This annotated bibliography provides citations, abstracts, and indexes for the 275 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1992. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publication 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) Language 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. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)
Educational Resources Information Center

ERIC Clearinghouse Publications

1992

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1992

March 1993

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
Rockville, Maryland
This publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, under contract number RI89002001 with ARC Professional Services Group. The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. 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, DC, 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 1100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue announces approximately 1500 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, digests, 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 twenty-second 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 1992. It lists a total of 275 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).
Organization of This Bibliography

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

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

Availability of ERIC Clearinghouse Publications

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

For instruction on how to order materials, see the back of this publication.
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* i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.

Digests (2 page publications) routinely included in RIE for first time in 1966.
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (28 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)
### Document Resumes

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

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<th>Clearinghouse</th>
<th>CE Adults, Career, and Vocational Education</th>
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<th>CS Reading and Communication Skills</th>
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<th>EC Handicapped and Gifted Children</th>
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**ED 338 896**

*CE 059 659*

*Kerko, Sandra*

*Adults in Career Transition. ERIC Digest No. 115. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.*

*Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.*

*Report No.—EDO-CE-91-115*

*Pub Date—91*

*Contract—RI88062005*

*Note—3p.*

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

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Adult Development, Adult Education, Aging (Individuals), Career Change, Career Counseling, Career Development, Career Guidance, Life Events, Middle Aged Adults, Middle Transitions, Models, Role Theory*.

**Identifiers—ERIC Digests**

Adults experience cyclical periods of stability and transition throughout life. The conflict between role cycles may spur career change. Personality differences between voluntary changers and nonchangers have been identified in research. Career changes may be triggered by factors ranging from the anticipated (marriage, empty nest) to the unanticipated (illness, divorce, layoff) to “nonevents” (e.g., a marriage or promotion that did not occur). Other factors are longer life expectancy, changing views of retirement, and economic necessity. New models of career development that better explain adults’ developmental diversity include Leach and Chakiris’ three types of careers (linear, free form, and mixed) and Cross’ three types of “life plans” (linear, free form, and mixed form) and Cross’ three types of “life plans” (linear, free form, and mixed form) and Cross’ three types of “life plans” (linear, free form, and mixed form) and Cross’ three types of “life plans” (linear, free form, and mixed form). These new models of career development require understanding that career choices are influenced by factors such as personal values, life experiences, and future goals.

**ED 338 897**

*Imel, Susan*

*Ethical Practice in Adult Education. ERIC Digest No. 116. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.*

*Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.*

*Report No.—EDO-CE-91-116*

*Pub Date—91*

*Contract—RI88062005*

*Note—4p.*

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

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Adult Education, Adult Educators, Codes of Ethics, Educational Planning, Ethics, Moral Values, Needs Assessment, Program Development, Teaching Methods**.

**Identifiers—ERIC Digests**

R. G. Brockett in two recent articles (1988, 1990) has proposed a model for helping adult educators think about their decision making related to ethical issues. This model describes a process that allows adult educators to draw upon their basic values in making practice decisions. The model’s three interrelated dimensions or levels of ethical practice are as follows: personal value system, consideration of multiple responsibilities, and operationalization of values. Whether they acknowledge them or not, adult educators encounter ethical dilemmas in their practice on a daily basis. Some common ethical dilemmas occur in teaching adults and in program planning. A teacher may encounter ethical dilemmas when his/her personal value system regarding the appropriate conduct of the learning situation conflicts with that of students and when other responsibilities conflict with teaching or are given a higher priority than the teaching role. Two areas of ethical dilemmas are encountered in program planning; those affiliated with needs, whether “felt” or “ deserved,” and those related to fee structures.

**ED 338 898**

*Lankard, Bettina A.*

*Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.*

*Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.*

*Report No.—EDO-CE-91-117*

*Pub Date—91*

*Contract—RI88062005*
ED 340 944
Imel, Susan
Adult Literacy, Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor—Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062005
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (111)
ED 341 875
Rose, Amy D.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor—Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062005
Note—43p.; For a related document, see CE 060 533.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN346 $2.25).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Historical Materials (066)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—*Adult Education Act 1966
ED 340 947
Imel, Susan
Vocational Education Involvement with Business/Industry/Labor, Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor—Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062005
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (113)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Business/Industry/Labor, Career Development Outcomes, Trends and Issues Alerts, ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor—Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062005
Note—3p.
A Multicultural Focus on Career Education. Information Series No. 348.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RJ58362005
Note—49p.
Available from—Center on Education and Training for Employment, 1900 Kenyon Road, Columbus, OH 43210-1090 (order no. IN 348: $5.25).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
Descriptors—Career Counseling, Career Development, Ethnicity, Interpersonal Communication, Minority Groups, Multicultural Education, Populations
Publication Date-91
Document Resumes/CE 3
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Career Education, College School Cooperation, Educational Equity, Educational Planning, Federal Legislation, Institutions, Postsecondary Education. Program Implementation, Secondary Education, State Programs, Studies in Vocational Education, Technology, Vocational Education.
Tech prep is an educational initiative that promotes increased cooperation between local education, industry, and postsecondary institutions. Its intent is to improve the quality of instruction and employment potential of students, particularly those enrolled in general secondary education. Tech prep's strengths in the partnership potential it promotes between academic and technical educators, secondary and postsecondary education institutions, and education and the business community to provide a program competitive with a college prep program that responds more directly to industry's real needs. Tech prep is a shift away from a job-skills orientation; the integration of academic and vocational education is emphasized. Other goals of tech prep are ensuring continuity in education and streamlining the transfer process. Funds from the Carl D. Perkins Vocational and Applied Technology Act of 1990, state departments of education are implementing tech prep programs and researching issues that affect success of their efforts. (An annotated bibliography lists 17 print resources. Two resource organizations are cited.) (LYB)
ED 345 109
Tintner, Rock G.
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—R1B8062005
Note—90p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenyon Road, Columbus, OH 43210-1090 (order no. IN 349: $8.75).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
Descriptors—Cognitive Theory-Based Teaching and Learning, Vocational Education.
Publication Date-92
EDRS Price - MF01/PC04 Plus Postage.
Cognitive theory and research are relevant to vocational education. Three theoretical perspectives underlie cognitive theory-based teaching and learning: (1) cognitive assessment suggests that instruction supporting higher-level thinking is a possibility and a reality in vocational education. Instruction and assessment based on cognitive theory tend not to use traditional methods. Although development of assessment approaches lags behind instructional changes, a more fundamental problem exists. The purposes and meanings of assessment. For example, emphasis on the cognitive theory on assessment raises issues of control of assessment. Other difficulties arise in comparing vocational and academic education and industry training programs. The new understanding of thinking and learning generated by cognitive theory suggests a need for major changes in educational practice, and institutions. Barriers to change include the following: (1) vocational education research does not focus on teachers in the classroom; (2) state departments of education are not prepared in cognitive methods; (3) school structures hinder cognitive development; and (4) sociocultural factors do not demonstrate that thinking is valued. Vocational education can fulfill its role in cognitive development by providing real-world experiences, changing instructional content and systematically researching cognition and vocational education. (200 references) (SK)
Changes in the composition of the work force and changing work values require new life span and career development models that account for individual, gender, and cultural differences in experience. Age-stage models form one school of thought in the field of career development. A major criticism of prevailing theories is that they are based on male experiences. Researchers are questioning the validity of age-linked phrases such as "adolescence" and "midlife crisis" and are developing models that account for gender, race, and culture. The integration of experience with research is crucial; a major weakness of age-stage theories is that an, they are based on middle-class experiences. The criticisms of existing models point out elements that are needed in revised theories of human development. Current emphasis is on the importance of attachment; integration of independent and interdependent aspects; relationship elements—the interaction between the individual and others; interaction between the individual and the group; and development of a sense of self as the individual interacts with the social world. 

Reflective Practice in Adult Education: ERIC Digest No. 119. Lankard, Bettina A. Reflective Practice in Adult Education. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. This digest outlines the importance of reflective practice in adult education. It discusses the need for teachers to reflect on their own teaching practices and consider how their actions can improve student learning. The digest highlights the benefits of reflective practice, such as increased self-awareness, improved teaching skills, and enhanced effectiveness in the classroom.

Workplace Literacy: An Update on Trends and Issues. Lankard, Bettina A. Workplace Literacy. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. This digest provides an update on workplace literacy trends and issues. It discusses the need for workforce literacy programs and the importance of integrating literacy instruction into everyday work activities. The digest also highlights the benefits of workplace literacy for both employees and employers, and provides strategies for implementing effective workplace literacy programs. Additionally, it mentions the importance of ongoing evaluation to ensure the success of these programs.

Cooperative Learning in Vocational Education. Trends and Issues Alerts. Lankard, Bettina A. Cooperative Learning in Vocational Education. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. This digest is a comprehensive overview of cooperative learning in vocational education. It covers a range of topics, including the benefits of cooperative learning, strategies for implementing cooperative learning in the classroom, and examples of successful cooperative learning programs. The digest also discusses the challenges of cooperative learning and provides guidance on how to overcome these challenges. The digest is intended to help educators integrate cooperative learning into their teaching practices and improve student engagement and outcomes.
ED 347 327 CE 061 555
Inel, Susan
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contact—R188062005
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer-Assisted Instruction, Computer Programs, *Vocational Education.
In this review of the literature, the author discusses the importance of using computer-assisted instruction (CAI) in vocational education. It is argued that CAI can be effective in vocational education, not only because it allows for flexible learning, but also because it can be adapted to meet the diverse needs of students. The review highlights some of the key advantages of CAI, such as its ability to provide individualized instruction, its capacity to deliver content in a variety of formats, and its potential to enhance student engagement. The author also identifies some of the challenges associated with the implementation of CAI in vocational education, such as the need for appropriate software, the requirement for adequate technical support, and the importance of teacher training.

ED 347 402 CE 061 687
Kerns, Sandra
Multicultural Career Education and Development. ERIC Digest No. 123.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EEO-CR-92-232
Pub Date—92
Contact—R188062005
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, Multicultural Counseling.

The purpose of multicultural career education and development is to foster positive self-concepts and career choices among students of diverse backgrounds. The review highlights some of the key strategies that can be used to promote multicultural education, such as providing students with the opportunity to learn about different cultures, encouraging students to explore their own cultural identities, and promoting cross-cultural understanding and respect. The review also identifies some of the challenges associated with implementing multicultural education, such as the need for adequate resources, the requirement for teacher training, and the importance of community collaboration.

ED 347 404 CE 061 689
Lanier, Burtina A.
Total Quality Management: Application in Vocational Education. ERIC Digest, 125.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EEO-CR-92-125
Pub Date—92
Contact—R188062005
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—Customer Services, ERIC Digests, Total Quality Management.

Total Quality Management (TQM) establishes a set of guidelines and standards that are based on the principles of continuous improvement and customer satisfaction. The review highlights some of the key strategies for implementing TQM in vocational education, such as involving teachers and students in decision making, using feedback mechanisms to monitor progress, and developing indicators to measure performance. The review also identifies some of the challenges associated with implementing TQM, such as the need for adequate resources, the requirement for teacher training, and the importance of community collaboration.

ED 347 405 CE 061 590
Inel, Susan
Family Literacy Programs and Practices. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contact—R188062005
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—Family Literacy.

Family literacy programs are designed to help families and their children develop reading and writing skills. The review highlights some of the key strategies for implementing family literacy programs, such as involving both parents and children in the learning process, using a variety of instructional methods, and providing ongoing support and resources. The review also identifies some of the challenges associated with implementing family literacy programs, such as the need for adequate resources, the requirement for teacher training, and the importance of community collaboration.

ED 347 500 CE 061 690
Inel, Susan
Total Quality Management: Implications for Vocational Education Programs. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contact—R188062005
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Vocational Education, Work Experience Programs.
Identifiers—Vocational Education, Work Experience Programs.

