

Learning and Teaching

Research-Based Methods

SIXTH EDITION

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University of Utah

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Library of Congress Cataloging-in-Publication Data

Kauchak, Donald P.

Learning and teaching : research-based methods / Don Kauchak, Paul Eggen.

— 6th ed.

p. cm.

ISBN-13: 978-0-13-217934-8 (alk. paper)

ISBN-10: 0-13-217934-2 (alk. paper)

1. Teaching. 2. Effective teaching. I. Eggen, Paul D., 1940- II. Title.

LB1025.3.K38 2012

371.102—dc22

2010043486

10 9 8 7 6 5 4 3 2 1 [EB] 14 13 12 11 10

Photo Credits:

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ISBN-10: 0-13-217934-2
ISBN-13: 978-0-13-217934-8

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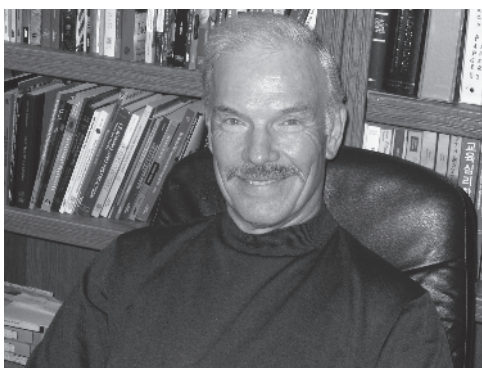


DON KAUCHAK

Don has taught and worked in schools and in higher education in nine different states for 35 years. He has published in a number of scholarly journals, including the *Journal of Educational Research*, *Journal of Teacher Education*, *Teaching and Teacher Education*, *Phi Delta Kappan*, and *Educational Leadership*. In addition to this text he has co-authored or co-edited six other books on education. He has also been a principal investigator on federal and state grants examining teacher development and evaluation practices and presents regularly at the American

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Preface

Teachers make an enormous difference in classrooms, and this book is designed to help you become a better teacher. The knowledge base for teaching continues to expand, confirming the powerful influence that teachers have on students and the importance of knowledge for effective teaching (Alexander, 2006). Research also continues to highlight the central role teachers play in determining the quality of learning in classrooms (Darling-Hammond & Bransford, 2005). Teachers *do* make a difference in how much students learn, and this difference depends on how they teach (Bransford, Darling-Hammond, & LePage, 2005). Teachers' powerful influence on learning is even more convincingly documented in the research literature today than it was in 1989, when the first edition of this text was published. Translating this research into teaching strategies that teachers can use to increase learning in their classrooms continues to be the central goal of this text.

New to This Edition

- New Chapter: Chapter 12, Differentiating Instruction
- New Feature: **Exploring Diversity**, found in every chapter including the following topics:
 - The Diversity of Our Learners (Chapter 1)
 - Urban Schools and At-risk Students (Chapter 2)
 - Personalizing Content to Increase Motivation in Students from Diverse Backgrounds (Chapter 4)
 - Direct Instruction with Culturally and Linguistically Diverse Students (Chapter 8)
 - Differences in Background Knowledge (Chapter 9)
 - Using Guided Discovery with Cultural Minorities (Chapter 10)
 - Problem-Based Instruction with Developmentally Different Learners (Chapter 11)
 - Effective Assessment with Learners from Diverse Backgrounds (Chapter 13)
- New Feature: **Technology and Teaching**, found in every chapter, including the following topics:
 - Using Technology to Increase Student Learning (Chapter 1)
 - Using Technology to Communicate with Parents (Chapter 3)
 - Using Technology to Plan (Chapter 4)
 - Using Technology to Create Lesson Focus (Chapter 5)
 - Using Technology to Increase Student Involvement (Chapter 6)

- Capitalizing on Technology in Direct Instruction (Chapter 8)
- Using Technology to Structure and Organize Content (Chapter 9)
- Using Databases in Guided Discovery Lessons (Chapter 10)

This book connects two areas in education. One is the research on how teaching influences learning, which includes a wide range of studies conducted since the early 1970s. Originally grounded in the research on effective teaching, this literature has expanded to include topics such as teacher and student thinking, constructivist views of learning, teaching for understanding, and the importance of social interaction in learning.

Teaching methodology is the second area addressed in this book. To be usable research findings need to be translated into teaching strategies that teachers can readily apply in their classrooms. This edition combines the best of these two areas. We apply the research on teaching to strategies that are theoretically sound, yet practical and usable.

