A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 142 publications produced by the 16 ERIC Clearinghouses in 1984. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1984) 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. (THC)
Coping with knowledge or training, especially teaching

1. To provide with training for a purpose: educate someone for a priesthood
2. To inform. Inform.
3. To discipline, train, or instruct someone.
4. To teach or instruct someone.
5. To teach or instruct people.
6. To teach or instruct people, especially teach as a profession.
7. To teach or instruct a person or group.
8. To educate through the use of visual aids.

Educational resources are available for educational purposes.

education (e.rok{s}) n. Abbr. ed.
1. The act of educating or the condition of being educated.
2. The obtaining of information or knowledge.
3. The process of imparting knowledge or skill; systematic instruction.
4. The knowledge or skill developed by such a process.
5. A program of instruction.
6. A field of study concerned with teaching, the theory of teaching, and teaching methods.

education al (e.rok{s}{e}nal) adj.
1. Serving to impart knowledge or skill.
2. Having an educational background.
3. Having an educational degree.

educator (e.rok{a}tor) n.
1. Someone who teaches or instructs.
2. Someone who is educated.

education al televi sion program

education alist (e.rok{s}{e}list) n.
1. A person who is educated.
2. A program of instruction.

Appendix 1

Having an education, especially one above the average.
2. Showing evidence of having been taught or instructed, cultivated.
3. Based primarily on experience and some factual knowledge.
4. To discipline, train, or instruct someone.
5. To teach or instruct someone.
6. To teach or instruct people.
7. To teach or instruct people, especially teach as a profession.
8. To teach or instruct a person or group.
9. To educate through the use of visual aids.

educational (e.rok{s}{i}nal) adj.
1. Concerned with knowledge or training, especially teaching.
2. Providing with training or instruction.
3. Having an educational background.
4. Having an educational degree.
5. A program of instruction.
6. A field of study concerned with teaching, the theory of teaching, and teaching methods.

educational television program.
An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1984

July 1985

Carolyn R. Weiler
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland
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## INDEXES

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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 756 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:

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This bibliography covers the calendar year period from January through December 1984. It lists a total of 142 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 announcements 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.
## ERIC CLEARINGHOUSE PUBLICATIONS

### STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1984)

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<td>173</td>
<td>181</td>
<td>117</td>
<td>142</td>
<td></td>
<td>4275</td>
</tr>
</tbody>
</table>
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 (25 percent), clerical workers (20 percent), sales workers (12 percent), craft workers and supervisors (10 percent), managers and administrators (8 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)
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.

**CE** — Adult, Career, and Vocational Education

**CG** — Counseling and Personnel Services

**CS** — Reading and Communication Skills

**EA** — Educational Management

**EC** — Handicapped and Gifted Children

**FL** — Languages and Linguistics

**HE** — Higher Education

**IR** — Information Resources

**JC** — Junior Colleges

Page

1 PS — Elementary and Early Childhood Education

2 RC — Rural Education and Small Schools

4 SE — Science, Mathematics, and Environmental Education

5 SO — Social Studies/Social Science Education

8 SP — Teacher Education

9 TM — Tests, Measurement, and Evaluation

11 UD — Urban Education

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Note 11

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11 UD — Urban Education
This monograph contains the proceedings of the Flagstaff Conference of the Association for Counseling and//! Guidance, April 1980, and the National 1979, which was designed to discuss the future of counselor education and to state priorities in the teaching of counseling. The first three chapters include research, theory. and practice, discussing counseling in a historical and cultural context. The next two chapters focus on specific strategies for implementing counseling services, including counseling in a culturally pluralistic society, and on the role of the counselor in counseling. The final two chapters conclude with an overview of relevant literature and an annotated bibliography on which the review is based.

ED 237 868


Sports Agency. National Institute of Education (ED), Washington, DC

Pub Date 83
Contribution 8.0-0014

Note: Available from ERIC CAPS, 2108 School of Education, University of Michigan Ann Arbor, MI 48109-1250.

EJBRS Price - MF01. FC05 Plus Postage.

This paper presents the results of a review and analysis of literature from the Educational Resources Information Center (ERIC) database on the dimensions, career change definitions, and the characteristics of career changers. The conclusions are based on a comprehensive analysis of the literature, which includes the identification of relevant literature, the development of a classification scheme, and the analysis of the data. The conclusions are then used to identify the characteristics of career changers and to develop hypotheses for future research.

ED 237 869


Washington, DC

Pub Date 83

Contribution 8.0-0014

Note: Available from ERIC CAPS, 2108 School of Education, University of Michigan Ann Arbor, MI 48109-1250.

EJBRS Price - MF01. FC14 Plus Postage.

The purpose of this chapter is to provide a comprehensive overview of the literature on career counseling. The chapter begins with an introduction to the field of career counseling, followed by a discussion of the different approaches to career counseling. Then, the chapter presents the results of a review of the literature on career counseling, focusing on the different approaches and the empirical evidence supporting their effectiveness. The chapter concludes with a discussion of the future directions for research in career counseling.

Document Resumes. 

CG 3

ERIC Clearinghouse on Counseling and Personnel Services, Washington, DC

Pub Date 83
Contribution 8.0-0014

Note: Available from ERIC CAPS, 2108 School of Education, University of Michigan Ann Arbor, MI 48109-1250.

EJBRS Price - MF01. FC05 Plus Postage.

This paper presents the results of a review and analysis of the literature on career counseling, focusing on the different approaches and the empirical evidence supporting their effectiveness. The chapter concludes with a discussion of the future directions for research in career counseling.

ED 239 191


Pub Date 83

Contribution 8.0-0014

Note: Available from ERIC CAPS, 2108 School of Education, University of Michigan Ann Arbor, MI 48109-1250.

EJBRS Price - MF01. FC05 Plus Postage.

This paper presents the results of a review and analysis of the literature on career counseling, focusing on the different approaches and the empirical evidence supporting their effectiveness. The chapter concludes with a discussion of the future directions for research in career counseling.