Apprenticeships are a type of vocational education program that provides on-the-job training and classroom instruction. The review highlights some of the key strategies for implementing apprenticeships, such as involving employers and students in the planning process, using a variety of instructional methods, and providing ongoing support and resources. The review also identifies some of the challenges associated with implementing apprenticeships, such as the need for adequate resources, the requirement for teacher training, and the importance of community collaboration.
move toward self-sufficiency. The RSA affords professional chances to forge critical interagency connections, and develop comprehensive programs for learners at risk. A strategy for formulating effective linkages across agencies, particularly at the local level, involves assessing the need and climate for interagency partnerships. Unless a perceived need exists for interagency partnerships, they are unlikely to materialize. Step two involves getting started by formulating a tentative rationale, identifying existing linkages, and developing an action plan. Step three involves forming a team, identifying and selecting key players, and issuing the invitations. In step four, participants form working relationships. This relationship implies organizations' willingness to change. This way, programs are delivered. A plan is developed in step five that establishes joint goals and objectives as well as steps for achieving them. Developing an action plan involves creating an effective planning environment, formulating the plan, and developing administrative support for the plan. Step six, follow-up and follow through, includes actions that can ensure the plan is accomplished.

NLA

ED 341 896


Developing Support Programs: Helping Students Cope with Crises.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Contract#RI 8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 896

Mohai, Caroline E.

Are School-Based Drug Prevention Programs Workable? ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-91-1

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 897

Lee, Courtland C.

Empowering Young Black Males. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-91-2

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 898

Robison, Edward H., III, Root, Joseph C.

Coping with Fear and Stress. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-91-3

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 899

Sanborn, Robert

Internationalizing the University Career Center. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-91-4

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 900

Grigsby, Shirley A.

Learning Styles Counseling, ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Center for Libraries and Education Improvement.

Report No.—EDO-CG-91-5

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 901

Roth, Joseph C.

Coping with Fear and Stress. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-91-6

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

ED 341 902

Huy, Wayne C.

Counseling Teenage Fathers: The "Neutralizing a Life Experience" (MALE) Group. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-91-7

Pub Date—31 Dec 91

Contract—R8806201

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Contract—RI8806201
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses —ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 347 475
Contract—RI8806201
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses —ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 347 476
Contract—RI8806201
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-11

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

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

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Censorship, Elementary Secondary Education, School Counseling, *School Counselors, *School Guidance Identifiers—ERIC Digests, *Guidance Materials Rights of the minority must be protected and rights of the majority must be accommodated. To achieve this end, school counselors must know why challenges to school guidance materials and programs are being made. Important questions are: (1) Who determines what school guidance materials are used in public school? and (2) Is the role of schools seen primarily as a place where diverse ideas should be presented and explored or is the role of schools to be primarily that of transmitting community values? (ABL)

ED 347 460

County 4.

Counseling Using Technology with At-Risk Youth. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-14

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

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

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, Elementary Secondary Education, School Counseling, *School Counselors, Technology, Video Games Identifiers—ERIC Digests

Current trends in technological developments suggest that home entertainment video games and educational learning software are on convergent paths. Adult educators have identified these technologies as effective for student motivation and have integrated them with traditional curricula to reduce student behavior. Counselors who identify and implement effective uses for technology are likely to maintain their positions during the current educational restructuring movement. Counselors have identified common computers as systems for entertainment building, needs assessment, and intervention. Advantages associated with the use of technology in providing career-related services include: positive associations with video game technology; covert learning without the normal resistance to overt educational software, computer games, educational learning software, and educational learning software. The benefits of educational learning software are on convergent paths. Adult educators have identified these technologies as effective for student motivation and have integrated them with traditional curricula to reduce student behavior. Counselors who identify and implement effective uses for technology are likely to maintain their positions during the current educational restructuring movement. Counselors have identified common computers as systems for entertainment building, needs assessment, and intervention. Advantages associated with the use of technology in providing career-related services include: positive associations with video game technology; covert learning without the normal resistance to overt educational software, computer games, educational learning software, and educational learning software.
There are three steps to challenging troublesome career beliefs: identifying the troublesome belief, challenging alternative ways to viewing the underlying problem; and taking action incompatible with the troublesome belief. Each of these steps includes techniques which empower clients by providing them with information or enabling them to make their own discoveries. The Career Beliefs Inventory (CBI) (Krumboltz, 1991) allows counselors to open up important areas typically ignored in traditional forms of career counseling, e.g., ways of responding to the possibility of failure. Counseling techniques to help clients consider alternative views include: rephrasing the problem; countering a troublesome belief; defining a manageable problem; using humor for perspective; and discovering disconfirming evidence. Techniques to help clients take action include: role-playing; cognitive practicing; and behavioral practicing. (ABL)
need to position themselves as facilitators of that change. Reform approaches in which school counselors can become involved include: site-based management, privatization, restructuring, and reconstituting within schools such as team teaching, flexible scheduling, integrated learning, and cooperative learning. (ABL)

ED 347 492
CG 024 492

G'Ormon, Beverly J.
Marketing Yourself as a Professional Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-26
Pub Date—Dec 92
Contract—R88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consultants, Marketing, Professional Development, Public Opinion, Public Relations
Identifiers—ERIC Digests
Marketing is a venue which could help establish counselors in the public consciousness so that a multitude of other public advocates and articulate that professional counselors are skilled in working with people. Marketing strategies include: walking, talking, and acting proud of self as a professional; taking pride in total appearance; taking advantage of self-enhancement opportunities; showing professional office decorum; designing something to market and marketing the outcomes; joining professional organizations; articulating the positive; marketing specifics; and being politically astute. (ABL)

ED 347 493
CG 024 493

Miller, Juliet F.
The National Career Development Guidelines. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-27
Pub Date—Dec 92
Contract—R88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, *National Career Development Guidelines
The National Career Development Guidelines is one of several initiatives that has supported the expansion of state-level career development capacity and comprehensive, competency-based career guidance programs in various local program settings. This initiative, sponsored by the National Occupations Information Center (NOICC), has provided leverage funding to states to support the development and improvement of comprehensive career development programs. The Guidelines focus on three broad areas of program excellence including program participant competencies, organizational capabilities, and personnel requirements. Participant competencies and indicators are organized around three areas including self-knowledge, educational and occupational exploration, and career planning. Elementary, middle, high school, and adult levels are addressed. (ABL)

ED 347 494
CG 024 494

English, Joan T.
Pluralism and Education: Its Meaning and Method. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-28
Pub Date—Dec 92
Contract—R88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Multicultural Education, *School Role
Identifiers—ERIC Digests, *Pluralism
Pluralism can be defined as a society in which members of diverse ethnic, racial, religious, and social groups maintain participation in and development of their traditions and special interests while cooperatively working toward the interdependence needed for a nation's unity. Pluralism is being practiced and expanded in communities, preschool, elementary, high school, and college campus programs. (ABL)

ED 347 495
CG 024 495

Biblarz, Paul A.
The Professionalization of Student Affairs Staff. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-29
Pub Date—Dec 92
Contract—R88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Higher Education, Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests
It is time for the field of student affairs to put aside its four-decade preoccupation with professional status and to recognize that its identity as a field is essentially an administrative convenience linked by an allegiance to a common philosophical perspective on its role and by nature of its clientele and milieu in which it is practiced. Attention should be turned to the development of a fully professional staff, that is highly educated and motivated to serve its student clientele. (ABL)
Recognizing that classrooms are complex settings in which effective teaching cannot be the end result of merely following a list of rules and regulations, this book provides practical reading programs. Chapters in the monograph focus on instructional reading programs and teaching environments; (2) "Effective Classroom Management for Reading"; (3) "Teachers' Expectations"; (4) "Establishing an Effective Environment for Reading"; (5) "Effective Reading Development: The Role of the Home"; (6) "Interactive Reading, and the Special Learner"; and (7) "Effective Reading Teachers: They Don't Make a Difference, Each chapter concludes with a section in which the relationship among classroom participants is in which cases are posed to help teachers apply the information to their own situation. Seventeen notes are included; a 97-item annotated bibliography of recent research in the ERIC database on teacher effectiveness is attached. (RS)

ED 377 762 CS 010 729
Reading Middle and Secondary, Special Collection: Number 7.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

ED 339 025 CS 010 775
Student Learning. Special Collection Number 12.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

ED 339 073 CS 507 666
Perusing Communication, Special Collection Number 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

ED 339 044 CS 213 099
Smith, Carl B., Ed.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN; Phi Delta Kappa, Bloomington, IN; Phi Delta Kappa, Bloomington, IN.

ED 337 805 CS 213 065
Literature, Special Collection Number 8.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

ED 329 144 CS 018 116
Smith, David A., Ed.
Effective Reading Instruction and the Special Child.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

ED 328 790 CS 018 115
Smith, David A., Ed.
Effective Reading Teachers: A Profile of the Effective Teacher.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

EDR Price - MF01/PC04 Plus Postage.
Descriptors—Audience Awareness, Class Activities, Communication Apprehension, "Communicating Skills, Creative Writing, Elementary Secondary Education, Higher Education," Interpersonal Communication, "Interven- tion, Listening Skills, They Telling Identifiers—ERIC Digests

This book presents the complete proceedings of conferences and presentations as well as oral presentations and group discussions of a national symposium on alternative assessment in the language arts. Oral presentations focused on "Issues in Alternative Assessment" (Roger Farr); "What Language Needs, Wants, and Desires" (Jerome Harste); "State Policy and Authentic Writing Assessment" (Diane S. Black); and "Alternative Assessment in Reading and Writing: What We're Doing and What We'd Like To Do in Columbus Public Schools" (Bert Wiser and Sharon Dompsey). The book also includes transcriptions of the comments by six representatives of educational publishers concerning the future of assessment; and, from the concluding session, "Setting the Future Agenda" (Carl B. Smith); and "Apres Symposium: Thoughts on What Happened and What Next" (Marlene Lease). The appendix entitled "Portfolio Assessment: A Survey Among Professionals" (Jerry L. Johns and Peggy VanLeusburg) also includes profiles of the "What Are the Implications for Curriculum Planning When Implementing Alternative Assessment?" and "How Do Societal Concerns Influence the Development of Alternative Assessment?" (Bert Wiser and Sharon Dompsey). This collection also includes 97 items in an annotated bibliography. (RS)

ED 339 025 CS 010 775
EDR Price - MF01/PC03 Plus Postage.
Serials—Audience Awareness, Class Activities, Communication Apprehension, "Communicating Skills, Creative Writing" in an accessible format. The collection focuses on literature—helping students to understand and appreciate it, and using literature to improve reading and writing skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 073 CS 507 666
EDR Price - MF01/PC03 Plus Postage.
Descriptors—Audience Awareness, Class Activities, Communication Apprehension, "Communicating Skills, Creative Writing," Elementary Secondary Education, Higher Education, "Interpersonal Communication, "Interven- tion, Listening Skills, They Telling Identifiers—ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibles (Focused Access to Selected Topics—annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literature—helping students to understand and appreciate it, and using literature to improve reading and writing skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 329 144 CS 213 099
ERI CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS, Bloomington, IN.

ED 328 790 CS 018 115
Note-64p.; Also published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

ED 327 805 CS 213 065
ERI CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS, Bloomington, IN.

ED 326 444 CS 018 114
Note-64p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Note-85p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Note-64p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($21.95 plus $3.00 postage/handling).

Note-64p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

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Note-64p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Note-64p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Communication Skills (ERIC/RCS); an order form:
ERIC/RCS are attached. (RS)

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.


This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Fast Forward Selected Topicnotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on the field of mass communication (including broadcast and print media, and products such as video tapes, audio tapes, compact discs, and records) and its connections with education. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; an information on a computerized search service. on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 074

CS 507 670

Mass Communication. Special Collection Number 10

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—R188062001

Note—36p.; Published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.


During the summer of 1990, a university English education professor in Indiana responded to the writing of 20 fourth through seventh graders via a computer installed in his home. The students wrote daily or ranging from a 3-line haiku to 10-20 computer-screen stories. The classroom teacher took the students through the steps in the writing process, suggesting topics and writing modes where appropriate. Of the students' "writings" was sent daily by computer network to the professor, who responded to each piece. More than half of the students indicated an improved level of writing more and write better when they can use a computer and when they have an interested audience in addition to the classroom teacher. (RS)

ED 341 001

CS 010 781

Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-02

Pub Date—92

Contract—R18806201

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

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

EDRS Price - MF01/PC01 Plus Postage.