Goals of This Text

We have two goals in combining these areas:

- To influence how teachers think about teaching
- To expand and improve their instructional strategies

The way teachers think and what they know are two major factors that influence how they actually teach. And, the way teachers think depends on what they know; in other words teacher thinking and teacher knowledge are interdependent. To meet our goals, this book helps teachers acquire the professional knowledge that influences both their thinking and the way they actually teach in their classrooms.

Without the research to provide a conceptual foundation methods become mechanical applications of rules implemented without understanding. Without practical suggestions for teaching practice the research literature remains abstract and irrelevant. In this sixth edition we again try to avoid both pitfalls by emphasizing the theoretical and conceptual underpinnings of the research and the implications of this research for classroom practice.

Text Themes

Today's schools are changing and these changes present both opportunities and challenges. To address these changes we have organized the sixth edition around three powerful and pervasive forces in education. These forces are translated into three themes that are integrated and applied throughout the text:

- *Standards and accountability*
- The *diversity* of our learners
- The use of *technology* to increase student learning

Standards and accountability are reshaping the ways teachers teach and students learn. Every state has created standards to guide student learning, and there is a movement to create national standards in areas such as reading and math. To respond to this movement, we have made standards and accountability a major theme for this text. We introduce the

Preface

theme in Chapter 1 and relate the process of teacher planning to it in Chapter 4. In addition, we discuss how standards influence assessment as well as the implementation of specific teaching strategies in later chapters. The diversity of our learners, the second theme for this text, reflects the growing diversity of our classrooms. This diversity has important implications for the way we teach. In addition to an entire chapter on diversity (Chapter 2) and a new chapter on differentiating instruction (Chapter 12), we also address the topic of diversity in a feature, **Exploring Diversity**, found in every chapter.

- Chapter 1: The Diversity of our Learners
- Chapter 2: Urban Schools and At-risk Students
- Chapter 3: Challenges to Home-School Communication
- Chapter 4: Personalizing Content to Increase Motivation in Students from Diverse Backgrounds
- Chapter 5: Teacher Attitudes and Learner Diversity
- Chapter 6: Involving Students from Diverse Backgrounds
- Chapter 7: Using Cooperative Learning to Capitalize on Diversity
- Chapter 8: Direct Instruction with Culturally and Linguistically Diverse Students
- Chapter 9: Differences in Background Knowledge
- Chapter 10: Using Guided Discovery with Cultural Minorities
- Chapter 11: Problem-Based Instruction with Developmentally Different Learners
- Chapter 12: Entire chapter focuses on differentiating instruction
- Chapter 13: Effective Assessment with Learners from Diverse Backgrounds

Technology is the third theme of this edition. Technology is changing the way we live, as well as the way we learn and teach. Various forms of technology, including white boards, document cameras, computers, and the Internet are all changing our classrooms. Tomorrow's teachers need to know how to integrate technology into their teaching. We address applications of technology in the feature, **Technology and Teaching**, found in every chapter.

- Chapter 1: Using Technology to Increase Student Learning
- Chapter 2: Employing Technology to Support Learners with Disabilities
- Chapter 3: Using Technology to Communicate with Parents
- Chapter 4: Using Technology to Plan
- Chapter 5: Using Technology to Create Lesson Focus
- Chapter 6: Using Technology to Increase Student Involvement
- Chapter 7: Using Computer-Mediated Communication to Facilitate Cooperative Learning
- Chapter 8: Capitalizing on Technology in Direct Instruction
- Chapter 9: Using Technology to Structure and Organize Content
- Chapter 10: Using Databases in Guided Discovery Lessons
- Chapter 11: Using Technology as a Tool to Teach Problem Solving
- Chapter 12: Technology as a Tool for Differentiating Instruction
- Chapter 13: Using Technology in Assessment

We also added new sections on *Standards in Today's Schools*, *Professional Organizations' Standards*, and *National Standards* to help teachers understand how this reform will affect

their teaching. These changes reflect the evolving realities of modern classrooms, as well as the new responsibilities today's teachers are being asked to undertake. In addition we have added feedback for our Preparing for Your Licensure Exam feature to help students master each chapter's content. We hope these changes in the sixth edition prepare you for the challenges of teaching in the twenty-first century.

Supplements

Instructor Manual/Test Bank

We've designed this manual to help you use *Learning and Teaching*, 6th edition, as effectively as possible. Many of the ideas contained in this manual come from years of using this text in our own classes as well as our continued work in the public schools. Others are the result of feedback and discussions we've had with teachers, students and our colleagues. We hope you find the suggestions useful.