ED 239 192


Washington, DC

Pub Date 83

Contribution 8.0-0014

Note: Available from ERIC CAPS, 2108 School of Education, University of Michigan Ann Arbor, MI 48109-1250.

EJBRS Price - MF01. FC14 Plus Postage.

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This monograph concludes with a brief look at possible future trends. The appendix includes a guide for future research, focusing on emerging trends in career counseling, with particular emphasis on the needs of special populations and the impact of technology on the field.
ED 239 192  

**New Perspectives on Counseling Adult Learners**

**Ell 245 181**

**Document Resumes/CS**

**Spons Agency**: National Inst of Education (ED)

**Title**: New Perspectives on Counseling Adult Learners

**Pub Date**: 83

**Contract**: 400-8-0014

**Note**: 322p, For related document, see ED 226 111

**Available from**: Project LEARN of the K Kellogg Foundation, 2108 School of Educa-

tion, University of Michigan, Ann Arbor, Mich 48109-1259

**Pub Type**: Guides - Non-Classroom (055)

**EDRS Price**: MF01 PC01 Plus Postage

**Descriptors**: Counseling, Adult Counseling, Adult Education, Adult Learners, Adult Counseling Services, Counseling Services, Adult Learning, Adult Learners, Adult Education, Adult Counseling, Adult Education.

**Abstract**: The monograph presents eight papers which focus on the unique aspects of computing and technology as they relate to the quality of adult counseling, especially in the area of adult learning. The papers present a variety of perspectives, focusing on different aspects of the field, including career development, technology, and counseling support.

**Note**: 322p, A collaborative publication with Project LEARN of the K Kellogg Foundation. Available from ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, Mich 48109-1259 (055)

**Pub Type**: Guides - Non-Classroom (055)

**EDRS Price**: MF01 PC01 Plus Postage

**Descriptors**: Counseling, Adult Counseling, Adult Education, Adult Learners, Adult Counseling Services, Counseling Services, Adult Learning, Adult Learners, Adult Education, Adult Counseling, Adult Education.

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**Descriptors**: Counseling, Adult Counseling, Adult Education, Adult Learners, Adult Counseling Services, Counseling Services, Adult Learning, Adult Learners, Adult Education, Adult Counseling, Adult Education.
The first half of the booklet presents an annotated report on curriculum development from 1969 to 1982, and includes the report's title and the year it was published. The second half of the booklet examines the subsequent tutorial model. The booklet also includes a glossary of terms, a list of references, and an appendix containing a list of recommended texts.

ED 240 588
Time for Working in the Elementary School
FRIC Clearinghouse on Reading and Communication Skills, Urbana, Illinois, National Council of Teachers of English, Urbana, Illinois

ED 241 111
SMITH, VALDEN J
Reducing Writing Apprehension
FRIC Clearinghouse on Reading and Communication Skills, Urbana, Illinois, National Council of Teachers of English, Urbana, Illinois

ED 243 139
BART, JULIE ANN
Composing and Compreadng
FRIC Clearinghouse on Reading and Communication Skills, Urbana, Illinois, National Conference on Research in English

ED 246 673
SPURGEON, INGRID ED
Recommended English Language Arts Curriculum Guides
K-12
FRIC Clearinghouse on Reading and Communication Skills, Urbana, Illinois, National Council of Teachers of English, Urbana, Illinois

ED 249 220
BART, JULIE ANN
Composing and Compreadng
FRIC Clearinghouse on Reading and Communication Skills, Urbana, Illinois, National Conference on Research in English

Note: *TRIP Theory & Research into Practice

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8250) $5.75 (member) $6.00 (non-member)

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8251) $4.75 member, $5.00 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8051) $4.50 member, $5.00 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8061) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
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(Stock No. 8063) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8064) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8065) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8066) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8067) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8068) $5.00 member, $5.50 non-member

Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801
(Stock No. 8069) $5.00 member, $5.50 non-member
of the type of curriculum that best prepares students
for making a living. Educational equity have not produced economic eq-
ity of the American worker has declined If education's contribution to eco-
nomic productivity is to be measured, the measures need better
improvement (MIL)

ED 233 432 EA 015 727

De Remose, Wynn

The Contribution of Education to Economic Pro-

Series: National Inst. of Education (ED), Washington, D.C.

Report No: NB 0-86552-085-2

Pub Date: 83

Contract 400-83-0013

Descriptors: Basic Skills, Curriculum Development, Education, Economics, Educational Economics, Educational Equity, Education Work Relationship, Elementary Secondary Education

Publication: ERIC Clearinghouse on Educational Management, Eugene, Ore.

Note: $1.50 will be added for shipping and handling

EDRS Price: MF01 PC03 Plus Postage


to concentrate on individual productivity is maintaining a sense of balance in educational programs between job-specific training and general education.

ED 233 460 EA 015 882

Lendel, John

Administrator's Guide to Computers in the Class-
room.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Note: 6 lip. ERIC. CEM School Management Directory, Eugene, Ore.

Available from Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Ore. (55.50), on billed orders, $1.50 will be added for shipping and handling

Pub Type: Guides - Non-Classroom (555)

EDRS Price: MF01 PC03 Plus Postage


According to traditional measures, the productivity of the American worker has declined If education's contribution to economic productivity is to be measured in this decade, the measures need better definition. Technology has affected our perception of how much education a worker is required to keep pace with growth. Those who believe there is a shortage of job-specific skills want more vocational education in the schools, others, who see vocational education as a response to students' need to know what to do in the society, believe that education should be geared to abilities, and feedback geared to abilities, and computer-managed instruction which enable teachers to monitor students' progress, diagnose problems, prescribe remedial, produce reports, and analyze curricular effectiveness. The contributions of AIM and CAs to individualized instruction are also noted. Useful practical information for bringing computers into the classroom is considered in the next chapter, including implementation of computer literacy programs to overcome "computersphobia." Evaluating and using hardware and software, and integrating computers into the existing instructional environment is another chapter.