Intended to help prepare individuals for job seeking, this digest suggests some resources to consider helping improve basic communication skills needed for the interview process. The digest reviews research on teaching interview skills in the classroom, discussing role playing, videotapes, and techniques workshops. The digest also lists practical tips for the interviewer. (RS)

ED 341 954

CS 010 829


ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927516-28-4

Pub Date—92

Contract—R18806201

Note—97p.; Also published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($10.95 plus $3.00 postage/handling).

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

EDRS Price - MF01/PC04 Plus Postage.


Based upon the idea that the only hope for substantial curricular reform in the classroom is a shift from traditional to reflective thinking. the implications are clear: (1) reasons why education should not teach reflective inquiry, (2) a theory of reflective inquiry; and (3) teachers and students identifying and internalizing problems. Topics in the first section concern barriers to reflective inquiry, philosophical assumptions that prevent reflective thought, teaching as a transitional process. The second section identifies pupils' reflections on some of the process of inquiry begins, what one must think in order to reflect. The third section concerns John Dewey's conception of reflective thinking, what one must think in order to reflect. The fourth section discusses the process of inquiry, the result of a philosophical position. The fifth section is a discussion of the heart of inquiry, and what reflective discussion is. Finally, the second section discusses the process of a reflective inquiry, a model of reflective thinking in action, and implications of applying critical thinking to problem-solving. An appendix presents examples of brief strategies for Elementary and a 100-item bibliography are attached. (RS)

ED 341 985

CS 213 146

Pugh, Sharon L. and Others


ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English. Urbana, III.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NO-N-08141-0334-7

Pub Date—92

Contact—R18806201

Note—14p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 03847-3050: $8.50 members, $11.50 nonmembers); ERIC Clearinghouse on Reading and Communication Skills, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($11.50 plus $3.00 postage/handling).

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

EDRS Price - MF01/PC07 Plus Postage.


This book provides material and ideas for bringing metaphorical thinking into instruction in the context of language discussions. It is organized to link the conceptual with the concrete, integrating teaching ideas with discussions concerning the various roles that metaphorical thinking plays in human understanding and communications. The book's first part, "The Nature of Metaphors and Metaphorical Thinking," discusses metaphorical thinking, how metaphors work, and the kinds of comparison involved in metaphorical thinking. The second part, "Personal and Cultural Aspects of Metaphors," deals with metaphors and self-awareness, metaphors and the creation of one's self to cultural awareness. The book's third part, "Critical Aspects of Metaphorical Thinking," discusses metaphorical thinking, ideas in metaphorical thinking, and metaphors and creativity. The fourth section, "A Resource Section for Using Metaphors in the Classroom," deals with
strategies for metaphorical teaching, metaphors that help in teaching reading, and the importance of metaphors across content areas. A brief "Conclusion," a selected bibliography, and annotated bibliography on books on metaphors and language, and a list of 170 references conclude the document. (SR)

ED 343 136
Gentile, Stephen S.
Clear Writing in the Professions. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-CS-92-04
Pub Date--92
Contract--R188062001
Note--12p.
Available from--ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type--Information Analyses - ERIC Information Analyses Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers--Clear Writing in the Professions, ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-CS-92-07
Pub Date--92
Contract--R188062001
Note--4p.
Available from--ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
This digest examines the relationship between the political process and the media. The digest discusses the ramifications of advertising in politics: the role of the televised debate in elections; individual voter characteristics and the media; and media coverage and campaign awareness. Fifteen references are attached. (RS)

ED 346 527
Gentile, Stephen S.
The Media's Role in Political Campaigns. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-CS-92-02
Pub Date--92
Contract--R188062001
Note--3p.
Available from--ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
This digest reviews writing assessment--what it means and how it works--at a selected number of colleges and universities in the United States. The digest discusses outcomes assessment, placement testing, and the writing process, and end-of-course evaluation. This digest concludes with a brief reminder for college-bound students of what writing specialists look for in determining writing skill: fluency, word choice, quality, quantity of detail; complexity of ideas; organization; and correctness. (RS)

ED 349 190
Smith, Carl B. Sensebaugh, Roger
Helping Children Overcome Reading Difficulties. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-CS-92-05
Pub Date--92
Contract--R188062001
Note--3p.
Available from--ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers--ERIC Digests
This digest discusses children with reading difficulties and how these children can be helped to read and learn more effectively. The digest offers a definition and discussion of dyslexia, examines instructional conditions that help the reading comprehension of children labeled as learning disabled, offers suggestions for choosing helpful reading materials, and stresses the importance of a positive attitude on the part of the child. (RS)

ED 345 281
Brand, Alice G.
Writing Assessment at the College Level. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-CS-92-06
Pub Date--92
Contract--R188062001
Note--5p.
Available from--ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Identifiers--ERIC Digests
This ERIC/CRES Collection contains 10 or more digests (brief syntheses of the research on a topic) and annotated bibliographies with selected entries from the ERIC database, providing up-to-date information in a collected format. The collection focuses on teaching reading and writing to "special students" (gifted students, students with learning disabilities or physical handicaps, those who learn English as a second language). The special collection also deals with the issues of grouping for testing, placement and the writing process, and improving instruction. (RS)

ED 347 500
Gentile, Stephen S.
Teaching Reading and Writing to Special Students. Special Collections--ERIC Digests.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--92
Contract--R188062001
Note--76p.; Also published by EDINFO Press, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($14.95 plus $2 postage and handling).
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Identifiers--ERIC Digests
This ERIC/CRES Collection contains 10 or more digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Rites (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in a collected format. The collection focuses on teaching reading and writing to "special students" (gifted students, students with learning disabilities or physical handicaps, those who learn English as a second language). The special collection also deals with the issues of grouping for testing, placement, and improving instruction. (RS)

ED 351 711
Gentile, Stephen S.
Critical Thinking across the Curriculum: Building the Analytical Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--92
Contract--R188062001
Note--184p.; Also published by EDINFO Press, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($14.95 plus $2 postage and handling).
Pub Type--Guides - Classroom - Teacher (052)
Identifiers--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Based on the idea that certain critical skills mark the thoughtful person--"the intelligent"--this book provides teachers with the ability to teach various subjects to students in a manner that simultaneously develops students' critical thinking, reading, writing, listening, and speaking skills. A key purpose of the book is to offer teachers an understanding of how conventional pedagogical practices inhibit the teaching of cognitive skills, and to introduce a methodology for teaching cognitive skills through the high school and college curriculum. Chapters are as follows: (1) What Is Critical Thinking across the Curriculum?, (2) What Is the Purpose of Critical Thinking?, (3) Why We Normally Fail To Teach Critical Thinking in the Classroom, (4) Attributes of an Effective Methodology for Teaching Critical Thinking, (5) A Introduction to Means-Ends Critical Analysis of Subject Matter (MECA/SM), (6) Fundamentals of MECA/SM Methodology, (7) How to Use MECA/SM Methodology in Your Classroom, (8) Critical Thinking across the Curriculum with MECA/SM, (9) An Invitations; and (10) The Principles of Critical Thinking across the Curriculum: A Manifesto for the Analytical Classroom. A bibliography containing 87 references and an index are attached. (HB)

ED 357 518
Sensebaugh, Roger
Reading and Writing across the High School Science and Math Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--92
Contract--R188062001
Note--135p.; Co-published by EDINFO Press, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($14.95 plus $2 postage and handling).
Pub Type--Guides - Classroom - Teacher (052)
Identifiers--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
This collection also deals with the issues of grouping for testing, placement, and improving instruction. (RS)
ional Management, University of Oregon, 1877 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price - MF01/PC01 Plus Postage.


Note—Free from—ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 339 092

EA 023 462

Gouda, John

Identifying Potential Dropouts: ERIC Digest.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Under investigating Office—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDEA-91-7

Pub Type—Reports—Research (143)

Contract R1-18062004 Note—10pp.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1877 Agate Street, Eugene, OR 97403 ($8.95, plus $2.50 postage and handling).

EDRS Price—MF01/PC04 Plus Postage.


EDRSDigests: Identifying Potential Dropouts: ERIC Digest.

Note—Free from—ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 339 092

EA 023 462

Gouda, John

Identifying Potential Dropouts: ERIC Digest.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Under investigating Office—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDEA-91-7

Pub Type—Reports—Research (143)

Contract R1-18062004 Note—10pp.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1877 Agate Street, Eugene, OR 97403 ($8.95, plus $2.50 postage and handling).

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ED 339 092

EA 023 462

Gouda, John

Identifying Potential Dropouts: ERIC Digest.

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Under investigating Office—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDEA-91-7

Pub Type—Reports—Research (143)

Contract R1-18062004 Note—10pp.
which variables and hypotheses appear in research, the functions and outcomes of different relationships, and analyzing hypotheses. The manual contains five chapters. Chapter 1 explains that the hypothesis, in its elementary form, consists of two variables and the relationship that one expects to observe between them. Chapter 2 introduces the concept of variables and how they relate to each other. Chapter 3 delves into the anatomy of the hypothesis and discusses the unit of analysis, the null hypothesis, and how to locate and dissect hypotheses in published studies. Finally, the last chapter concerns the two major classes of "diseases" that prevent hypotheses from growing into proper form: those that affect variables and those that attack specifications of relationships. (MLF)

**ED 343 196**

Conley, David T.

**Some Emerging Trends in School Restructuring.**

ERIC Digest, Number 67.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 1993

Contract—RI88062004

Identifiers—ERIC Digests

Schools usually adopt year-round education (YRE) for different reasons, but a year-round calendar affects all aspects of a school. The primary educational benefit of YRE is that it facilitates continuous student learning. YRE's effect on the curriculum is more complicated at the secondary level than at the elementary level. While studies rarely study YRE alone, some studies have been conducted, and these studies have shown that YRE can improve student achievement, decrease truancy, and increase student attendance. However, YRE can also lead to increased teacher stress and increased costs. YRE schools often have to make changes to their curricula to better meet the needs of YRE schools. (MLF)

**ED 344 329**

Conley, David T.

**Five Key Issues in Restructuring.**

ERIC Digest, Number 69.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 1991

Contract—RI88062004

Identifiers—ERIC Digests

The vision of school restructuring seems to be taking shape. New themes and patterns in curricular, instructional, and assessment have begun to emerge in American schools. A new focus on social issues and practical application opens the doors to more community and parent involvement. Teaching strategies are becoming more congruent with the needs, capabilities, and motivations of the learner. Technology is taking a larger role in education, as it provides an interface with sources outside the school. Teachers are being asked to support creativity, and a new role for teachers and administrators is also evolving and changing to suit specific schools and programs. (12 references) (LAP)

**ED 344 342**

Conley, David T.

