christenbury, Leila
Questioning: A Path to Critical Thinking.
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Christensen, Judith
Stages of Teachers' Careers: Implications for Professional Development.
ED 227 054 (SP)

Cole, Charles C., Jr.
Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.
ED 222 159 (HE)

Connolly, Laura H.
How ERIC Can Help Librarians in Rural Areas Meet the Information Needs of Teachers, Administrators, and Students.
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Conrad, Clifton F.
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
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Cowan, Margaret E., Ed.
International Case Studies in Environmental Education. Environmental Education in Action V.
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Environmental Education in Action VI: Change Agents in and for Environmental Education.
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Edington, Everett D.
The Preparation and Certification of Teachers for Rural and Small Schools.
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Eisenstein, Miriam R.
Language Variation and the ESL Curriculum. Language in Education: Theory and Practice, No. 51.
ED 226 602 (FL)

Eyde, Donna R.
Don't Do That! And Other Counseling Strategies for the Chronically Disruptive.
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Finch, Curtis R.
Review and Synthesis of Research in Trade and Industrial Education. Third Edition. Information Series No. 260.
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Fink, Albert H.
Don't Do That' And Other Counseling Strategies for the Chronically Disruptive.
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Fink, Albert H., Ed.
Career Education for Behaviorally Disordered Students.
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Fischer, Kurt W.
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Floyd, Carol Everly
State Planning, Budgeting, and Accountability: Approaches for Higher Education. AAHE-ERIC Higher Education Research Report No. 6, 1982.
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Fox, G. Thomas, Jr.
Challenging How Teachers Are Educated: A Source for Dialogue and Action.
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Friedman, Dana E.
The Challenge of Employer-Supported Child Care: Meeting Parent Needs.
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Gardener, Clark E.
The Preparation and Certification of Teachers for Rural and Small Schools.
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German, Katherine L.
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Government Support for Minority Participation in Higher Education. AAHE-ERIC Higher Education Research Report No. 9, 1982.
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House, Peggy
Mathematics Teachers: An Endangered Species.
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Johnson, B. Lamar, Ed.
General Education in Two-Year Colleges.
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Johnson, Craig W.
Microcomputers In Educational Research.
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Jones, Reginald L., Ed.
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Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 16, No. 1.
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Katz, Lilian G.
The Education of Preprimary Teachers.
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Talks with Parents on Living with Preschoolers.
ED 230 314 (PS)

Kelly, Patricia P.
Questioning: A Path to Critical Thinking.
ED 226 372 (CS)

Kintzer, Frederick C.
Two-Year College Handbooks and Manuals. Past, Present, Future.
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Knowdell, Richard L.
Outplacement Counseling.
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Koch, James V.
Salary Equity Issues in Higher Education: Where Do We Stand? AAHE-ERIC Higher Education Research Currents.
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Kokaska, Charles J., Ed.
Career Education for Behaviorally Disordered Students.
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LaFromboise, Teresa Davis
Assertion Training With American Indians: Cultural Behavioral Issues for Trainers.
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Lilly, M. Stephen
Divestiture in Special Education: A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773 (EC)

Lindelow, John
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827 (EA)

Long, Lynette
Latchkey Children.
ED 226 836 (PS)

Long, Thomas J.
Latchkey Children.
ED 226 836 (PS)

Mann, Lori D.
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214 (SE)

Marcus, Laurence R.
The Path to Excellence: Quality Assurance in Higher Education. ASHE-ERIC Higher Education Research Report, No. 1, 1983.
ED 227 800 (HE)

Marsh, Herbert W.
Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.
ED 225 473 (HE)

Mayer, Victor J., Ed.
Investigations in Science Education. Volume 9, Number 1.
ED 231 646 (SE)
Investigations in Science Education. Volume 9, Number 3.
ED 232 869 (SE)
Investigations in Science Education. Vol. 8, No. 4.
ED 222 344 (SE)
Investigations in Science Education. Vol. 9, No. 2.
ED 231 672 (SE)

McIntyre, D. John
Field Experiences in Teacher Education: From Student to Teacher.
ED 225 942 (SP)

Melchiori, Gerlinda S.
Planning for Program Discontinuance: From Default to Design. AAHE-ERIC/Higher Education Research Report No. 5, 1982.
ED 224 451 (HE)

Miller, Inabeth
Microcomputers and the Media Specialist: An Annotated Bibliography.
ED 222 182 (IR)

Nadler, Leonard
Human Resource Development. The Perspective of Business and Industry. Information Series No. 259.
ED 232 061 (CE)

Nordvall, Robert C.
The Process of Change in Higher Education Institutions. AAHE-ERIC Higher Education Research Report, No. 7, 1982.
ED 225 472 (HE)