ED 234 480 EA 016 021

Management Uses of Microcomputers. The Best of ERIC on Educational Administration, Number 71.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Pub Date: Oct 83

Contract 400-83-0001

Note: 5p

Available from Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Ore. (97403) (free)

Pub Type: Reference Material - Bibliographies (121)

EDRS Price: MF01 PC05 Plus Postage


This annotated bibliography lists 12 items in the ERIC system that contain various applications of microcomputers in educational management. The entries include both general and specific uses of management information systems, papers on educational administration/computing at the 1982 Association of Supervision and Curriculum Development Conference, and general resources for management information system, educational management, and computer technology. The search terms include: computer training, computer usage, instructional management information systems, education management information systems, management information systems, educational administration/computing at the 1982 Association of Supervision and Curriculum Development Conference, and educational management information systems.

ED 234 480 EA 016 021

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EDRS Price: MF01 PC05 Plus Postage


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Lendel, John

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teachers on motivation theories and practices. The remaining documents considered include a study regarding factors which lead to increased motivation. In this study, teachers were asked to describe their experiences in teaching various subjects. The results indicated that teachers who perceived their students as motivated were more likely to use innovative teaching methods and to encourage student participation. The study concluded that teacher motivation is closely related to student motivation and that both are influenced by classroom climate and teacher expectations.

ED 243 171
EA 016 491
Merit Pay for Teachers. The Best of ERIC on Paying the Importance of Intrinsically Motivated Teachers in Monroe Theories and Practices

ED 235 645
EC 160 802
Kane, Steven Ed.
The Underserved: Our Young Gifted Children. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va

ED 244 406
EC 162 401
Turnbull, H. Rutherford, III, Felder, Craig R. Judicial Interpretation of the Education for All Handicapped Children Act: Special Education in America. Its Legal and Governmental Foundations. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va

ED 254 136
EC 164 407
Stoneburner, William. The Role of the Family in the Education of the Gifted. ERIC Clearinghouse on Gifted Education, Reston, Va

EDRS Price - MF01/PC01 Plus Postage. Descriptors: Demonstration Programs, Differentiated Schools, Educational Employee Relationship, Incentives, Literature Reviews, Master Teachers.

and Sc tense using resources. Within the community, sth h topics as screening tests. CREST talent search. Elementary gifted, talented, and creative students. is FURS l'rice

In physical handicapped persons. The final sec puters As !Mil', with papers on speech-output Loin-

Enrichment through Creative Arts. In indw riling instruction. Section 5 deals with computers in special education, management, with papers on such applications as data-based behavior modification, tutor, and microcomputer networks for administration and instruction. Section 3, on teacher training, includes discussions on vocational assessment and instruction and testing of general special education concepts. Among the instructional applications section 4 are computer labs, direct planning Blishow indicator, and handwriting instruction. Section 5 deals with computers in reading, writing, and listening skills. The fifth chapter provides in-depth analysis of the roles of grammatical and lexical use, recognition, vocabulary, details, close adaptation, comprehensive text. The content includes topics such as global classification, and word processing. For example, three levels of grammatical and lexical use are illustrated and mixed skill items are discussed. Ideas for oral or written tests are included in the ACTFL. EBRP Ratings are provided. Following the discussion of specific chapters, concrete suggestions for computer tests are offered. It is noted that because of the contextualized tests integrated many languages and levels of features in a new well, hence contexts the creation of the test is simpler. Several examples of hour-long unit exams for college French and Spanish courses are presented (RW).
Training Translators and Conference Interpreters.

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

Available from: Harcourt Brace Jovanovich International, Orlando, FL 32887

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

Spans Agency - National Inst of Education (ED), Washington, D.C.


Pub Date - 84

Contact - 400-82-0009

Note - 74p

ED 246 695

Hopp, Geoffrey R. and Others


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

Spans Agency - National Inst of Education (ED), Washington, D.C.


Pub Date - 84

Contract - 400-82-0009

Note - 146p

Available from: Harcourt Brace Jovanovich International, Orlando, FL 32887

EDRS Price - MF01/PC06 Plus Postage.


A review of the state of the art of computer application in teaching foreign languages, including the use of software, an analysis of student reaction, criteria of content and outcomes, and lack of communication among CALL users. A list of sources of software and CALL information, including addresses, and a bibliography is appended (MSE)

ED 246 697

Morley, Joan


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

Spans Agency - National Inst of Education (ED), Washington, D.C.


Pub Date - 84

Contact - 400-82-0009

Note - 16p

Available from: Harcourt Brace Jovanovich International, Orlando, FL 32887

EDRS Price - MF01/PC04 Plus Postage.


A review of the research on language learning, the history of computer assisted instruction in language learning, the development of the computer in language instruction, and the advances in CALL through the 1970's and 1980's. The compilation of the results is presented in a bibliography (MSE)

ED 233 669

Kemp, Ruth Talbot


Spans Agency - National Inst of Education (ED), Washington, D.C.


Pub Date - 83

Contact - 400-82-0011

Note - 80p

Available from: Publications Distribution Department, American Association for Higher Education, One Dupont Circle, Suite 630, Washington, D.C. 20036 (65-50, nonmembers; $5.00, members)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - Academic Achievement, Achievement, Academic Standards, Counseling, Students, Decision Making, Developmental Studies, Developmental Research, Educationally Disadvantaged, Educational Objectives, Educational Research, Grade Point Average, Higher Education, High Risk Students, Individualized Instruction, Program Evaluation, Remedial Programs, Student Evaluation, Teaching Methods, Learning Improvement programs for underprepared postsecondary students are reviewed, and a Decision Guide for Effective Programs, which summarizes knowledge about learning improvement programs, is presented. Research data are analyzed to identify features of learning improvement programs associated with improved graduate GPAs. Successful programs were found to have two broad characteristics in common comprehensiveness in their support services, and institutionalization into the academic mainstream. The Decision Guide for Effective Programs includes a hierarchy of learning improvement programs, presents expected results and predictions for each variable are identified and ranked for effectiveness to increase overall academic achievement. (SW)

ED 234 729

Brown, Kenneth C.