**Unurban Superintendent Turnover: The Need for Stability.**

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 1992

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free except for $2.50 postage and handling).
ED 347 637

Gaudet, Joan

Younged Primary Education. ERIC Digest, Number 74.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED-EA-92-7

Pub Date—Aug 92

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

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

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Continual Progress, Instructional Effectiveness, Integrated Curriculum, Nongraded Instructional Grouping, Parent Participation, Primary Education, Teacher Participation, Teaching Strategies

Identifiers—Developmentally Appropriate Programs, ERIC Digests, Kentucky, Multi Age Grouping

In nongraded education, children of different ages and ability levels are taught together and make continuous progress rather than being promoted once a year. Research studies support nongraded primary education by indicating that young children vary in their rates of intellectual development and learn best through hands-on activities with concrete materials. In addition, participation in mixed-age groups in social and cognitive benefits. Teaching multiple-age classes requires more teacher preparation time and knowledge about child development, integrated instructional strategies, and the implementation of nongraded education is facilitated by the following: (1) understanding and support by teachers and parents; (2) practical training for teachers; and (3) support by both administrators and school boards. (MLF)

ED 347 670

Wurzel, Toby

Total Quality Management. ERIC Digest, Number 73.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED-EA-92-6

Pub Date—Aug 92

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Developmentally Appropriate Programs, ERIC Digests, Kentucky, Multi Age Grouping

Total quality management is an acronym for the continual improvement of all aspects of an organization. The Total Quality Management concept is the implementation of a quality system based on the belief that quality is created through the continuous improvement of quality processes. This booklet presents a synthesis of the literature and practical suggestions on dealing with violence and aggression in the schools. It is designed to help educators develop the skills necessary to inculcate the following core values: responsibility, respect, caring, and commitment to the common good. This booklet provides a broad-based definition of the population of students with special health needs and includes information about the specific needs of students with severe learning disabilities. This book promotes a broad-based definition of the population of students with special health needs and includes information about the specific needs of students with severe learning disabilities.
school systems to provide effective programs. Family, student, and community concerns are also addressed. A list of six HIV/AIDS curricula is also provided. The overview of other resources concludes the booklet. (JDD)

ED 339 167 EC 300 777
Helfin, L. Juan e, Rudy, Kathy
Homelessness and Special Education: Exceptional Children at Risk: CEC Mini-Library.
Spans Agency-Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—91
Contract—RI8806007
Note—$5.69; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P353: $8.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (035)—Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01/PC03 Plus Postage.
This booklet examines the plight of homeless families who have children who need special education services. It explains the magnitude of homelessness among families, provides empirical descriptions of homeless populations, and identifies factors contributing to the rising incidence of homelessness in the United States. Specific effects of homelessness on children and youth are considered. The booklet also discusses educational implications and documents federal programs that have been enacted to address the educational needs of students who are homeless. Implications for teachers in relation to children with special needs and general educators are also provided. Barriers to the provision of educational services are delineated and discussed in terms of their implications for administrators. The final chapter presents recommendations for program development and administration. Resources and contact information for programs are provided at the end of the booklet. (63 references) (JDD)

ED 339 168 EC 300 778
MacMillan, Donald L.
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
Spans Agency-Special Education Programs (ED-/OSERS), Washington, DC.
Report No.—ISBN-0-86586-211-7
Pub Date—91
Contract—H023C80072; R188062007
Note—$4.69; For related documents, see EC 300 774-784.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (035)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Data Description, Disabilities, Dropout Rate, Dropout Research, Educational Practices, High Risk Students, High Schools, Incidence, Intervention, Predictors, Program Effectiveness, Student Characteristics
This booklet addresses the difficulties of comparing and drawing meaning from dropout data prepared by different agencies, and examines the consequences of students-and of society-at large of placing students at risk for leaving school prematurely. The booklet describes prevention programs and presents evidence of their effectiveness. It reviews research on school dropout among special education populations-research that attempts to establish the magnitude of the problem, identify predictors or correlates of those at risk, and evaluate the effectiveness of programs to reduce dropout rates. It presents suggestions for teachers and administrators intended to minimize the likelihood of student failure and dropping out, establishing graduation/compensation criteria, and adopting prevention programs. The booklet includes a list of 43 references and 47 print resources. (JDD)

ED 339 169 EC 300 779
Virenet, L. Steven 2. and Others
Bom Substance Exposure, Educationally Vulnerable, Exceptional Children at Risk: CEC Mini-Library.
Spans Agency-Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—91
Contract—Rl88062007
Note—$4.19; For related documents, see EC 300 774-784.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (035)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Alcohol Abuse, Biological Influences, Classroom Techniques, Congenital Impairments, Delinquent Abuse, Elementary Secondary Education, Environmental Influences, High Risk Students, Intervention, Premarital Influences, Preschool Education, Program Development, Student Needs
This booklet examines what is known about the long-term effects of exposure to alcohol and other drugs, as well as the educational implications of those effects. Research is synthesized on biological and medical risk factors, psychosocial risk factors, and the interaction of biology and environment. The booklet discusses implications for educational personnel as well as the needs and training of school personnel. (17 references) (JDD)

ED 339 170 EC 300 780
Guetko, Eugene C., and Zeffets, Jon C.
Depression and Suicide: Special Education Students at Risk: CEC Mini-Library.
Spans Agency-Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—91
Contract—Rl88062007
Note—$6.69; For related documents, see EC 300 774-784.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (035)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Depression (Psychology), Disabilities, Elementary Secondary Education, Emotional Disturbance, Incidence, Program Administration, Program Development, School Role, Suicide, Teacher Role
Identifiers—Language Minorities, Prereferral Intervention
This booklet discusses the preparation needed by schools and school personnel to meet the needs of limited-English-proficient (LEP) students with disabilities. An introductory chapter notes that LEP students are often at risk and explains the importance of programming based on the strengths of their native languages and cultures. The second chapter provides a synthesis of research in this area and is organized into the areas of prereferral assessment, instruction, and intervention. Implications for administrators are presented in the third chapter, stressing collaboration between regular and special education in developing and implementing programs and the importance of improving prereferral services and inservice training. The last chapter looks at implications for teachers, including the importance of empowering teachers with current research information on the teacher's role in facilitating the optimal cognitive and affective development of culturally and linguistically different exceptional students. (Includes approximately 75 references) (JDD)

ED 339 171 EC 300 781
Bezo, Leonard M., Alonzo, Estella
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
Spans Agency-Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—91
Contract—Rl88062007
Note—$6.69; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P357: $8.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (035)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—Language Minorities, Prereferral Intervention
This booklet discusses the preparation needed by schools and school personnel to meet the needs of limited-English-proficient (LEP) students with disabilities. An introductory chapter notes that LEP students are often at risk and explains the importance of programming based on the strengths of their native languages and cultures. The second chapter provides a synthesis of research in this area and is organized into the areas of prereferral assessment, instruction, and intervention. Implications for administrators are presented in the third chapter, stressing collaboration between regular and special education in developing and implementing programs and the importance of improving prereferral services and inservice training. The last chapter looks at implications for teachers, including the importance of empowering teachers with current research information on the teacher's role in facilitating the optimal cognitive and affective development of culturally and linguistically different exceptional students. (Includes approximately 75 references) (JDD)

ED 339 172 EC 300 782
Leone, Peter E.
Alcohol and Other Drug Use, Abuse, and Disabilities: Exceptional Children at Risk: CEC Mini-Library.
Spans Agency-Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—91
Contract—Rl88062007
Note—$4.59; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P358: $8.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (035)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Alcohol Abuse, Biological Influences, Classroom Techniques, Congenital Impairments, Delinquent Abuse, Elementary Secondary Education, Emotional Disturbance, Incidence, Intervention, Program Administration, Program Development, Referral, School Role, Suicide, Teacher Role
This booklet reviews the role of school personnel in detecting signs of depression and potential suicide in and is organized into the areas of prereferral assessment, instruction, and intervention. Implications for administrators are presented in the third chapter, stressing collaboration between regular and special education in developing and implementing programs and the importance of improving prereferral services and inservice training. The last chapter looks at implications for teachers, including the importance of empowering teachers with current research information on the teacher's role in facilitating the optimal cognitive and affective development of culturally and linguistically different exceptional students. (Includes approximately 75 references) (JDD)
working with children and adolescents who have disabling conditions and use alcohol and other drugs. An introductory chapter notes the need for increasing attention to alcohol and drug problems among individuals with disabling conditions. The second chapter provides evidence suggesting that the incidence of use and abuse of alcohol and drugs in this population is similar to that in nondisabled populations, with some groups at particular risk. The importance of understanding personal competence and contextual issues associated with alcohol and drug use is stressed, as are the strategies available for practitioners to develop a basic understanding of the incidence and contextual issues associated with alcohol and drug abuse in this group. The last chapter examines implications for program development, stressing the need for programs to be developmentally appropriate and designed into community-based efforts, and targeted to multiple environmental or contextual influences as well as individual factors. The book also includes 86 references; a resource list of publications, agencies and organizations, and special projects and curricula; and a treatment selection checklist. (DB)

ED 339 173

ELA, Dora


Spons Agency-Special Education Programs (ED-OSERS), Washington, DC.

Report No.-BN-0-85856-216-8

Pub Date—91

Contract—R188062007

Note—55p.; For related documents, see EC 300 774-784.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-8589 (Stock No. P359: $8.00).

Pub Type—Information Analyses-

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

EDRS Price - MF01/PC03 Plus Postage.


ED 340 147

Pinkerton, Donna

Preparing Children with Disabilities for School.

ERIC Digest #E593.


Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC.

Report No.-EDO-EC-91-9

Pub Date—May 91

Contract—R188062007

Note—3p.; For related documents, see EC 300 796-798.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-8589 ($1.00 each, minimum order $5.00 prepaid, product no. E-505).

Pub Type—Information Analyses -

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers —Education of the Handicapped Act Amendments 1986, ERIC Digests, "Individualized Family Service Plans, "Information on the roles of the Federal Government, the family, and teachers in preparing young children with disabilities for school, "Nongovernmental Public Policy, "Public Law 99-457, the 1986 Amendments to the Education of Handicapped Children Act of 1971, including development of Individualized Family Service Plans to aid in the transition from preschool to the general school setting, as well as teachers, parents, decision makers, and/or advocates. The important roles of both sending and receiving schools in the transition process, in Capstone Transition Process, is briefly described, and the Capstone Transition Timeline of 15 steps is included. Nine references. (DB)

ED 339 174

MacGregor, Lynne And Others


Spons Agency-Special Education Programs (ED-OSERS), Washington, DC.


Pub Date—91

Contract—R188062007

Note—55p.; For related documents, see EC 300 774-783.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-8589 (Stock No. P359: $8.00).

Pub Type—Information Analyses -

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

EDRS Price - MF01/PC03 Plus Postage.


This booklet addresses the plight of pregnant teenagers and teenage parents, especially those in special education, and the role of program developers and practitioners in responding to their educational needs. After a brief introduction, a research synthesis notes similarities of predictors, extent, and consequences of teenage pregnancy and parenting for youths in regular and special education, as well as increased vulnerability among special education students. Implications for program development are presented next, including the need for a broad-based local team addressing the complex issues associated with creating sound sexual education/ prevention programs for this population. The importance of administrative involvement and support is covered. The last chapter-identified four factors of family life education programs are encouraged to increase their knowledge of this topic and to improve their assessment, teaching strategies, and access to support networks. Administrators are urged to take responsibility for policy, teacher education and support, collaboration with parents and community agencies, budgeting, evaluation, and monitoring. The book includes 46 references, a resource list of teaching materials, and a description of the Scarborough approach of teaching sex education to the mentally handicapped. (DB)

ED 340 148

Hefflin, L. Juan

Developing Effective Programs for Special Educated Students Who Are Homeless. ERIC Digest #E504.


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-9

Pub Date—Nov 91

Contract—R188062007

Note—3p.; For a related document, see ED 339 167.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-8589 ($1.00 each, minimum order $5.00 prepaid, product no. E-505).

Pub Type—Information Analyses -

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digests.

Sheppard B McKinney Homeless Assistance Act 1987

This digest, based on a larger document titled, "Homeless and in Need of Special Education," by L. N. Pinkerton and K. F. Hattaway, examines the educational aspects of the Stewart B. McKinney Homeless Assistance Act. Briefly discussed are: the effects of homelessness on children (e.g., increased health problems); the educational implications of homelessness (e.g., low attendance, unsatisfactory academic progress, group placement for students who are mildly handicapped); and the educator's role (e.g., encouraging interagency collaboration and providing remediation and tutoring of basic skills). Also noted is the McKinney Act's educational portion, Title VII-B, which guarantees homeless children access to education, discourages districts from using restrictive enrollment criteria, and requires appointment of state coordinators who must identify special educational needs of homeless students. Includes 16 references. (DB)

ED 340 149

Pinkerton, Donna

Substance Exposed Infants and Children. EKIC Digest #E505.


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-10

Pub Date—Nov 91

Contract—R188062007

Note—3p.; For related documents, see EC 300 798.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-8589 ($1.00 each, minimum order $5.00 prepaid, product no. E-505).

Pub Type—Information Analyses -

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digests.

"Fetal Drug Exposure Bernthal, Steve And Others

This digest briefly summarizes available information on the educational needs of prenatally substance exposed infants and children. Estimated incidence figures are given for the numbers of children exposed in utero to illicit drugs and alcohol. The importance of knowing the specific drugs to which the child was exposed is stressed, since some drugs cause effects in specific techniques to increase infant alertness and interactions is stressed. Sixteen recommended classroom strategies are grouped into three areas (e.g., developmentally appropriate curricula) and facilitative processes (e.g., encouraging child attachment to an adult and allowing child decision making). Transdisciplinary/transagency approaches to program development are encouraged. Also listed are five references and six resources, including hotlines and organizations. (DB)
ED 340 150  
Leone, Peter E. and Others. Alcohol and Other Drug Use by Adolescents with Disabilities. 
ERIC Digest #E505. 
The Council for Exceptional Children, Reston, Va.; 
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. 
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Report No.—EDO-EC-91-11 
Pub Date—Nov 91 
Contract/R8802007 
Note—3p. 
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-505). 