The manual is organized by chapters. Each chapter contains chapter overview, objectives, chapter outlines, presentation outlines, multiple choice and short answer test items and an answer key. The presentation outline is organized in terms of the major topics in each chapter. Under these topics you will find teaching suggestions including ways to use large- and small-group activities, as well as ways to integrate the discussion questions and portfolio activities into your instruction. Following the presentation outline you'll find *Feedback for Preparing for Your Licensure Exam: Questions for Analysis* prior to the test items and answer key.



The power of classroom practice:

Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. (Darling-Hammond & Bransford, 2005)

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. For this reason we have created a valuable, timesaving website—MyEducationLab—that provides you with the context of real classrooms and artifacts that research on teacher education tells us are so important. The authentic in-class video footage, interactive skill-building exercises, and other resources available on MyEducationLab offer you a unique valuable teacher education tool.

MyEducationLab is easy to use and integrate into both your assignments and your courses. Wherever you see the MyEducationLab logo in the margins or elsewhere in the

Preface

text, follow the simple instructions to access the videos, strategies, cases, and artifacts associated with these assignments, activities, and learning units. MyEducationLab is organized topically to enhance the coverage of the core concepts discussed in the chapters of your book. For each topic in the course you will find most or all of the following resources:

Connection to National Standards Now it is easier than ever to see how your coursework is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. All of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

Assignments and Activities Designed to save instructors preparation time, these assignable exercises show concepts in action (through video, cases, or student and teacher artifacts) and then offer thought-provoking questions that probe your understanding of these concepts or strategies. (Feedback for these assignments is available to the instructor.)

Building Teaching Skills and Dispositions These learning units help you practice and strengthen skills that are essential to quality teaching. First you are presented with the core skill or concept and then given an opportunity to practice your understanding of it multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

Video Examples Intended to enhance coverage in your book with visual examples of real educators and students, these video clips (a number of which are referenced explicitly in this text) include segments from classroom lessons as well as interviews with teachers, administrators, students, and parents.

General Resources on Your MyEducationLab Course The *Resources* section on your MyEducationLab course is designed to help you pass your licensure exam; put together an effective portfolio and lesson plan; prepare for and navigate the first year of your teaching career; and understand key educational standards, policies, and laws. This section includes the following:

- **Licensure Exams.** Access guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- **Portfolio Builder and Lesson Plan Builder.** Create, update, and share portfolios and lesson plans.
- **Preparing a Portfolio.** Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- **Licensure and Standards.** Link to state licensure standards and national standards.
- **Beginning Your Career.** Educate yourself—access tips, advice, and valuable information on
 - **Resume Writing and Interviewing.** Expert advice on how to write impressive resumes and prepare for job interviews.

- **Your First Year of Teaching.** Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
- **Law and Public Policies.** Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource and to download a MyEdLab guide correlating MEL course assets to this text.

Acknowledgments

In preparing this edition of *Learning and Teaching*, we want to sincerely thank the people who have supported its development. We want to particularly thank our editor, Kelly Villella Canton, for her guidance, support, and cooperation as we attempted to implement a number of new ideas for this edition. She epitomizes what authors look for in an editor. We also want to thank Annalea Manalili and Paula Carroll for their help in bringing the project to fruition, as well as our reviewers: Norbet O. Aneke, City University of New York; Christine K. Lemley, Northern Arizona University; Janet Schiavone, George Washington University; and Alice M. Waddell, Mary Baldwin College.

Finally, we again want to thank the many teachers in whose classrooms we've worked and visited, and on whose instruction the case studies in the book are based. They helped make this text more real and true to the realities of classroom life.

P.E.

D.K.

Learn about theories of learning and teaching in the first course of the Foundations of University Learning and Teaching program. Join course for free. Introduction to Learning and Teaching in Higher Education. Join course for free. Overview. Teaching and learning strategies for the thinking classroom / Alan Crawford, Wendy Saul, Samuel R. Mathews. p. cm. Includes bibliographical references.Â The Most Productive Teaching.1 Organizing Instruction for Active Learning .2 Thinking Critically.4 The Classroom Environment.7 How to Make the Most of This Learning Program .9. Learning and Teaching. Filed Under: Term Papers Tagged With: Education. 10 pages, 4633 words.Â learners learn and develop. I will rename the teacher as Ms K and the students as student M throughout the context. I have been assisting Ms K in Year 2C class for 3 months. The subject of the observation is student M from Iran, whose learning I analysed during a 40 minutes English lesson.