The Administrator's Use of Microcomputer Systems, American Association of University Administrators, Washington, D.C.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spans Agency - National Inst of Education (ED), Washington, D.C.


Pub Date - 83

Contact - 400-82-0011

Note - 80p

Available from: American Association of University Administrators, 1133 Fifteenth Street, N.W., Washington, D.C. 20036 ($5.00)

Journal Cit - Administrator's Update, v. 4, n. 3

Pub Type - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

ED 237 004
Shulman, Carol Herrnstadt
Fifteen Years Down, Twentyfive to Go: A Look at Faculty Development and Training in Higher Education Research, November 1983.
American Association for Higher Education, Washington, D.C.
Note 6p
Available from Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (401.00)

ED 238 350
Fleisher, Charles E.
Note 80p
Available from Publications Department, Association for the Study of Higher Education, Clearinghouse on Higher Education, Washington, D.C.

ED 239 569
Curtin, Patricia H.
Note 115p.
The literature on administrative style is reviewed. Attention is directed to four basic concepts of administrative style: transformational (model 1), the participatory or employee-involved (model 2), a more behavioral or relationship-based (model 3), and the situational or contingent (model 4). The key to the productive organizational system is the type of administrative style that directs the organization, not the organization's type. The literature on transformational (type 1) style suggests that effective administrators communicate well, establish clear directions, motivate and build teams, develop and maintain openness with employees, strive for excellence, and recognize subordinates' behavioral patterns.

ED 240 972
HE 017 085
Hendriksen, Robert M; Lee, Barbara A

ED 243 355
HE 017 160
Butterworth, Jane Doyle

ED 244 450
HE 017 049
Laughlin, J; Sankey

ED 245 255
HE 017 119
Mellender, Winfred; Alhus; de Gama, Rafael M

ED 243 397
HE 017 216
Austen, Anne E, Gasman, Zilda F


Type: P (Preliminary Report) P (Preliminary Report)

HE 017 586

Note: Available from the American Association of University Administrators, 1135 Fifteenth Street, N.W., Washington, D.C. 20036 (P) 001, 0 (001).

Note: Available from the American Association of University Administrators. 1135 Fifteenth St., N. W., Washington, D.C. 20036 (560, nonmembers, $5,00, members).

Type: P (Preliminary Report) P (Preliminary Report)

ED 233 711

Note: The publication is available from the National Inst of Education (ED), Publications Department, Washington, D.C.

Type: L (Library: Main) L (Library: Main)

ED 209 020

Note: Available from the National Inst of Education, Washington, D.C.

Type: L (Library: Main) L (Library: Main)

ED 212 711

Note: Available from the National Inst of Education, Washington, D.C.

Type: L (Library: Main) L (Library: Main)

ED 215 005

Note: Available from the National Inst of Education, Washington, D.C.

Type: L (Library: Main) L (Library: Main)
ERI.C Clearinghouse, January-December 1982. ERIC Processing and Reference Facility, Bethesda, Md.

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

Pub Date: Mar 83

Contract: 400-81-0003

Note: 75p. For related document, see ED 224 595

Pub Type: Reference Materials - Bibliographies (131)

EDRS Price: MF01/PC04 Plus Postage


Identifiers: Educational Information, *ERIC

A broad range of education-related topics are addressed in this bibliography, which presents abstracts and information for publications produced by the 16 ERIC Clearinghouses. An introduction explains the system of bibliographies, the organization of this bibliography, and the availability of clearinghouse publications. A section, "Facilities," lists key contacts for the clearinghouses. The bibliography is arranged in a series of tables, the titles of which are: (1) Adult Education, (2) Counseling and Personnel Services, (3) Communication, (4) Educational Management, (5) Handicapped and Gifted Children, (6) Language and Linguistics, (7) Libraries and Information Resources, (8) Junior Colleges, (9) Elementary and Early Childhood Education, (10) Rural Education and Small Schools, (11) Mathematics and Environmental Education, (12) Social Studies - Social Science, (13) Teacher Education, (14) Tests, Measurements, and Evaluation, (15) Urban Education. A complete listing of names, addresses, telephone numbers, and associate notes is provided for ERIC Clearinghouses and other network components. Information on how to obtain publications and how to order ERIC abstract publications is also included (LMM).

ED 237 100 1980 521

Laubacher, Marilyn R

How to Prepare for a Computer Search of ERIC. A Non-Technical Approach, Revised and Updated

ERIC Clearinghouse on Information Resources, Education: A Guide to the Resources. (113)

EDRS Price: MF01/PC03 Plus Postage


A listing is presented of 17 documents in the ERI.C Clearinghouse available through the Online Catalog. The clearinghouse is described and a brief description of each document is given. The documents themselves detail the use of computerized systems, including the on-line catalog and the Automated Computerized Catalog (ACC). The listing includes the level of education each document pertains to and the type of audience it is intended for.

ED 233 746 1980 002

Chou, Pauline A

Online Public Access Catalogs. ERIC Fact Sheet

ERIC Clearinghouse on Information Resources, Education: A Guide to the Resources. (113)

EDRS Price: MF01/PC01 Plus Postage


A listing is presented of 17 documents in the ERI.C Clearinghouse available through the Online Catalog. The clearinghouse is described and a brief description of each document is given. The documents themselves detail the use of computerized systems, including the on-line catalog and the Automated Computerized Catalog (ACC). The listing includes the level of education each document pertains to and the type of audience it is intended for.

ED 237 098 1980 519

Weller, Carolyn R

ERIC Clearinghouse Publications, 1982. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the
of up-to-date microcomputer information for educators interested in keeping abreast of the field. A brief evaluative description is provided for each of the 1,172 major categories, associations, resource centers, and other groups, information clearinghouses, bibliographies, introductions to guide and computer resources, subject guides, directories, indexes and abstracts, periodicals, databases, dictionaries and encyclopedias, yearbooks, financial resources, and other bibliographical sources. The sources of government documents, hardware information resources, software, conference resources, and other bibliographical sources are listed, and additional information for each of the resources listed is provided in the bibliography of educational computing, resource centers, and other associations which concludes the guide (BBM).