ED 340 151  
EDC 300 800  
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. 
ERIC Digest #E507. 
The Council for Exceptional Children, Reston, Va.; 
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. 
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Report No.—EDO-EC-91-12 
Pub Date—Nov 91 
Contract/R8802007 
Note—3p. 
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-507). 

ED 340 152  
Gustace, Eleanor C. Suicide and the Exceptional Child. 
ERIC Digest #E508. 
The Council for Exceptional Children, Reston, Va.; 
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. 
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Report No.—EDO-EC-91-13 
Pub Date—Nov 91 
Contract/R8802007 
Note—3p. 
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-508). 

ED 340 154  
EC 300 801  
Delivering Special Education: Statistics and Resources. 
ERIC Digest #E509. 
The Council for Exceptional Children, Reston, Va.; 
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. 
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Report No.—EDO-EC-91-16 
Pub Date—Nov 91 
Contract/R8802007 
Note—3p. 
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-509). 

EDRPR Price - MF01/PC01 Plus Postage. 
Descriptors—Delivering, Special Education, Statistics, Resources. 
Identifiers—ERIC Digests, Preferential Intervention. 
This digest presents summary statistics addressing the following questions: (1) "How many children identified as having disabilities defined?" (2) "Who are the students served?" (3) "Where are these students receiving their special education?" and (4) "How many teachers are needed?" The digest also examines past and present trends and their implications for the future of special education. 

EDRPR Price - MF01/PC01 Plus Postage. 
Identifiers—ERIC Digests, Preferential Intervention. 
This digest presents summary statistics addressing the following questions: (1) "How many children identified as having disabilities defined?" (2) "Who are the students served?" (3) "Where are these students receiving their special education?" and (4) "How many teachers are needed?" The digest also examines past and present trends and their implications for the future of special education. 

EDRPR Price - MF01/PC01 Plus Postage. 
Descriptors—Gifted, Special Education, Statistics, Resources. 
Identifiers—Curriculum Development (Gifted), *Curriculum Development. 
No matter where gifted and talented students obtain their education, they need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities, and interests. A program that builds on these characteristics may be viewed as qualitatively (rather than quantitatively) different from the basic curriculum. This curriculum would result from appropriate modifications in the content, process, environment, and expectations. A careful, intelligent design of student-centered learning activities, and connections within and across systems of knowledge. Seven guiding principles for curriculum differentiation in such areas as productive thinking skills, self-directed learning, and in-depth study. (11 references) (JDD)
FL

ED 343 407  FL 020 086
Stone, Ellen
Task-Based Activities: Making the Language Laboratory a Positive Experience. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D C.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, D C.
Report No.—EDO-FL-91-04
Pub Date—Feb 91
Contract—RI8860210
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
This digest resulted from a 1991 survey of 46 programs funded by the Jacob J. Kavis Gifted and Talented Students Education Act of 1988. The projects are listed alphabetically by state, city, and name of project. Policy recommendations include the following: (1) those that provide direct services to children and (2) dissemination projects. Programs in each of these types were summarized in a matrix display listing state, grantee, name of program, type of district, age range, and number of students served.
A description of the Jacob Act covering purpose, eligibility, types of programs funded, and source of further information is also provided. Individual project descriptions comprise most of the document and contain sections providing (1) general information, (2) program description, (3) program implementation, and (4) program evaluation. Among information provided for most projects is the following: project director, address, funding period, telephone, goals of program, program description, type of district, target population, selection criteria, identification procedures, number of children served, number of people involved in program implementation, type of preschool or interinee training, key components for replicating the program, cost of replicating the program, availability of technical assistance, most effective features of program, most surprising achievement of program, planned follow-up activities, and evaluation plan. A final section lists project directors, locations, and telephone numbers. (DFB)

ED 343 408  FL 020 087
Wilcox, Sherman
Wilcox, Phyllis
Teaching ASL as a Second Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D C.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, D C.
Report No.—EDF-FL-91-05
Pub Date—Dec 91
Contract—RI8806210
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
To help teacher administrators of American Sign Language (ASL) design and implement effective ASL programs, this digest answers questions about ASL and the essential components of an ASL program, including ASL course design, methods and approaches for teaching ASL as a second language, and ASL instructional materials. (nine references) (VWL)

ED 343 410  FL 020 120
ERIC Clearinghouse on Languages and Linguistics, Washington, D C.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, D C.
Report No.—EDO-FL-91-06
Pub Date—Feb 92
Contract—RI8861210
Note—4p.; For the earlier edition, see ED 321 587.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
This Digest, an update to a 1990 Digest, provides information on opportunities abroad for teachers of English as a foreign language (EFL). Sections highlight the following: considerations for teaching EFL outside of the United States, general information sources on teaching English abroad; teaching in international schools; and additional sources of overseas teaching information. (eight references) (VWL)

ED 343 462  FL 800 473
Itoh, Susan
Susan and Others
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, D C.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, D C.
Report No.—EDO-LE-90-08
Pub Date—Nov 90
Contract—RI8961601
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
This Digest, an overview of the ways in which various types of computer software and instructional strategies can be used to teach English as a Second Language (ESL) adult literacy learners. Computer use in language and literacy development in adult ESL is first reviewed. It is then noted that in spite of the progress made in hardware and software development and toward integrating computer technology into adult ESL language and literacy instruction, the effectiveness of computer assisted instruction (CAI) is still largely dependent on the ability of instructors to choose and use computer programs effectively. Some of the problems are discussed, such as the necessity for instruction approaches for developing both language and literacy skills simultaneously. Instructors are advised to use software that allows them to select the type of an authoring or editing option in the software package, or to design activities within a larger framework. The use of computer learning is also considered. CAI is concluded to be an effective experience for adult ESL literacy learners and their instructors, especially when it is used to facilitate interpersonal communication as well as language and literacy skills development. Contains 18 references. (LE)

ED 345 546  FL 020 287
Hammond, Deanna Lindberg
The Translation Profession. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D C.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, D C.
Report No.—EDO-FL-91-07
Pub Date—Apr 92
Contract—RI8806210
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
The demand for competent translators is at an all-time high. Translators work with written language, and generally work either in-house for a business, translation agency, or other institution, or as freelancers. Leading employers of translators in the United States are the federal government, domestic and multinational corporations and subsidiaries, importers and exporters, commercial and non-profit research institutions, manufacturers, engineers, and construction firms, publishing industry, patent attorneys, news media, international organizations, and foreign, diplomatic, commercial, and scientific representatives. In the U.S. translators must be capable of expressing in the first language the intent formulated by someone else in the source language, requiring knowledge of subject-specific terminology, awareness of style and tone of the source language, and nuances and idiomatic expressions. Translation courses are increasingly available in colleges and universities. Qualifications recommended for translators in the current market include subject-matter specialization, high target language proficiency, highly-developed written skills, broad and varied language training, and periodic professional continuing education. Need for translation exists most commonly in advertising, commercial information-gathering, business communication, scientific and professional journals, and scholarly writing. (MSE)

ED 345 583  FL 020 423
Davis, James J.
African-American Students and Foreign Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D C.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, D C.
Report No.—EDO-FL-91-08
Pub Date—Apr 92
Contract—RI8806210
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

An overview is presented of the ways in which various types of computer software and instructional strategies can be used to teach English as a Second Language (ESL) adult literacy learners. Computer use in language and literacy development in adult ESL is first reviewed. It is then noted that in spite of the progress made in hardware and software development and toward integrating computer technology into adult ESL language and literacy instruction, the effectiveness of computer assisted instruction (CAI) is still largely dependent on the ability of instructors to choose and use computer programs effectively. Some of the problems are discussed, such as the necessity for instruction approaches for developing both language and literacy skills simultaneously. Instructors are advised to use software that allows them to select the type of an authoring or editing option in the software package, or to design activities within a larger framework. The use of computer learning is also considered. CAI is concluded to be an effective experience for adult ESL literacy learners and their instructors, especially when it is used to facilitate interpersonal communication as well as language and literacy skills development. Contains 18 references. (LE)
The performance and attitudes of African-American students of foreign languages are discussed in this digest. Three major areas are reported: (1) Black African-American students of foreign languages and their performance, (2) the attitudes of African-American students of foreign languages, and (3) the effectiveness of instructional components of the African-American attitude toward foreign language study. In the classroom, the concept of "anomie," a feeling of estrangement from one's own culture, can be dissipated through the conscientious inclusion of instructional materials focusing on the cultural heritage of members of one's own cultural background. Contains 27 references. (LB)


ED 339 272
Bowell, Charles C.; Eison, James A.
Active Learning: Creating Excellence in the Classroom, ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Note—For the full length report, see ED 336 049.
EDSRS Price—MF01/PC05 Plus Postage.

ED 340 272
Hendel, Nancy
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues, The Northeast Region, ERIC Digest.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-HE-91-9
Pub Date—Sep 91
Contract—R188062014
Note—For the full length report, see ED 338 128.
EDSRS Price—MF01/PC01 Plus Postage.
Descriptors—College Faculty, Colleges, Educational Development, *Faculty Recruitment and Retention, Higher Education Mobility, Higher Education, Minority Group Teachers, *Sex Discrimination, Teacher Recruitment, Transfer Students, Women in Academe, *Work/Life Integration, Women Faculty
Identifiers—ERIC Digests, Family Work Relationship, *Sex Roles, *Women in Academe

This brief report summarizes a longer report with the same title. It examines the problems of the increasingly severe shortage of qualified teachers in American higher education and the need to recruit large numbers of new faculty during the next decade and, as the potential solution to both problems, the recruiting of women to fill these faculty positions. Discussion includes responses to the following questions: (1) whether women are an underutilized resource for new faculty; (2) if gender discrimination still exists in higher education; (3) if there are differences in scholarly productivity between men and women; and (4) how women manage the conflicts between family and career. The conclusion points out that women have higher attrition rates and slower career mobility in higher education than their male counterparts, that discrimination does still exist; that there is no evidence to suggest that women are less scholarly or productive than men; and that today, both men and women experience problems in balancing family and career with little support from their universities. Ten steps are presented that universities can take to increase gender equity (e.g., stop the tenure clock for 1 year for the birth or adoption of a child or a severe family crisis) in the next eight references. (DB)
factors can help higher education institutions to recognize the shape of change and the forces of culture within which it moves. Contains over 270 references.

ED 346 805

ED 346 101
Publisher: Greenberg, Arthur R. - Organizational Climate, Participatory Research, and Improvement of Higher Education Resources in View of the Budgetary Environment.

ED 347 871
Publisher: Johnson, David W.; And Others - Cooperative Learning: Increasing College Faculty Instructional Productivity, ERIC Digest.

ED 347 921

ED 347 955
Publisher: Greenberg, Anthony R. - High School-College Partnerships: Conceptual Models, Programs, and Issues, ERIC Digest.

ED 346 805

ED 347 871
Publisher: Johnson, David W.; And Others - Cooperative Learning: Increasing College Faculty Instructional Productivity, ERIC Digest.