Overall, Jesse U., IV
Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.
ED 225 473 (HE)

Plata, Maximino
Assessment, Placement, and Programming of Bilingual Exceptional Pupils: A Practical Approach.
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Robinson, H. Alan, Ed.
Secondary School Reading: What Research Reveals for Classroom Practice.
ED 221 837 (CS)

Rose, Homer C., Jr.
Planning Faculty Reduction.
ED 228 925 (HE)

Rubenzer, Ronald L.
Educating the Other Half: Implications of Left - Right Brain Research.
ED 224 268 (EC)

Runions, Ted
Stewardship: Training the Gifted as Community Mentors. Programming for the Gifted Series.
ED 224 269 (EC)

Sacks, Arthur B.
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282 (SE)

Schildkamp-Kundiger, Erika, Ed.
An International Review of Gender and Mathematics.
ED 222 326 (SE)

Shepard, Lorrie A.
Assessment of Learning Disabilities.
ED 227 134 (TM)

Singleton, Laurel R., Ed.
Data Book of Social Studies Materials and Resources. Volume 8.
ED 224 763 (SO)
Tips for Social Studies Teachers: Activities from ERIC.
ED 227 025 (SO)

Sive, Mary Robinson
School Library Media Centers and Networking.
ED 226 764 (IR)

Smith, Al, Ed.
Evaluating Faculty and Staff. New Directions for Community Colleges, Number 41.
ED 225 633 (JC)

Smith, Barbara J.
Policy Considerations Related to Early Childhood Special Education. Special Education in America: It's Legal and Governmental Foundations Series.
ED 224 264 (EC)

Smith, Margaret M.
Who Teaches Health? Current Issues.
ED 227 063 (SP)

Spangehl, Stephen D.
Developing Educational Programs for the High-Risk Secondary School and College Student. ERIC/CUE Urban Diversity Series, Number 80.
ED 223 762 (UD)

Spencer, Mima
Microcomputers in Early Childhood Education.
ED 227 967 (PS)

Springer, Imogene, Ed.
Recommended English Language Arts Curriculum Guides, K-12.
ED 221 873 (CS)

Standiford, Sally N.
Computers in the English Classroom: A Primer for Teachers.
ED 228 654 (CS)

Stapp, William B.
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214 (SE)

Stapp, William B., Ed.
International Case Studies in Environmental Education. Environmental Education in Action V.
ED 226 944 (SE)

Stone, Antonia
Microcomputer Software for Adult Vocational Education: Guidelines for Evaluation. Information Series No. 261.
ED 232 063 (CE)

Suydam, Marilyn N.
Research on Mathematics Education Reported in 1982.
ED 232 870 (SE)

Suydam, Marilyn N., Ed.
Investigations in Mathematics Education. Volume 16, No. 1.
ED 226 955 (SE)

Sweitzer, Gary L.
A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy.
ED 226 991 (SE)

Taber, Florence M.
Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793 (EC)

Thomas, M. Angele, Ed.
Divestiture in Special Education-A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773 (EC)

Turesky, Stanley F., Ed.
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
ED 230 263 (JC)

Van Tassel-Baska, Joyce, Ed.
A Practical Guide to Counseling the Gifted in a School Setting.
ED 231 153 (EC)

Vines, Lois
A Guide to Language Camps in the U.S.: 2. Language in Education: Theory and Practice, No. 53.
ED 226 603 (FL)

Voss, Burton E.
A Summary of Research in Science Education-1981.
ED 223 464 (SE)

Waggaman, John S.
Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Report, No. 2, 1983.
ED 227 806 (HE)

Wagner, David L.
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
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Walz, Garry R.
Violence in the Family: Child and Spouse Abuse.
ED 226 309 (CG)

Walz, Garry R., Comp.
Resources for Guidance Program Improvement, Volume I.
ED 226 311 (CG)

Wegmann, Robert G.
Reemployment Assistance for Laid-Off Workers. Information Series No. 258.
ED 232 060 (CE)

Weintraub, Frederick J.
Planning State Fiscal Policies to Meet Local Needs. Special Education in America: Its Legal and Governmental Foundations Series.
ED 224 266 (EC)

White, Arthur L., Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (56th, Dallas, Texas, April 5-8, 1983).
ED 224 692 (SE)

Whitman, Neal
Teaching Problem-Solving and Creativity in College Courses. AAHE-ERIC/Higher Education Research Currents.
ED 226 650 (HE)

Wildemuth, Barbara M., Comp.
A Bibliography to Accompany the Joint Committee's Standards on Educational Evaluation.
ED 222 512 (TM)

Wiley, Ann L., Comp.
Sources of Information for Instructional Technology.
ED 225 563 (IR)