ED 246 919  JR 050 804
Pub Date - 64
Note 152p. For related document, see ED 237 1983
Pub Type - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC00 Plus Postage.

Citing recent literature and programs, this resource review contributes to the increased emphasis on international education in the community colleges. A bibliography of information resources, and provides a list of the resources and organizations available to help community colleges enhance international education.

ED 235 865  JR 30 493 104
Journal Cit - New Directions for Community Colleges, v11 n3 Sep 1983
Pub Type - Collected Works - Proceedings (1021)
EDRS Price - MF01/PC00 Plus Postage.
discussion of communities as centers of organized racial, ethnic, and cultural diversity is followed by a series of studies in the field of community college education, with particular emphasis on the role of the community college in providing opportunities for minority students. The studies explore the experiences of minority students in community colleges, with a focus on the challenges they face in accessing and succeeding in higher education. The studies include a variety of methodologies, such as qualitative interviews, surveys, and case studies, to provide a comprehensive understanding of the issues faced by minority students. The studies are presented in a clear and concise manner, with each study providing a detailed analysis of the findings. The collection of studies provides a valuable resource for educators, researchers, and policymakers who are interested in understanding the experiences of minority students in community colleges and developing effective strategies to support their success. The findings of the studies highlight the need for continued research and policy changes to address the unique challenges faced by minority students in community colleges.
these variants are reviewed, and arguments for the discussed are three variants of the approach the socialization process, and the integration of socialization approaches emphasize the social sciences, the situation oriented of children, families, and communities. Specifically within the community and values the contributions of Montessori (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years) in brief, this situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years)
Behavior, Teacher Behavior, Teacher Role, Time Factor (Learning), Time on Task

Identifiers: Recitation

A selected portion of the educational management literature is reviewed in this section of the paper. The first section discusses literature concerning the amount of time students spend in school. Specific attention is given to the quantity of schooling, the allocation of school time, student engagement in the classroom, and the relationship of these three variables to learning. The second section describes the kinds of activities elementary school children typically spend time in the classroom. The literature reviewed focuses on the format of lessons (specifically the recitation format), the relationship between the format and behavior characteristics of lesson formats, the signal system of lessons, pacing of lessons, the nature of the school day, and activity segments. The final section examines two of the major management issues faced by classroom teachers: the management of transitions between activities and the development and implementation of teaching plans. Subtopics discussed include managing the length and change of transitions through advance preparation, establishment of clear boundaries, use of transition management, and proactive planning.

ED 242 470  RC 014 696

Hayley Jim
Furthemg Nonformal Adult Education in Rural America: A Guide for Free University and Three Traditional Providers

ERIC Clearinghouse on Rural Education and Small Schools, L.A. Cruz

Spons Agency: National Institute of Education (ED)

Washington, DC

Pub Date: Contract NIE-400-83-0021

Note 41p. To be published as a chapter in "Current Topics in Early Childhood Education." Vol. 1

ERIC Clearinghouse on Rural Education and Small Schools, Norwood, NJ. Lilian Katz, Editor

Pub Type: ERDS Price MF01/PC02 Plus Postage

Descriptors: Academic Achievement, Competency Development, Elementary Education, School Districts, Individual Development, Performance Tests, References, Groups, Rewards, Evaluations (Individuals)

Sex Differences, Student Motivation, Identifiers: Goal Setting, Prosocial Goal, Social Comparison

The purpose of this paper is to examine the theories and research concerning social comparison and goal setting processes in education and to draw implications for educational practice and future research. Social comparison and goal setting are important contextual influences on children's task motivation, self-evaluations of capability, and skillful performance in achievement settings. Both processes provide a performance standard against which children can compare their present performance level. Young children's social comparisons with peers focus on particular concerns, such as similarities and differences, equitable shares of rewards, and special privileges. The effects of goals depend upon specificity, proximity, and difficulty level. Prosocial goals are especially influential with young children. The achievement setting depends on children's developmental level as well as on process characteristics. Thus, it is important to understand these processes and their developmental pathways. Future research should explore the operation of the processes in classrooms to determine how they can be systematically employed to enhance children's task mastery and sense of personal competence.

ED 247 035  PS 014 566

School, Danle D

Children's Social Comparison and Goal Setting in Education

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL

Spons Agency: National Institute of Education (ED)

Washington, DC

Pub Date: Contract NIE-400-83-0021

Note 44p. To be published as a chapter in "Current Topics in Early Childhood Education." Vol. 1

ERIC Clearinghouse on Elementary and Early Childhood Education, Norwood, NJ. Lilian Katz, Editor

Pub Type: ERDS Price MF01/PC02 Plus Postage

Descriptors: Academic Achievement, Competency Development, Elementary Education, School Districts, Individual Development, Performance Tests, References, Groups, Rewards, Evaluations (Individuals)

Sex Differences, Student Motivation, Identifiers: Goal Setting, Prosocial Goal, Social Comparison

The purpose of this paper is to examine the theories and research concerning social comparison and goal setting processes in education and to draw implications for educational practice and future research. Social comparison and goal setting are important contextual influences on children's task motivation, self-evaluations of capability, and skillful performance in achievement settings. Both processes provide a performance standard against which children can compare their present performance level. Young children's social comparisons with peers focus on particular concerns, such as similarities and differences, equitable shares of rewards, and special privileges. The effects of goals depend upon specificity, proximity, and difficulty level. Prosocial goals are especially influential with young children. The achievement setting depends on children's developmental level as well as on process characteristics. Thus, it is important to understand these processes and their developmental pathways. Future research should explore the operation of the processes in classrooms to determine how they can be systematically employed to enhance children's task mastery and sense of personal competence.