ED 347 921
ondary School Teachers, Teacher Improvement
Identifiers—ERIC Digests
This digest summarizes a monograph of the same title. Evidence of increasing interest in high
school-college partnerships is presented. Among the areas identified to foster such
partnerships are: faculty-sharing arrangements that can involve student population, students' frequent lack of skills
preparedness, and the awareness of a need for new models that are responsive to high school teachers. It is further noted that although
some differences still exist between high school and college environments, success can be obtained through appropriate planning and sensitivity to
diversity, as well as congruent, institutional goals and cultural characteristics that parallel these differences. Possible approaches include concurrent-enrollment models; enrichment, compensatory, and motivational designs; teacher-to-teacher education; mentoring/tutoring models; and school improvement and restructuring efforts. The five key recommendations for developing
high-school-college partnerships listed are: (1) identify the student population and program goals; (2) contact local high schools and school districts; (3) determine costs; (4) develop community support; and (5) evaluate for program improvement. It is suggested that there is need for more research in these three major areas: descriptive; procedural analysis; and outcomes analysis. (GLR)

ED 347 957
Hanna, John S. Climates, Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
One Dupont Circle, Suite 630, Washington, D.C. 20036-1186 (S1).
Pub Type—Information Analyses -ERIC Information Analysis Products (071)
EDRS Price MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the challenges of the future such as accommodating diverse racial and ethnic groups, incorporating global perspectives on the environment, and addressing questions of life and death related to the decisions of education. It is suggested that a firmer grasp is needed of what is meant by curriculum development as an approach, what language and terminology can best describe it and give it operational definition. Further suggested is the need for a research on this topic and a redefinition that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it must take place. (GLR)

ED 347 958
Hanna, John S. Climates, Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
One Dupont Circle, Suite 630, Washington, D.C. 20036-1186 (S1).
Pub Type—Information Analyses -ERIC Information Analysis Products (071)
EDRS Price MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the challenges of the future such as accommodating diverse racial and ethnic groups, incorporating global perspectives on the environment, and addressing questions of life and death related to the decisions of education. It is suggested that a firmer grasp is needed of what is meant by curriculum development as an approach, what language and terminology can best describe it and give it operational definition. Further suggested is the need for a research on this topic and a redefinition that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it must take place. (GLR)

ED 347 959
Hanna, John S. Climates, Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
One Dupont Circle, Suite 630, Washington, D.C. 20036-1186 (S1).
Pub Type—Information Analyses -ERIC Information Analysis Products (071)
EDRS Price MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the challenges of the future such as accommodating diverse racial and ethnic groups, incorporating global perspectives on the environment, and addressing questions of life and death related to the decisions of education. It is suggested that a firmer grasp is needed of what is meant by curriculum development as an approach, what language and terminology can best describe it and give it operational definition. Further suggested is the need for a research on this topic and a redefinition that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it must take place. (GLR)

ED 347 960
Hanna, John S. Climates, Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
One Dupont Circle, Suite 630, Washington, D.C. 20036-1186 (S1).
Pub Type—Information Analyses -ERIC Information Analysis Products (071)
EDRS Price MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the challenges of the future such as accommodating diverse racial and ethnic groups, incorporating global perspectives on the environment, and addressing questions of life and death related to the decisions of education. It is suggested that a firmer grasp is needed of what is meant by curriculum development as an approach, what language and terminology can best describe it and give it operational definition. Further suggested is the need for a research on this topic and a redefinition that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it must take place. (GLR)

IR 1357 203
Rogers, Eric M. Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Contract—R188062008.
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 300 Hunter Hall, Syracuse University, Syracuse, N.Y. 13244-2340 (free while supply lasts).
Pub Type—Information Analyses -ERIC Information Analysis Products (071)
EDRS Price MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest highlights several psychological dimensions of user-computer interfaces. First, the psychological theory behind interface design and the field of human-computer interaction (HCI) are examined. Two psychological models in the information processing model of cognition and the mental model are introduced and discussed. Second, the user needs contribute to interface design are introduced and discussed. It is observed that the use of metaphors to link user knowledge to the computer's function contributes to the user's understanding. The simple interface for the user's needs rather
than added on after a system has been completed, thus serving the constraints imposed by the system.

Arguing that interfaces will become increasingly interactive, for input/output in future devices are developed, the digest concludes by identifying current trends in interface design. Two examples of new I/O devices currently being researched in HCI laboratories are given, and it is noted that interfaces are increasingly being developed with multiple, non-traditional inputs in parallel, e.g., interfaces which will accept both voice and gesture.  And thus is changing in the area of interaction styles. (MAB)

ED 350 091
Technological and Equity. ERIC Digest.
ERIC Clearinghouse on Information Resources.
Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Note—4p.
Availability from—ERIC Clearinghouse on Information Resources, Syracuse, University, 300 Huntington Hall, Syracuse, N.Y. 13244-2340 (free while supply lasts).
Pub Type—Information Analyses—ERIC Information Analysis Products (071).
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests.

This examination of the relationship that exists between technology and students warns that, although technology is routinely touted as a potentially powerful agent of educational reform, technology and equity are not inevitable partners. A review of the literature on computer equity reveals that many students—not only minority, disadvantaged, and inner-city, but also female, handicapped, and rural—face barriers hampered by inequitable access to microcomputers and by widespread patterns of inequitable distribution and use of microcomputers within and across schools. It is argued that limited hardware and software can in turn lead to scheduling patterns that favor higher-ability students over lower-ability students. Other factors that can limit computer access to selected groups are also identified, including location of hardware in areas restricted to advanced students, setting unnecessarily difficult prerequisites for computer courses, lack of adaptive devices or specially trained roles for students and software that incorporates stereotypes. Examples of research findings on computer equity for various categories of students are given, with a call to research that active, committed involvement by equity advocates concerns about the needs of underserved groups. The future activity associated with technology, especially as CD-ROM and online searching enter the curriculum. (17 references and 6 additional readings) (MAB)

ED 350 387
Parents and Schooling in the 1990s: Parent Involvement at the Middle School Level.
Access ERIC, Rockville, Md.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Note—33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic. For volume 1, issues 1 and 7, see ED 332 656-579.
Available from ERIC, 1600 18th Street, N.W., Suite 800, Washington, D.C. 20006. $7.50 printed copy; microfiche edition available at cost.
Pub Date—Sep 91
Contract—RI8000208
Pro Rep—EDR-IR-91-7

Note—4p.; "The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This theme issue is devoted to the topic of "Parent Involvement in Education" and contains three articles: "A Community-funded System for Parent Involvement," by Erwin Fluxman and Morton Langer; "Parent Involvement at the Middle School Level," by Mary Alice Brennan; and "Las Oportunidades para los Padres," by Magdalena C. Lewis. In addition, the following major concerns were identified in selected research studies: (1) the continuing concern about the nature of parent involvement; and (2) a general reading list of 12 titles that cover a range of issues related to parent involvement. Also included are a synthesis of research findings on "The Role of Business in Education," by Alan Baas. (10 references) (MAB)

ED 340 388
Interactive Multimedia Computer Systems. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Note—4p.
Availability from—ERIC Clearinghouse on Information Resources, Syracuse University, 300 Huntington Hall, Syracuse, N.Y. 13244-2340 (free while supply lasts).
Pub Type—Information Analyses—ERIC Information Analysis Products (071).
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests.

Noting that the merging of various types of media with the computer has presented the field of education with a hybrid technology called interactive multimedia (also referred to as hypermedia), this digest begins by defining this technology as "the integration of text, sound, video, animation, and moving pictures into a single, computer-controlled, multimedia product" (McCarthy, 1989). The four major components of an interactive multimedia system—i.e., the data system, the software, the hardware, and the communications system—are described, and disadvantages associated with hypermedia are examined. Examples of hypermedia applications and programs are also given. The digest concludes with a look to the future of multimedia and the numerous design issues that need to be resolved. (9 references) (MAB)

ED 340 389
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Note—4p.
Availability from—ERIC Clearinghouse on Information Resources, Syracuse University, 300 Huntington Hall, Syracuse, N.Y. 13244-2340 (free while supply lasts).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (114).
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests.

This digest discusses some of the major trends and issues currently shaping the library and information science community. Two "megatrends" are identified and discussed on the concerns for the impact of technology upon each facet of library work, in academic, school, public, and special libraries; and (2) the continuing emphasis on the user and user-specific development. The digest also identifies and discusses the following trends: (1) the increasing demand for and provision of end-user access to computer-based information resources; (2) the increasing use of networks and telecommunications by all types of libraries; (3) the continued growth in computer-based information systems; (4) the movement of the information society from one characterized by print libraries to one characterized by libraries; and the increased focus on the user and the impact of specific technologies as well as the specific needs of users; (5) the increasing concern of librarians in the business community, including new user groups; and (6) libraries' focus on the promotion of literacy. (10 references) (MAB)

ED 340 390
In-Service Training for Teachers. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Note—4p.
Availability from—ERIC Clearinghouse on Information Resources, Syracuse University, 300 Huntington Hall, Syracuse, N.Y. 13244-2340 (free while supply lasts).
Pub Type—Information Analyses—ERIC Information Analysis Products (071).
EDRS Price—MF01/PC01 Plus Postage.

Federal legislation authorizing the creation of the National Research and Education Network (NREN), i.e., the High-Performance Computing Act of 1991 (P.L. 102-194), was signed into law by the President in December 1991. This network is envisioned as an expansion and enhancement of the existing U.S. Internet, the collection of interconnected computer networks that is currently used by over one million U.S. researchers, educators, students from K-12 to postgraduate levels, and others. This digest reports on the present status of Federal policy initiatives related to the NREN and discusses trends and issues in electronic networking that are of interest to members of the education and library communities. The digest lists important features of the Federal government's plans for funding, creating, and managing the NREN. It is noted that the government hopes the development of the NREN will enhance national productivity, competitiveness, and the potential of the NREN to serve the educational and research communities is becoming more apparent, particularly when the library and information science communities understand and appreciate their use of electronic networks. The digest concludes by indicating types of issues involved in the transition to a networked environment and some technology trends that could have an impact on networking. (9 references) (MAB)}
Spons Agency
Office of Educational Research and Improvement (ED), Washington, DC.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

ED 340 391
State, and regional groups are provided. The second section is concerned with how public and school libraries and other libraries predominantly use this technology to speed interlibrary loan materials and requests. Also included is a brief history of the use of the facsimile (or "fax") machine to meet users' needs. An author index and a bibliography of materials about using the facsimile (or "fax") machine to meet users' needs are provided. (DB)

ED 341 407
Syracuse, N.Y.


ED 343 617
This digest discusses how libraries of all types at elementary, secondary, and higher education institutions are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a facsimile machine, the four types of facsimile machines, and the recent development of the "fax board," which allows a computer to transmit information to other facsimile machines or computers with fax boards. A brief history of the use of facsimile technology is given and it is noted that libraries predominantly use this technology to speed interlibrary loan materials and requests. Also included is a brief history of the use of the facsimile (or "fax") machine to meet users' needs. An author index and a bibliography of materials about using the facsimile (or "fax") machine to meet users' needs are provided. (DB)

EDRIS Price - MF01/PC01 Plus Postage.

EDC 440 799
Syracuse, N.Y.


ED 345 715
This digest discusses how libraries of all types at elementary, secondary, and higher education institutions are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a facsimile machine, the four types of facsimile machines, and the recent development of the "fax board," which allows a computer to transmit information to other facsimile machines or computers with fax boards. A brief history of the use of facsimile technology is given and it is noted that libraries predominantly use this technology to speed interlibrary loan materials and requests. Also included is a brief history of the use of the facsimile (or "fax") machine to meet users' needs. An author index and a bibliography of materials about using the facsimile (or "fax") machine to meet users' needs are provided. (DB)

EDRIS Price - MF01/PC01 Plus Postage.

ED C 441 209
This digest discusses how libraries of all types at elementary, secondary, and higher education institutions are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a facsimile machine, the four types of facsimile machines, and the recent development of the "fax board," which allows a computer to transmit information to other facsimile machines or computers with fax boards. A brief history of the use of facsimile technology is given and it is noted that libraries predominantly use this technology to speed interlibrary loan materials and requests. Also included is a brief history of the use of the facsimile (or "fax") machine to meet users' needs. An author index and a bibliography of materials about using the facsimile (or "fax") machine to meet users' needs are provided. (DB)

EDRIS Price - MF01/PC01 Plus Postage.

ED 347 119
This digest discusses how libraries of all types at elementary, secondary, and higher education institutions are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a facsimile machine, the four types of facsimile machines, and the recent development of the "fax board," which allows a computer to transmit information to other facsimile machines or computers with fax boards. A brief history of the use of facsimile technology is given and it is noted that libraries predominantly use this technology to speed interlibrary loan materials and requests. Also included is a brief history of the use of the facsimile (or "fax") machine to meet users' needs. An author index and a bibliography of materials about using the facsimile (or "fax") machine to meet users' needs are provided. (DB)

EDRIS Price - MF01/PC01 Plus Postage.
EDRS Price - MF01/PC09 Plus Postage

This collection provides an overview of literature entered into the ERIC database in 1990 on computer applications in elementary and secondary education, adult education, and special education. The first of four sections contains a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, cognitive processes and thinking skills, computer literacy, computer networks (including distance education and telecommunications), computer equity, counseling and guidance, interactive video, keyboarding, the Logo programming language, management/administration, research, software, tests and the testing references to documents in each of these categories. The third section contains references to documents on special populations grouped into the following categories: adult education, disabled learners, disabilities, gifted, higher education, preschool education. Each entry includes the title and author of the document, the publication title, the publication year, the publication type, major ERIC descriptors, and an abstract. An alphabetical list of indexers and information on ordering ERIC documents is included.


