This 66-item bibliography on microteaching and the technical skills of teaching includes published and mimeographed materials, doctoral dissertations, and three films developed at the Stanford School of Education and Center for Research and Development in Teaching from 1963 through May 1969. Technical skills are defined as covering particular teacher behaviors (such as reinforcement, silence, probing, and higher-order questioning), general teacher behaviors (such as explaining), and specific skills required in the teaching of foreign languages and social studies.
MICROTEACHING AND THE TECHNICAL SKILLS
OF TEACHING: A BIBLIOGRAPHY OF RESEARCH AND
DEVELOPMENT AT STANFORD UNIVERSITY, 1963–1969

Philip C. McKnight and David P. Baral,
Compilers

School of Education
Stanford University
Stanford, California

June 1969

Issued jointly by the Secondary Teacher Education
Program, School of Education, Stanford University,
and by the Stanford Center for Research and Development
in Teaching, which is supported in part as a research
and development center by funds from the United States
Office of Education, Department of Health, Education,
and Welfare. The opinions expressed in this publica-
tion do not necessarily reflect the position, policy,
or endorsement of the Office of Education. (Contract
No. OE-6-10-078. Project Nos. 5-0252-0101, 0102, 0103,
0104, 0501, and 0503.)
ABSTRACT

This bibliography covers published and mimeographed materials and doctoral dissertations representing research and development on micro-teaching and the technical skills of teaching carried on at Stanford University from 1963 through May 1969. This research and development was performed by members of the Stanford University School of Education and the Stanford Center for Research and Development in Teaching, which is a part of the School of Education. Work done elsewhere is not included.

INTRODUCTORY NOTE

The attached bibliography covers the lines of research and development at Stanford usually identified by the terms "microteaching" and "the technical skills of teaching." Work on the microteaching technique began at the Stanford University School of Education in 1963, with support first from the Ford Foundation and later from the Kettering Foundation. Since the inauguration of the Stanford Center for Research and Development in Teaching in September 1965, much though not all of the research and development effort in microteaching has been carried on with the support of the Stanford Center. The study of the technical skills of teaching, originally initiated under a project grant from the Cooperative Research Program, also received further impetus and refinement through the work of the Center.

The Secondary Teacher Education Program (STEP) of the School of Education has served as a laboratory for research at the Center as well as for research supported from other sources. This fruitful interaction between research, practice, and the development of teacher-training materials has proved highly productive.

The concept of microteaching has received wide publicity and is amply defined in many of the publications listed in this bibliography. The "technical skills" concept has both a specific and a general definition. In the more specific definition, attention has focused upon a particular set of teacher behaviors, such as reinforcement, silence, probing, higher-order questioning, varying the stimulus situation, and other relatively discrete behaviors (see Berliner, 1969). In the broader sense, research on the technical skills of teaching has dealt with wider categories of behaviors such as the teacher's explaining behavior, and with particular skills involved in the teaching of foreign languages and social studies.

Both microteaching and the technical skills approach have been fused in the Stanford Center's current program on Heuristic Teaching. Certain of the studies listed here reflect current lines of inquiry in that program.

This bibliography is in no sense a complete listing of all the research of the Stanford Center for Research and Development in Teaching. (A comprehensive list of Center publications is available from the Center's Publications, Dissemination, and Media Unit.) Nor does it list all the research carried on with the cooperation of the Secondary Teacher Education Program and that program's teaching interns. Finally, it will be
noted that the references listed here represent contributions by researchers who are now or were formerly connected with Stanford. The literature of microteaching is growing rapidly as the technique spreads through the academic community, and no attempt is made here to provide an evaluative listing of all the published materials currently available.