ED 247 036  PS 014 567

Bol, Rhonda P

What's Happening in Elementary School Classrooms? Research on Time Use, Classroom Operations, and Activity Management

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL

Spons Agency: National Institute of Education (ED)

Washington, DC

Pub Date: 83

Contract 400-8-0021

Note 108p. Supercedes ED 222 248

Available from: Publications Office, ERIC Clearinghouse on Elementary and Early Childhood Education, Pennsylvania Avenue, Urbana, II. 61801 (Catalog # 197, $6.00)

ERDS Price: MF01/PC05 Plus Postage


Sex Differences, Student Motivation, Identifiers: Goal Setting, Prosocial Goal, Social Comparison

The purpose of this paper is to examine the theories and research concerning social comparison and goal setting processes in education and to draw implications for educational practice and future research. Social comparison and goal setting are important contextual influences on children's task motivation, self-evaluations of capability, and skillful performance in achievement settings. Both processes provide a performance standard against which children can compare their present performance level. Young children's social comparisons with peers focus on particular concerns, such as similarities and differences, equitable shares of rewards, and special privileges. The effects of goals depend upon specificity, proximity, and difficulty level. Prosocial goals are especially influential with young children. The achievement setting depends on children's developmental level as well as on process characteristics. Thus, it is important to understand these processes and their developmental pathways. Future research should explore the operation of the processes in classrooms to determine how they can be systematically employed to enhance children's task mastery and sense of personal competence.

ED 247 850  RC 014 780

Schell, Leo M., Burden, Paul R


ERIC Clearinghouse on Rural Education and Small Schools, L.A. Cruz

Spons Agency: National Institute of Education (ED)

Washington, DC

Pub Date: Contract NIE-400-83-0023

Note 41p. To be published as a chapter in "Current Topics in Early Childhood Education." Vol. 1

ERIC Clearinghouse on Rural Education and Small Schools, Norwood, NJ. Lilian Katz, Editor

Pub Type: ERDS Price MF01/PC02 Plus Postage

Descriptors: Academic Achievement, Competency Development, Elementary Education, School Districts, Individual Development, Performance Tests, References, Groups, Rewards, Evaluations (Individuals)

Sex Differences, Student Motivation, Identifiers: Goal Setting, Prosocial Goal, Social Comparison

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Identifiers—*Science Education Research

The review of science education research for 1982 included types of 453 studies reported in disserta-
tion abstracts, journal articles, research papers, and papers presented at conferences. The organization of the review is topical. Topic areas include: (1) student characteristics and behavior (cognitive de-
development, conceptual understanding, problem-
solving behavior, and attributes, targeted audiences), (2) teacher characteristics and behavior (knowledge, beliefs, and attitudes, self-perceptions, classroom and professional behavior), (3) instructional strategies and environment (instructional systems, problem-solving instruction, experience learning, laboratory experiences, de-
monstrations, organizational aids to learning, emphasi-
se on language arts during science instruction, teaching on the dangers of publishing poor social environment), (4) instructional materials and technology (microcomputers, textbooks, visual media); (5) curriculum and program development, middle and high school science, postsecondary education, and marine education, preservice and inservice teacher education, (6) research design and instruction practices (quantitative and qualitative methodologies, teaching, instructional systems, theoretical consider-
ations), and (8) science education policy and prac-
tice. This final section reviews program status; course contexts, student attitudes, and needs and priorities for research (JN)

ED 243 704
Suydam, Marilyn N., Ed. Kaiser, Margaret L. Ed. Investigations in Mathematics Education. Volume 17, Number 2
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio, Ohio State University, Columbus Center for Science and Mathematics Education.

Pub Date—Apr 84
Contract—400-72-0004
Note—FS
Available from—National Council of Teachers of Mathematics, Inc., 1908 Association Drive, Reston, VA 22091 (Contact publisher for price)
Journal Cit—Journal for Research in Mathematics Education, v 15 n 4 Jul 1984
Pub Type—Books, Reports—Research (131) —Collected Works, Series (022)
EDRS Price—NFS/PCU Plus Postage, PC Not Available from EDRS.

ED 241 350
Oladugbe, Roderick G., Haupp, David L.
A Summary of Research in Science Education — 1982
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, D.C.
Pub Date—Dec 83
Contract—400-78-0004
Note—FS
Available from—John Wiley & Sons, Inc, 605 Third Ave., New York, NY 10016 (Contact publisher for price)
Pub Type—Reports—Descriptive (141)
EDRS Price—NFS/PCU Plus Postage, PC Not Available from EDRS.

Identifiers—*Science Education Research

Note—74p
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy)
Journal Cit—Investigations in Science Education, v17 n 2 Spr 1984
Pub Type—Reports—Research (143) —Collected Works, Series (022)
EDRS Price—NFS/PCU Plus Postage, PC Not Available from EDRS.

An editorial and abstracts for 12 research reports are contained in this issue. The editorial by Robert E. Reynolds attempts to promote positive attitudes toward science and mathematics education in the classroom and professional behavior, the development of a test to measure teachers' conceptions of the meaning of science and teacher education majors compared to other majors relative to teaching strategies and the need to promote positive attitudes toward science and mathematics education. Identifiers in the second section (miscellaneous) are on studies of the effects of

ED 245 941
Blower, Patricia E. Ed. Helgeson, Stanley L. Ed. Investigations in Science Education, Volume 10, Number 2
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio, Ohio State University, Columbus Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Aug 84
Note—75p
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy)
Journal Cit—Investigations in Science Education, v10 n 2 1984
Pub Type—Collected Works —Collected Works, Series (022)
EDRS Price—NFS/PCU Plus Postage, PC Not Available from EDRS.
Descriptors—Guides—Non-Classroom (055) —Collected Works, Series (022)
EDRS Price—NFS/PCU Plus Postage, PC Not Available from EDRS.

Identifiers—*Science Education Research, *Want Time

Prepared are abstracts and in the science education and 2 studies in a "miscella-
necous" category. Analyses in the first section (teacher education) are based on the use of "want-
time and its effect on science education, teacher edu-
cation, and its effectiveness in training methods in ma-
rangements, time factors (learning), evaluation ques-
tioning and wait time behaviors of Thai high school
chemistry teachers; three methods of im-
proving preservice science teachers' knowledge and attitude toward questioning; the ef-
ficacy of a basic science skills course for preser-
vice elementary teachers; the development of a test to measure teachers' conceptions of the meaning of science and teacher education majors compared to other majors relative to teaching strategies and the need to promote positive attitudes toward science and mathematics education. Identifiers in the secondary section (miscellaneous) are on studies of the effects of
of frequent multiple-choice testing with immediate computer feedback, and the assessment of the students' participation in pre-environmental behavior (IN).