Yff, Joost
Technological Literacy: Challenge for Teacher Education. Current Issues.
ED 227 060 (SP)

Zarate, Narcisa
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352 (RC)

Institution Index

American Association for Higher Education, Washington, D.C.
The Department Chair: Professional Development and Role Conflict. AAHE-ERIC/Higher Education Research Report No. 10, 1982.
ED 226 689 (HE)
The Enrollment Crisis: Factors, Actors, and Impacts. AAHE-ERIC/Higher Education Research Report No. 3, 1982.
ED 222 158 (HE)
Government Support for Minority Participation in Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1982.
ED 226 688 (HE)
Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.
ED 222 159 (HE)
Information Systems and Technological Decisions: A Guide for Nontechnical Administrators. AAHE-ERIC Higher Education Research Report No. 8, 1982.
ED 225 528 (HE)
Planning for Program Discontinuance: From Default to Design. AAHE-ERIC/Higher Education Research Report No. 5, 1982.
ED 224 451 (HE)
The Process of Change in Higher Education Institutions. AAHE-ERIC/Higher Education Research Report, No. 7, 1982.
ED 225 472 (HE)
Salary Equity Issues in Higher Education: Where Do We Stand? AAHE-ERIC/Higher Education Research Currents.
ED 222 162 (HE)
State-Level Agencies, the Curriculum, and Program Duplication. AAHE-ERIC/Higher Education Research Currents.
ED 227 799 (HE)
State Planning, Budgeting, and Accountability: Approaches for Higher Education. AAHE-ERIC Higher Education Research Report No. 6, 1982.
ED 224 452 (HE)
Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.
ED 225 473 (HE)
Teaching Problem-Solving and Creativity in College Courses. AAHE-ERIC/Higher Education Research Currents.
ED 226 650 (HE)

American Association of Community and Junior Colleges, Washington, D.C.
The Management of Student Affairs Programs in Community Colleges: Revamping Processes and Structures. Horizons Issues Monograph Series.
ED 223 297 (JC)

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At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090 (JC)
The Management of Student Affairs Programs in Community Colleges: Revamping Processes and Structures. Horizons Issues Monograph Series.
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Planning Faculty Reduction.
ED 228 925 (HE)

Association for the Education of Teachers in Science.
Teaching Children Science: Changing Adversity into Advocacy. 1983 AETS Yearbook.
ED 224 706 (SE)

Association for the Study of Higher Education.
Faculty Recruitment, Retention, and Fair Employment: Obligations and Opportunities. ASHE-ERIC Higher Education Research Report, No. 2, 1983.
ED 227 806 (HE)
Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Report No. 3.
ED 232 516 (HE)
The Path to Excellence: Quality Assurance in Higher Education. ASHE-ERIC Higher Education Research Report, No. 1, 1983.
ED 227 800 (HE)

Center for Applied Linguistics, Washington, D.C.
From the Classroom to the Workplace: Teaching ESL to Adults.
ED 227 694 (FL)

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Developing Educational Programs for the High-Risk Secondary School and College Student. ERIC/CUE Urban Diversity Series, Number 80.
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ED 229 090 (JC)
Evaluating Faculty and Staff. New Directions for Community Colleges, Number 41.
ED 225 633 (JC)
General Education in Two-Year Colleges
ED 222 256 (JC)
The Management of Student Affairs Programs in Community Colleges: Revamping Processes and Structures. Horizons Issues Monograph Series.
ED 223 297 (JC)
Two-Year College Handbooks and Manuals: Past, Present, Future.
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Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282 (SE)
Environmental Education in Action VI: Change Agents in and for Environmental Education.
ED 225 804 (SE)
International Case Studies in Environmental Education. Environmental Education in Action V.
ED 226 944 (SE)
An International Review of Gender and Mathematics.
ED 222 326 (SE)
Investigations in Mathematics Education, Volume 16, Number 2.
ED 232 844 (SE)

Investigations in Science Education. Volume 9, Number 1.
ED 231 646 (SE)
Investigations in Science Education. Volume 9, Number 3
ED 232 869 (SE)
Investigations in Science Education Vol 8, No 4.
ED 222 344 (SE)
Investigations in Science Education. Vol. 9, No. 2.
ED 231 672 (SE)
Mathematics Teachers: An Endangered Species.
ED 223 413 (SE)
A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy.
ED 226 991 (SE)
National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (56th, Dallas, Texas, April 5-8, 1983)
ED 224 692 (SE)
Research on Mathematics Education Reported in 1982.
ED 232 870 (SE)
A Summary of Research in Science Education 1981.
ED 223 464 (SE)
Teaching Children Science: Changing Adversity into Advocacy: 1983 AETS Yearbook.
ED 224 706 (SE)
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214 (SE)