EDRS Price - MF01/PC05 Plus Postage

This digest highlights the findings of an extensive review and analysis of the literature related to the role of libraries in education. The review was undertaken during 1989 with the goal of gathering literature that could be used to develop the following roles for libraries: (1) the creation of technology-based learning environments; (2) the role of libraries as a source of information and resources; and (3) the role of libraries as a source of information and resources for students, teachers, administrators, and community members. The digest is a summary of key findings from the review, and provides a list of references for further reading.

schools as virtually every school in the United States has microcomputers; (7) telecommunications is the link that is connecting education to the world; (8) the emphasis on individual learning and the learning process is changing as new technologies are introduced into the classroom; (9) there is increasing pressure on the schools to change the curriculum and the learning process. This is the main focus of this article.

The purpose of this article is to present an overview of educational technology and its impact on education. The article is divided into three main sections. The first section describes the history of educational technology and its evolution. The second section focuses on the impact of educational technology on the school system. The third section discusses the future of educational technology and its potential for the future.

The article concludes with a list of key points that were covered in the article. These points include:

- The history of educational technology
- The impact of educational technology on the school system
- The future of educational technology

These points provide a comprehensive overview of the topic and help to understand the significance of educational technology.

References

The nature of educational literature and the practices used in indexing it are delineated in order to place ERIC indexers into proper perspective. The first step is the collection of documents; and (3) CENDI /COSATI Guidelines - CENDI /COSATI Guidelines - Descriptors - Databases, Documentation, Information Retrieval, Information Storage, *Lexicography, Library Technical Processes, Subject Index Terms. *Vocabulary Development Identifiers - *ERIC, *Identifier Authority List

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in creating and using Identifiers, and in developing and maintaining the ERIC Identifiers file via the "Identifier Authority List (IAL)." Identifiers and the IAL are described and defined. Identifiers are highly specific entities, including most proper nouns/noun phrases, for which Thesaurus control is unnecessary; they may also be new concepts, under development, or awaiting approval, for admission to the ERIC Thesaurus; the IAL lists all current Identifiers and serves as a companion volume to the Thesaurus. The IAL distinguishes Identifier editing procedures between the ERIC database's two subfiles, RIE and CJE, and delineates the roles of Clearinghouse houses and the ERIC Facility in IAL maintenance.

The next section presents general guidelines/rules applying to all Identifiers: Grammar, Spellings, Lexicographic rules, Naming, Length, Voice, Tense, Abbreviations and Acronyms, Numbers, etc. Certain kinds of documents present special abstracting problems and these are treated under the following headings: Reports (Research and Technical); Speeches/ Presentations; Curriculum Guides; Program Descriptions; Textbooks; Bibliographies; Multiple-Author Works; Tests; Journal Articles; annotations are distinguished from document abstracts and the special rules covering annotations are described. (WTB)

ERIC Descriptors - ERIC Descriptors - ERIC Indexing Manual, Section VII. The Descriptive System and Thesaurus Indexing - Exceptional Education Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

Letter - R198002001


ERIC Data Entry. ERIC Processing Manual, Section IX. ARC Professional Services Group, Rockville, MD.

Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date - 92

Contract - R198002001


ERIC Indexing Manual, Section VI. ARC Professional Services Group, Rockville, MD.

Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

ED 348 067

IR 054 285

Houston, Jim, Ed.

Vocabulary Development and Maintenance - Descriptors. ERIC Processing Manual, Section VIII (Part 1).

ARC Professional Services Group, Rockville, MD.

Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date - 92

Contrac - R198002001


ERIC Data Entry. ERIC Processing Manual, Section IX. ARC Professional Services Group, Rockville, MD.

Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date - 92

Contrac - R198002001


ERIC Data Entry. ERIC Processing Manual, Section IX. ARC Professional Services Group, Rockville, MD.

Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date - 92

Contrac - R198002001


ERIC Data Entry. ERIC Processing Manual, Section IX. ARC Professional Services Group, Rockville, MD.

Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency - Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date - 92

Contrac - R198002001

ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A. (ERIC Processing Manual, Appendix A (IR 054 276)).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Contract—R189002001


ED 348 070

ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A. (ERIC Processing Manual, Appendix A (IR 054 276)).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Contract—R189002001


ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A. (ERIC Processing Manual, Appendix A (IR 054 276)).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Contract—R189002001


ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A. (ERIC Processing Manual, Appendix A (IR 054 276)).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Contract—R189002001

The community college's mission as a teaching institution rather than a research institution has typically avoided placing scholarship in a central position. In 1988, the Commission on the Future of Community Colleges advocated a broad definition of scholarship encompassing the integration, application, and presentation of knowledge in the core activities of curriculum development, service, and teaching.

Office of Educational Research
ED 338 294
EDRS No.: EDO-JC-91-01
Pub Date: Aug 91
Contract No.: RI88062002
Note: 4p.
Title: Information Analyses - ERIE Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

The role of the community college in economic development has expanded beyond providing traditional remedial education and training. Efforts to establish a new learning center or to expand and consolidate the range of services currently provided should have a solid theoretical foundation. An example of a clearly defined conceptual basis is the "Tenure Plan" employed at Bunker Hill Community College (Massachusetts) in the 1980s. The Tenure Plan offered a learning center-based approach to individualized remedial and college-level instruction based on learning style assessment. As all sectors of higher education respond to the growing demand for outcomes-based assessment, learning centers will be challenged to extend learning assistance beyond the remedial and developmental.

ED 339 443
Hirschberg, Diane
The Role of the Community College in Economic and Community Development: A Digest
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.


Identities-ERIC Digests, "Learning Assistance Centers"

In order to realize their academic missions and responsibilities, many college community colleges and social realities that will help community college students increase their knowledge and skills. The LRC tends to emphasize two main functions: the provision of traditional research, reference, and bibliographic support to students and faculty. Historically, the role of non-print media in bolster learning. Discipline-based support centers, while found more often at senior institutions, also exist at some community colleges, and in some instances, the algebra and calculus microcomputer laboratory at De Anza College and the Life Science Learning Center at City College, Stand-alone centers are independent or quasi-independent units, which are not extensions of other institutional functions, such as libraries or student service programs. At two-year colleges, stand-alone centers tend to focus primarily upon the remedial and developmental needs of students most deficient in basic and study skills. Efforts to establish a new learning center or to expand and consolidate the range of services currently provided should have a solid theoretical foundation. An example of a clearly defined conceptual basis is the "Tenure Plan" employed at Bunker Hill Community College (Massachusetts) in the 1980s. The Tenure Plan offered a learning center-based approach to individualized remedial and college-level instruction based on learning style assessment. As all sectors of higher education respond to the growing demand for outcomes-based assessment, learning centers will be challenged to extend learning assistance beyond the remedial and developmental.

ED 329 443
Hirschberg, Diane
The Role of the Community College in Economic and Community Development: A Digest
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
ED 384 128
JC 920 478

Hope, Shannon

Critical Thinking in Community Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges. Los Angeles, Calif.

Pub Date—91
Report No.—EDO-JC-91-02
Note—26p.

Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MP01/PC11 Plus Postage.
Descriptors—Articulation (Education), *College Faculty, *College Transfer Students, Community Colleges, Enrollment Trends, Higher Education, High Schools, *Liberal Arts, National Surveys, Student Educational Objectives, Teacher Characteristics, Transfer Policy, Transfer Programs, Two Year Colleges, *Two Year College Students, Universities

Specific facets of the collegiate function of the community college are analyzed in this book. Chapter 1 defines the collegiate function as an amalgam of the liberal arts curriculum and efforts to prepare student transfer. Chapter 2 focuses on the liberal arts curriculum, pointing to patterns in enrollments and courses offered in the disciplines of science, social science, mathematics, humanities, composition, and fine and performing arts. Trends between 1975 and 1986 are analyzed for each discipline. Chapter 3 considers the scope and mission of liberal studies-related activities in the core content area, outlining the difficulties in integrating continuing education offerings into the credit curriculum. The community college faculty's role in shaping the liberal arts curriculum is the topic of chapter 4, which draws on data from seven national studies to reveal trends in faculty characteristics. Chapter 5 introduces the transfer function as reflected in the intentions and behavior of students, and explores questions to specific facets of the student transfer process. Chapter 6 presents data on the numbers of students transferring, the number seeking to transfer, and the number transferring. Chapter 6 presents data on the number of students transferring in different disciplines, and summarizes arguments for and against statewide uniformity in test administration. Services that support the use of innovative instructional strategies in the transfer process are discussed in chapter 7, with a focus on the number of students transferring, the number seeking to transfer, and the number transferring. Chapter 6 presents data on the number of students transferring, the number seeking to transfer, and the number transferring. Chapter 6 presents data on the number of students transferring, the number seeking to transfer, and the number transferring.
This ERIC Digest was adapted from the Association for Childhood Education International's (ACEI) "The Importance of Early Childhood Mea-
uring. Since the publication of "A Nation at Risk" in 1983, standardized testing programs have expanded greatly to include more formalized pen-and-paper or perfor-
man ce-oriented varieties. The purposes of tests in-
clude determination of children's placement in
gifted programs and grade advancement. Teachers feel compelled to spend time preparing children to take tests in spite of the fact that few teachers be-
lieve that a given child's intelligence can be ac-
curately represented by standardized tests. Reasons for discounting standardized tests include the possible loss of children's self-esteem, the distortion of the cur-
criculum, and the lowering of expectations. The ACEI believes that no standardized testing should occur grade 2, and questions the need for testing in the remaining elementary school years. Teachers increasingly view standardized accountability issues through documental.

ED 339 545
Comet, Ray A.
Teaching with a Multicultural Perspective. ERIC
Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.
Spons./Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-11
Pub Date—9/91
Note—3p.
Pub Type—Information Analyses — ERIC Informa-
tion Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Curriculum, Early Childhood Educa-
tion, Multicultural Education, Teachers—Develop-
mentally Appropriate Programs, ERIC Digests
This paper discusses teaching with a multicultural
perspective in early childhood education. It is em-
phasized that a major goal of multicultural edu-
cation is to help children become accustomed to the
idea that there are many lifestyles, languages, cul-
tures, and points of view. Other topics include nega-
tive cultures and the influence they have on children's
positive attitudes. Five myths associated with multicultural education are presented: (1) Other cultures should be presented as distinct
ways of living that reflect differences from the domi-
nant culture; (2) Multicultural education is a liability
that could limit educational achievement; (3) Multicultural
education is only relevant in classes with members who are members of the
groups to be studied; (4) There should be a separate,
unified set of goals and curriculum for multicultural
education; and (5) Mere activities, which are not
tended to foster self-esteem and creativity, child
care referral services for parents, and special ser-
vice for children of immigrants. Recommendations for
librarians include interacting with community agencies,
conducting research, recruiting children as future library patrons, creating a separate area
with children who are providing arts and crafts supplies. The digest is adapted from the book,
"Latchkey Children in the Library and Com-
munity. (Assessment Strategies, and Programs." (Oryx
Press 1991). Eight references are cited. (BC)
ED 345 886
Kemp, Kureen M.
Understanding and Facilitating Preschool Chi-
 ldren's Social Acceptance. ERIC Clearing-
house on Elementary and Early
Childhood Education, Urbana, Ill.
Spons./Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-5
Pub Date—9/92
Note—3p.
Pub Type—Information Analyses — ERIC Informa-
tion Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Affiliative, Role, Communication
Skills, Conflict Resolution, Family Roles, Inter-
personal Competence, Intervention, Parent Partici-
pation, Parent Teacher, Parent-Child, Peer Relations,
Peer Relationships, Preschool, Preschool Educa-
tion, Reputation, Self Concept, Social Behavior, Teacher Role
Identifiers—ERIC Digests, 'Preschool Education, Psychological Patterns, Social Development'
This digest discusses factors associated with the acceptance and rejection of preschool children by
their peers and offers a number of strategies that teachers and other adults can use in their attempts
to help children achieve social acceptance.Behav-
iors and characteristics associated with peer accep-
tance include aggression and misinterpretation of
peers' emotions. Those associated with peer accep-
tance include cooperation and good communication
skills. A child's social reputation influences the
way other children perceive him or her behavior. In
order to help a rejected child achieve acceptance,
an adult must first identify the child's areas of diffi-
culty through careful, informed observations of peer interactions. Strategies for helping children achieve social acceptance include: (1) grouping children who lack social skills with those who are socially competent; (2) planning play activities between a socially isolated child and younger children; (3) for aggressive children, planning activities that permit non-competitive play and encourage a wide range of ideas for potential solutions; (4) steering a child who has difficulty entering ongo-
ing play toward smaller or more accepting groups; (5) translating for the peer group the unpopular child's behavior and apparent intentions; and (6) involving the child's family directly. A list of eight publications is appended. (GLR)
The Role of Parents in the Development of Peer Social Competence

Lombardi, Joan

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

SPons Agency—Office of Educational Research and Improvement (Washington, DC).