ED 247 082
SE 044 677
Sundman,0lyn N. Ed. Kasten. Margaret L. Ed. Investigations in Mathematics Education. Volume 17, Number 3.

ED 234 942
SO 014 789

SO

ED 234 942
SO 014 794
Littlefield, Judy. American Holy, France. Implementing Effective LRE Programs. ERIC Fact Sheet No. 8.

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

BEST COPY AVAILABLE

ED 234 928
SO 014 794
Littlefield, Judy. American Holy, France. Implementing Effective LRE Programs. ERIC Fact Sheet No. 8.

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

BEST COPY AVAILABLE
in the implementation of an effective law-related education (LRE) program is emphasized. Based on research findings that law-related education is a delinquency prevention strategy, the first chapter lists tax prescriptions for providing effective law-related education programs: (1) the use of teaching strategies that are adapted to the needs of the student, (2) the judicious selection and presentation of illustrative case materials, (3) the provision of adequate and meaningful feedback, (4) adequate preparation and use of outside resource persons, (5) professional peer support for teachers, and (6) active involvement of building administration in law-related education. The document concludes that while research may reveal other factors to be important, these six factors are critical as enabling teachers to provide LRE programs that are effective for delinquency-prevention (LRE).

ED 224 980
SO 014 994
Smith, Melinda R., Ed. And Others
Review.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo. New Mexico State University, Albuquerque; Social Science Education Consortium, Inc., Boulder, Colo.
Spoon Agency--National Institute of Education (ED), Washington, DC
Pub Date--83
Contract--400-83-0012
Note--335p. For a related document, see ED 227 017
Available from Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($18.95).
Type--Guides--Teacher (053)
EDRS Price--MF01/PC14 Plus Postage.
Descriptors--Civil War (United States), Colonial History (United States), Constitutional Law, Industrialization, Learning Activities, Legal Education, Modern History, Revolutionary War (United States), Secondary Education, United States History, Identifiers--Supreme Court.

Designed for integration into secondary U.S. history courses, the activities provide a format for the examination of historical themes and events. Themes explored include the conflict between individual and societal needs, the relationship of the individual to the state, the role of authority, individual rights, the shifting balance of power among the three branches of government, the influence of social, economic, and political factors on judicial decision making, and the U.S. Constitution as an instrument of governance. The document is organized into four sections roughly corresponding to the chronological periods in most U.S. history courses: Colonial Period through Revolution, Growth of a New Nation, Civil War through Industrialization, and The Modern Era. Activities which require critical thinking, reasoning, problem solving, and inquiry skills, include opinion polls/surveys, role plays, simulations, case studies, mock trials, appellee court simulations, and learning stations. Many of the activities focus on landmark Supreme Court cases and modern cases to elucidate the relevance of the guarantee and the guarantees of the Bill of Rights in America, the Salem witch trials, law enforcement, the Alien and Sedition Acts, the Dred Scott and Pecos cases, and the impeachment of Andrew Johnson. The McCarthy era, and Watergate. Each module includes an introduction to the topics, objectives, required grade level, time and materials needed, instructions, and mastery questions for student handouts (KC).

ED 223 967
SO 015 069
Abt, Robert E., Ed.
Using Microcomputers in the Social Studies Classroom.
Pub Date--83
Contract--400-83-0012
Note--135p. Available from Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.95, paper handling, $2.00 book rate, $1.00 library rate).
Type--Guides--Classroom--Teacher (052)--Opinion, The.
EDRS Price--MF01/PC06 Plus Postage.

The purpose of this book is to help teachers deal with situations where they themselves might use it. There are four chapters. The first chapter provides basic information to help a user understand the computer. Chapter 2 is an introduction to software evaluation, i.e., how computer programs that are available for use in the classroom can be judged. Criteria are presented. It is suggested that computer-assisted instruction should have for some of the broader issues related to computers in education, as well as practical criteria for use. Chapter 3 presents an overview of the fourth chapter, which deals with social and educational issues and computer uses. It provides a perspective about these broader issues and a context into which teachers might place their own activities. Most of the book's readings provide a bibliography of references and further resources. In addition, a list of resources available through the ERIC system is provided (RM).

ED 240 010
SO 015 355
Sedgwick, Laurel R., Ed.
Pub Date--84
Note--215p. For a related document, see ED 224 763
Available from Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Type--Reference Materials--Bibliographies (131)
EDRS Price--MF01/PC09 Plus Postage.

Chapter 3 reviews the research on political socialization and the role of the social studies teacher in advocating the social studies. Specific techniques for promoting social studies are presented. The book begins with an analysis of the social studies curriculum, promoting instruction of the Constitution, recognizing student achievement, building social studies networks, and promoting social studies to parents are discussed (LP).