Availability of the papers listed here varies. Except as noted, single copies of the publications of the Stanford Center for Research and Development in Teaching and of Stanford University School of Education mimeographed documents are available without charge to professional education personnel to the extent that limited supplies permit. Requests should be directed to the source credited. Neither source can supply reprints of journal articles. University Microfilms numbers for Stanford doctoral dissertations are listed when available; for other dissertations check the latest University Microfilms listings. ERIC numbers for publications listed in Research in Education through May 1969 are also provided. We are informed that Center publications for which no ERIC number is shown are still being processed. The only source for the other unpublished papers listed here is the author.

The staff of the Stanford Center for Research and Development in Teaching and the Secondary Teacher Education Program hope that this listing will be of help in answering the many inquiries we receive. We particularly welcome suggestions as to items which may inadvertently have been omitted.

Bruce Harlow
Coordinator, Publications, Dissemination, and Media
Stanford Center for Research and Development in Teaching

Robert H. Koff
Director, Secondary Teacher Education Program
Project Leader, SCRDT Project 0503
(Microteaching and Intern Data Bank)

Philip C. McKnight and David P. Baral*


Allen, D. W., & Young, D. B. Television recordings, a new dimension in teacher education. (Mimeographed, School of Education, Stanford University, 1966.)


*Research Assistants, Stanford Center for Research and Development in Teaching.


Claus, K. E. Effects of modeling and feedback variables on questioning skills. Technical Report No. 6, Stanford Center for Research and Development in Teaching. (In preparation; publication expected July 1969.)
Cooper, J. M. Developing specific teaching skills through micro-teaching. 

Cooper, J. M. A performance curriculum for teacher education. (Mimeo- 
graphed, School of Education, Stanford University, 1967.)

Cooper, J. M., & Stroud, T. The Stanford summer microteaching clinic, 
1966. (Mimeographed, School of Education, Stanford University, 1966.)

Fanslow, W. V. The effects of three modes of feedback based on 35mm 
time-lapse photographic protocols on increasing intern teachers' per- 
ceptions of attending behavior cues. (Doctoral dissertation, Stanford 
University) Ann Arbor, Mich.: University Microfilms, 1967. No. 68- 
6413.

Fortune, J. C. Instructional set, cognitive closure, and text anxiety 
in the presentation of social studies content. (Doctoral dissertation, 
No. 66-2513.

Fortune, J. C. Toward a research strategy to investigate attributes of 

Fortune, J. C., Cooper, J. M., & Allen, D. W. The Stanford summer 
18, 389-393.

Gage, N. L. An analytical approach to research on instructional methods. 
Phi Delta Kappan, 1968, 49, 601-606. Also issued as Research and 
Development Memorandum No. 2, Stanford Center for Research and Develop- 
ment in Teaching, 1967. (ED 011 936)

Gage, N. L., Belgard, M., Dell, D., Hiller, J. E., Rosenshine, B., & 
Unruh, W. R. Explorations of the teacher's effectiveness in explain- 
ing. Technical Report No. 4, Stanford Center for Research and Develop- 
ment in Teaching, 1968.

Gross, R. E., & McCormac, R. C. Video tapes in the preparation of the 
social studies teacher. Educational Screen and Audiovisual Guide, 

Johnson, W. D. The effects of cognitive closure on learner achievement. 
(Doctoral dissertation, Stanford University) Ann Arbor, Mich.: 
University Microfilms, 1964. No. 65-2861.

Koff, R. H. Interpersonal dynamics: Neglected skills in teacher train- 
ing. Paper presented at the meeting of the American Educational 

Koff, R. H. Preferences of teacher trainees for teaching situations: 
The reaction to teaching situations test. Research and Development 
Memorandum No. 22, Stanford Center for Research and Development in 
Teaching, 1968.


Second annual report. April 1968. (ED 024 642; no longer available from the Center.)

Third annual report. October 1968. (Supply very limited.)


Films


**Teachers and classes.** 1967. Covers classroom discipline situations. 40 min., BW. (Address requests to Secondary Teacher Education Program, School of Education, Stanford University; price $200, rental including postage $20.80.)


**Note:** Films are available only in limited quantities and therefore cannot be supplied on a preview for purchase basis.