

FALL 1977

EDUCATION 423: Analysis of Teaching

Dr. Philip H. Winne

Teaching can be analyzed from a host of differing perspectives, each one of which sheds different light on the elements and interrelations of elements which comprise teaching. In this course, three distinct but interlocking views of teaching will be comprehensively explored. The first viewpoint for the analysis of teaching will be to examine the behaviors of teachers, ranging from discrete teacher acts through behavior patterns to holistic models of teaching. The objective of this kind of analysis is to describe the structural features of teaching. The second perspective taken will be a psychological view of the characteristics and intellectual processes which students use to learn from teaching. In doing this kind of analysis, presumed functional linkages between two psychological theories, cognitive processing and operant learning, and structural aspects of teaching will be examined. Finally, the third lense through which teaching will be analyzed focuses on the question of teacher effectiveness as it has been addressed in empirical research. This will be accomplished by review of this body of research literature, noting especially its positive findings and the major problems of doing this kind of research.

Requirements for this course are as follows: approximately 100 pages of reading per week, a minor and a major paper requiring the application of knowledge and skills from the course, three to four in-class tests, and some out-of-class small group work. Readings will be drawn from three required texts plus research articles and supplemental materials on reserve in the library. Students should be prepared to spend about 10-12 hours per week on out-of-class work for this course.

Texts:

Dunkin, M. J. & Biddle, B. J. The Study of Teaching
Gagné, R. M. Essentials of Learning for Instruction
Joyce, B. R. & Weil, M. Models of Teaching

General Objectives for Education 423

Analysis of Teaching

Learning Theory

1. Define terms and principles of cognitive processing theory and operant theory.
2. Analyze teaching events in terms of learning theory.
3. Predict and justify the effectiveness of teaching events in reference to learning theory.

Teaching and Teacher-Student Interaction

1. Define terms for describing teacher behavior, patterns of teacher behavior, and teaching models/strategies.
2. Analyze molar teaching events into discrete teacher behaviors and patterns of teacher behaviors.
3. Define terms for describing student behavior in instructional settings.
4. Analyze teacher-student interactions into discrete behaviors and behavior patterns.
5. Describe properties of several systems for observing teaching events.
6. Compare and contrast the utility of observational systems for various purposes of observation.

Research on Teacher Effects (ROTE)

1. Describe major variables commonly studied in ROTE.
2. Evaluate teaching events in terms of ROTE.
3. Describe major issues in ROTE for research and for practice.

EDUCATION 423 : ANALYSIS OF TEACHING

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Three major topics in the analysis of teaching will be examined in this course: discrete teacher and student behaviors, including so-called "teacher skills;" patterns of behavioral interactions in teaching, especially the more widely known "teaching strategies" and "models of teaching;" and, global characterizations of classroom interaction, including "teacher styles" and classroom "climates." Items in each area will be examined in terms of structural characteristics and their supposed relations to psychological processes, and in terms of research on teaching effectiveness. Special attention will be given to the topic of teacher questioning techniques as a focal example for the analysis of teaching behaviors and patterns of interaction.

In addition to reading the required texts and several journal articles, students will be expected to complete the following assignments: (1) describe and analyze a model of teaching in terms of discrete teacher and student behaviors, and their patterning; (2) critically review a teaching method described in a "methods" text in terms of its structure and basis in research on teaching effectiveness; (3) develop and justify a teaching observation system that could be used in the supervision of oneself, and student or other practicing teachers. Grades will be based on these three papers plus several short tests.

Texts

Dunkin, M.J. & Biddle, B.J. The Study of Teaching.
Hunkins, F.P. Questioning Strategies and Techniques.
Joyce, B.R. & Weil, M. Models of Teaching.