ED 245 970
SO 015 730
Hipple, Mary A. Dolfer, Alfred
Pub Date--83
Contract--400-83-0012
Note--570p. For dissertations published before 1977, see ED 164 261, ED 099 085, and ED 054 999
Available from SSEC, 855 Broadway, Boulder, CO 80302 ($14.95).
Type--Reference Materials--Bibliographies (1)
EDRS Price--MF01/PC11 Plus Postage.
This summary of social studies, social science education, and teacher education provides a reference work of use to students, educators, researchers, and others interested in the topics, methods, outcomes, and curricula of teacher education and related fields. Following an analytical introduction which describes the topics and problems most frequently addressed in the social studies discipline, 394 dissertations written between 1977 and 1982 are presented. The dissertations were selected from Dissertation Abstracts International (DAI) and classified into five categories: curriculum materials, teaching methods, school organization, curriculum organization, and school climate. The handbook, presenting background for the teacher education program, is arranged in four parts. The introduction, describing students to law, individual rights, criminal justice, and field trips Classroom procedures, instructions and field trips Classroom procedures, instructions for implementation, and several law-related activities. The dissertation presents a perspective on the evolving state of the art of research dealing with teaching and learning. The summary paper prepared for the AACTE meeting by B. Olah Smith and an introduction by Virginia Koeble The creation of an essential knowledge (or beginning educators-that is, professional teacher educators) reflects that knowledge of teaching, learning, and research is today more substantive, consistent, and authoritative than ever before. The dissertation also focuses on the importance of incorporating the preservice education of teachers into effective classroom practice and on the need for curriculum materials that are aligned with the goals of the national and state standards. The dissertation presents a perspective on the evolving state of the art of research dealing with teaching and learning. The summary paper prepared for the AACTE meeting by B. Olah Smith and an introduction by Virginia Koeble The creation of an essential knowledge (or beginning educators-that is, professional teacher educators) reflects that knowledge of teaching, learning, and research is today more substantive, consistent, and authoritative than ever before. The dissertation also focuses on the importance of incorporating the preservice education of teachers into effective classroom practice and on the need for curriculum materials that are aligned with the goals of the national and state standards.
the purpose of this paper is to identify those programs that promote post-secondary educational programs, factors, and behaviors that have been described in the literature as characteristics of more effective schools. Evidence from findings of these programs and processes resulting in effective school programs.
Poor minority and low ability students suffer most from the general lack of support in the classroom. Few teachers, even in high school mathematics, have the power to block or make available opportunities for the promotion of women and minorities in career paths of male and minority superintendents.

Section III describes the geographic locations and obtaining administrative positions are the subjects of the National Assessment of Educational Progress study of selected 9, 13 and 17-year-olds. It indicates that while the majority of American 17-year-olds have had 2 years of high school mathematics, black students have had only one year while the National Assessment found no racial differences in cognitive level performance in mathematics. Blacks had increasing difficulty with mathematics as they became older. At age 9, black showed problems with variables and relationships, by age 17, they showed problems in all mathematical content areas although black students showed significantly lower mathematics learning than their white counterparts at all age levels.

Most effective programs have included the following elements: individualized and small group instruction, calculator usage, laboratory work, cross-age tutoring, remedial pull-out, and team games (LP).

ED 237 607
UO 232 225
French, Elizabeth
Montenegro, Xhasa F.
Women and Minority Groups in School Administration: Strategies for Making a Difference. ERIC/CUE Series No. 85.
ERIC Clearinghouse on Urban Education, New York, NY

Spons Agency-National Inst of Education (ED).
Washington, DC.
Pub Date-1980-08-02
Note-46p
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10021 ($5.00)
ED 237 613
UO 232 234
Field, Ellen Comp
Lo, Bao, Maryellen Comp
Guidebook to Hispanic Organizations and Information Sources.

Available from ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y.

Note 91p
Pub Date-1980-02-01
Contract-400-82-0012
Available from ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y.

ED 242 801
UO 223 459
Royer, James
Multicultural Education: From Product to Process. ERIC Clearinghouse on Urban Education, New York, NY

Spons Agency-National Inst of Education (ED).
Washington, DC.
Pub Date 83
Contract-400-77-0071
Note 80p
Pub Type-Opinion Papers (120)
EDRS Price MF01/PC04 Plus Postage

This guidebook details the work of Hispanic administrators who have been involved with educational issues, cultural and social concerns. The directory was created as a resource guide for individuals and groups interested in the work of Hispanic groups or in exploring issues relevant to the multicultural community. This first edition of the Guidebook does not reflect the 정말 Organizations primarily identified as Mexican American. Each listing explains the purpose of the organization and describes its focus. and gives examples of successful programs and how to use it when searching for documents about Hispanics or Hispanic concerns. (2) a selective and annotated bibliography of Hispanic Americans and the organizations involved with the Guidebook's scope of interest, and (4) an index of organizations by geographic location. (Author/CMG)
Research on microcomputers in education suggests that this new technology may be widening the gap between rich and poor schools and talented and underachieving students. Public schools in poor districts and small parochial schools are the least likely to own computers. One survey indicates that while 66 percent of affluent school districts have computers, only 41 percent of the least wealthy districts have them. Even among schools owning microcomputers, there is the question of how these computers are used in instruction. Wealthier schools tend to conduct classes in computer programming, while less affluent schools offer computer assisted instruction (CAI) such as drill and practice. Little research has been conducted on the success of CAI for disadvantaged students. The studies completed indicate that CAI has a positive effect on disadvantaged students' computational skills, and on elementary students' language arts skills. On the less positive side, CAI shows mixed results in teaching vocabulary skills and reading to this student population. Schools serving disadvantaged populations must ask themselves whether these students are being served equitably by their exposure to computers, and when they are using computers, whether the curriculum is best suited to their needs.

Subject Index

Academic Achievement
The Academic and Social Consequences of Grade Retention: A Convergent Analysis. ED 247 023 (PS)
Children's Social Comparison and Goal Setting in Achievement Contexts. ED 247 025 (PS)
Investigations in Science Education. Volume 10, Number 1. ED 245 941 (SE)
Investigations in Science Education. Volume 9, Number 4. ED 237 369 (SE)
Motivating Students for Excellence: The Best of ERIC on Educational Managements. Number 73. ED 243 170 (EA)
Parent Involvement: A Review of Research and Principles of Successful Practice. ED 247 032 (PS)
Secondary School Ethos and the Academic Success of Urban Minority Students. ERIC/CUE Fact Sheet Number 14. ED 235 247 (UD)
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Since "ERIC Digests" are not regarded as major ERIC Clearinghouse products, they have generally not been entered into the ERIC database or announced in the monthly abstract journal Resources in Education. However, in order to make educators aware of their existence, the titles of all 1984 "ERIC Digests" are listed below under the name of the Clearinghouse responsible for their development. Single copies are available from the responsible Clearinghouse as long as the printed supply lasts; their availability online will be announced when plans are finalized.

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