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Reference Sheet on Area Studies (Asia).
ED 232 915 (SO)
Reference Sheet on Area Studies (Europe).
ED 232 921 (SO)
Reference Sheet on Curriculum Development.
ED 232 920 (SO)
Reference Sheet on Economics.
ED 232 916 (SO)
Reference Sheet on Future Studies.
ED 232 919 (SO)
Reference Sheet on Geography.
ED 232 918 (SO)
Reference Sheet on Legal Education.
ED 232 925 (SO)
Reference Sheet on Political Science and American Government.
ED 232 928 (SO)
Reference Sheet on Psychology and Sociology.
ED 232 927 (SO)
Reference Sheet on Reading in the Social Studies.
ED 232 926 (SO)
Reference Sheet on Social Studies for Special Learners.
ED 232 914 (SO)
Reference Sheet on Social Studies for the Gifted and Talented.
ED 232 924 (SO)
Reference Sheet on Social Studies Skills.
ED 232 917 (SO)
Reference Sheet on United States History.
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Reference Sheet on Women's Studies.
ED 232 923 (SO)
Tips for Social Studies Teachers: Activities from ERIC
ED 227 025 (SO)

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ED 232 063 (CE)
Preretirement Planning: Individual, Institutional, and Social Perspectives. Information Series No. 264
ED 232 066 (CE)
Reemployment Assistance for Laid-Off Workers. Information Series No. 258.
ED 232 060 (CE)
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CE		
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Career Education in Adult Basic Education	Digest No. 27	
Career Education for the Underemployed	Digest No. 26	
Communications Technologies in Adult, Career, and Vocational Education	Digest No. 22	
Displaced Workers	Digest No. 21	
Guidelines for Working with Adult Learners	Digest No. 25	
Human Resource Development	Digest No. 28	
Part-time Teachers in Adult and Career Education	Digest No. 30	
Quality Circles: Implications for Training	Digest No. 24	
Retirement Education	Digest No. 29	
CG		
Accountability in Counseling		
Counseling for Study Skills		
Counseling Youngsters for Stress Management		
Counselors and Computers		
CS		
None.		
EA		
None.		
EC		
Assessment of Minority Students		
Bilingual Education for Exceptional Children		
Career Education for Exceptional Students		
Educating Homebound & Hospitalized Handicapped Children & Youth		
Giftedness & Learning Disabilities		
Higher Education for Handicapped Students		
Mainstreaming		
Postsecondary Options for Learning Disabled Students		
Professional Standards in Special Education		

TITLE	NUMBER (if any)	ED NUMBER (if any)
FL		
Foreign Language Careers: Translation. Q & A.		ED 232 484
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Microcomputers and Second Language Teaching. Q & A.		ED 232 481
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HE		
Administrative Responsibility for Faculty Development		
The Administrator's Use of Microcomputer Systems		
Attitudes, Administrative Styles and Outcomes		
Development Programs for Academic Administrators: Considerations and Outcomes		
Fifteen Years Down, Twenty-Five to Go: A Look at Faculty Careers		
The Role and Effectiveness of Search Committees		
Teaching Problem-Solving: Implications from Cognitive Development Research		
IR		
Computer Literacy for Teachers		
Electronic Networks		
Evaluating Microcomputer Software		
Excellence through Educational Technology		
The Field of Education Technology: A Dozen Frequently Asked Questions (Revised)		
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Teleconferencing in Education		
Using a Microcomputer for Online Searching		
Videotex		
JC		
Liberal Arts at the Community College		
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PS		
Characteristics of Children's Play		
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Assessing Preschooler's Development		
RC		
ERIC: Outdoor Education Resources		
Organizations in American Indian Education		
Organizations in Rural Education		
Utilizing Available Resources at the Local Level		

TITLE	NUMBER (if any)	ED NUMBER (if any)
SE		
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Annual Issue	Information Bulletin No. 4	
Certification of Teachers of Mathematics	Mathematics Education Fact Sheet No. 1	
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Reports on Education: Highlights for Mathematics Teachers	Information Bulletin No. 1	
Science Teacher Supply and Demand	Science Education Fact Sheet No. 1	
SO		
At Issue. Free Enterprise Education.	Fact Sheet No. 4	
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Teaching About Controversial Issues	Fact Sheet No. 10	
SP		
Careers in Commercial and Private Recreation		
The Case for Physical Education		
Merit Pay		
The Teacher as Decision Maker		
Coaching for Tests		
Computerized Adaptive Testing		
Minimum Competency Testing and the Handicapped		
Teaching Competency Testing		
Testing the Handicapped		
UD		
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