EDRIS Price—MF01/PC01 Plus Postage.

Descriptors—Anxiety, Family, Parents.

In the early childhood field, the word "transition" is used to describe the period of time that falls between two different types of activities, as well as the time periods in which children move from home to school, from school to after-school activities, from one activity to another within a preschool, or from preschool to kindergarten. Recently, there has been growing concern that the transition period for young children is less than ideal and that the gap between different types of programs and activities is too great. This paper identifies those key elements that characterize all good early childhood education. These key elements are: (1) developmentally appropriate practice that responds to the natural growth of children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritarian and permissive parenting styles better facilitate the development of children's social competencies than do other parenting styles. Five references are cited. (RC)

ED 346 165  PS 020 744

ChasteaMcNichols, John

Montessori Programs in Public Schools.ERIC Digest.

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

SPons Agency—Office of Educational Research and Improvement (Washington, DC).

EDRIS Price—MF01/PC01 Plus Postage.

Descriptors—Montessori Education, Elementary Education, High Risk Students.

The first Montessori school was founded in Rome in 1907. There was interest in Montessori's methods in the United States during the early 1900s, but these methods were forgotten until after World War II, when a second Montessori movement began in the United States. Some Montessori programs are affiliated with the Association Montessori Internationale or the American Montessori Society. Most public elementary schools have not recognized this affiliation. Characteristics of elementary Montessori schools include: (1) students' involvement in an individual or small group work of their choice; (2) an attitude of cooperation rather than competition; (3) an emphasis on student responsibility; and (4) a 4-year range in the age of students. Data from a study of 63 school districts that offered Montessori programs during school year 1990-91 are cited. Problems related to the implementation of Montessori programs in public schools are then discussed. The paper is that of admission criteria, especially the question of whether only children who have had preschool Montessori experience should be allowed to enroll in Montessori programs. However, the greatest problem in starting a Montessori school program may be the lack of qualified teachers. Research indicates that in spite of these difficulties, Montessori programs are a popular alternative to traditional public school education. (RC)

ED 346 992  PS 020 665

Moore, Shirley G.

The Role of Parents in the Development of Peer Group Behavior.ERIC Digest.

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

SPons Agency—Office of Educational Research and Improvement (Washington, DC).

EDRIS Price—MF01/PC01 Plus Postage.


In the early childhood field, the word "transition" is used to describe the period of time that falls between two different types of activities, as well as the time periods in which children move from home to school, from school to after-school activities, from one activity to another within a preschool, or from preschool to kindergarten. Recently, there has been growing concern that the transition period for young children is less than ideal and that the gap between different types of programs and activities is too great. This paper identifies those key elements that characterize all good early childhood education. These key elements are: (1) developmentally appropriate practice that responds to the natural growth of children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritarian and permissive parenting styles better facilitate the development of children's social competencies than do other parenting styles. Five references are cited. (RC)

ED 339 588  RC 018 536


ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

SPons Agency—Office of Educational Research and Improvement (Washington, DC).

EDRIS Price—MF01/PC06 Plus Postage.


This volume contains summaries of 20 papers commissioned by the Indian Nations At Risk Task Force, based on research, interviews, and testimony. The materials submitted to the Task Force by hundreds of educational practitioners and concerned citizens, the papers provide in-depth examination and evaluation of conditions in Native education and set forth rationale, plans, and strategies for the improvement of American Indians and Alaska Native education. The focus is on action to ensure high quality academic programs that are delivered in a Native cultural context. The topics of the 20 papers are: setting conditions in American Indian and Alaska Native communities; current demographics and trends in Native American education; responsibilities and conditions of Native education; curriculum development; improving parent participation; incorporating Native languages and culture into the curriculum; strategies for use of modern Native education; curriculum for reading and language arts, mathematics and science, and history and social studies; gifted and talented programs; Native Americans with disabilities; Native higher education; tribal colleges; adult literacy and vocational and technical education; and discussions on change and development for Native education. This volume contains information about the authors and the work of the task force members and instructions for obtaining the full-length papers. (SV)
ED 345 929
RC 018 741

Stevens, Peggy Walker Richards, Anthony

What Can I Become: Educational Aspirations of Rural Youth. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

This ERIC Digest reviews past and present rural educational opportunities with the emphasis on rural youth's educational aspirations. It presents data on the extent of rural youth's educational aspirations and provides suggestions for improving rural educational opportunities. The Digest includes data on the relationship between rural education and occupational aspirations, as well as data on the role of socioeconomic status in shaping educational aspirations. The Digest also includes data on the relationship between educational aspirations and other factors, such as family background and school environment. The Digest is a valuable resource for educators, policymakers, and researchers interested in rural education and educational aspirations.
and personal reasons more frequently than their urban and suburban counterparts for dropping out of high school. This report offers recommendations for schools, policymakers, and policy makers for working together to raise the aspirations of rural youth. (LP)

ED 348 196
Olive, Jennifer H., Howdy, Craig
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Report No.—EDO-RC-92-1
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests

This digest reviews the concepts of "culture" and "multicultural education" and advocates multicultural education for rural schools. Culture applies to any group with coherent norms and traditions that help members engage the world around them. Multicultural education seeks to create an environment in which students can understand, respect, and ultimately value cultural diversity. Multicultural education is a teaching and learning strategy for four reasons, including the changing character of rural life and educational needs and the increasing ethnic and cultural diversity of American society. Three considerations bear on making multicultural education work in rural schools: (1) to reduce cultural isolation and establish a more multicultural perspective, students should first learn about their own culture in order for them to understand and respect other cultures; (2) school practices to address cultural diversity are varied, but attention to the following areas are critical for success—mission, staffing, curriculum, diversity are varied, but attention to the following areas are critical for success—mission, staffing, and instruction, home and community linkages, extracurricular activities, and student characteristics; and (3) evidence exists that multicultural education is important in making schooling more relevant, decreasing racial stereotyping, and increasing the self-confidence of minority students. Multicultural education can help individuals and communities value and preserve their own cultural uniqueness while preparing students to survive in a more general way. The American bicultural diversity and values and preserves itself. (LP)

ED 348 197
Favel, D. Michael
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-RC-92-2
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests

This digest discusses the integration of Mexican-American history and culture into social studies curriculum. Teaching Mexican-American history and culture is a means of improving educational attainment among Mexican-Americans, of developing "highest literacy" among all students, and helping them understand their uniqueness while improving their self-esteem. It is important to select texts and other curriculum materials that accurately and realistically represent the Mexican-American experience. Many such classroom materials present information that is of superficial value or that portrays Mexican-Americans in unrealistic "hero" or "victor" roles. Aside from good curriculum materials, it is recommended that teachers and other educators have effective preservation and improvement training for teaching Mexican-American history and culture. Also important is a favorable school environment, fostered by extracurricular activities and other cultural events reflecting values of ethnic diversity. In conclusion, integrating Mexican-American history and culture into social studies curriculum is an important goal that requires effective staff development, a healthy school environment, and accurate materials that represent the diversity of the Mexican-American experience. This digest includes an exemplary bibliography. (TES)
In Our Own Words: Community Story Traditions
To Prevent and Heal Substance Abuse.
A Teacher's Guide with Examples from Native Americans and Rural Communities.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

ED 348 203
Grants - R188062016
Date - Sep 92
Pages - 96

Description - Literacy Digest-ERIC Digests, Native Americans in the American literary canon. It is time for Native Americans to reach into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both.

ED 348 204
Date - Sep 92
Pages - 77

Description - Literacy Digest-ERIC Digests, Native Americans in the American literary canon. It is time for Native Americans to reach into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both.

ED 348 205
Date - Apr 92
Pages - 80

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

ED 348 206
Date - Sep 92
Pages - 91

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

ED 348 207
Date - Apr 92
Pages - 53

Description - Literacy Digest-ERIC Digests, Native Americans in the American literary canon. It is time for Native Americans to reach into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both.

ED 348 208
Date - Sep 92
Pages - 123

Description - Literacy Digest-ERIC Digests, Native Americans in the American literary canon. It is time for Native Americans to reach into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both.

ED 348 209
Date - Apr 92
Pages - 75

Description - Literacy Digest-ERIC Digests, Native Americans in the American literary canon. It is time for Native Americans to reach into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both.
ED 348 208
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Note—155p.; For 1988 abstracts see ED 292 658.
Available from—ERIC/CSMEE, The Ohio State University, 1200 Chambers Road, Suite 300, Columbus, OH 43212 (510).
Pub Type—Collected Works - Proceedings (021)
Available from—ERIC/CSMEE Publications. The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (513).
Pub Type—Information Analyses - ERIC Information Analyses Products (071)
EDRS Price—MF01/PC11 Plus Postage.
Descriptors—Academic Achievement; Biology; Chemistry; Cellular Biology; Computer Assisted Instruction; Computer Uses in Education; Concept Formation; Curriculum Development; Elementary School Science; Secondary School Science; Environmental Education; Higher Education; Learning Strategies; Microconceptions; Problem Solving; Process Education; Science and Society; Science Education; Science Instruction; Science Skills; Science Teachers; Skill Development; Student Attitudes; Teacher Education; Teaching Methods; Technology; Students with Special Needs; Teacher Characteristics; Educational Assessment; Educational Development; Educational Improvement; Educational Assessment; Secondary School Science; Higher Education; Elementary Secondary Education; Logical Reasoning Skills; Assessment and Research; Critical Thinking; Museums.
Identifiers—Science; General Education; Elementary Education; Secondary Education; Higher Education; Student Assessment; Educational Technology; Educational Assessment; Educational Development; Educational Improvement; Educational Assessment; Secondary School Science; Higher Education; Elementary Secondary Education; Logical Reasoning Skills; Assessment and Research; Critical Thinking; Museums.
Note—63p.; Part of the School Science and Mathematics Association. It is the papers, symposia, and poster sessions presented at the 62nd annual national conference of the National Association for Research in Science Teaching (NARST) Subject areas included: teacher education preparation; science, technology and society; classroom research, elementary science; process skills; curriculum planning; mis-conceptions; achievement; education policy; problem solving; analytical studies; interpretive research; gender differences; attitudes, student characteristics; evaluation and assessment; learning; involving teacher education; science laboratories; and microcomputers.
(CW)
ED 348 233
Berlin, Donna F.
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—R117Q0062; R188062006
Note—63p.; Part of the School Science and Mathematics Association Topics for Teachers Series, Number 6.
Available from—ERIC/CSMEE Publications. The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($3.45).
Pub Type—Reference Materials - Bibliographies (131)—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC03 Plus Postage.
Current reform in mathematics and science education advocates the integration of science and mathematics teaching and learning as a means of improving achievement and attitudes within both disciplines. The purpose of this bibliography is to provide an overview of the current status of this collaborative effort involving the ERIC Clearinghouse for Science, Mathematics, and Environmental Education; the National Center for Science Teaching and Learning; the National Science Foundation; and the School Science and Mathematics Association. It is prepared for classroom teachers, teacher educators, curriculum reformers and developers, and educational researchers interested in the integration of science and mathematics teaching and learning. The bibliography of 504 citations is divided into five sections. The "Curriculum Literature" section lists 84 citations dealing with what students are taught. The "Instructional Literature" section lists 251 citations related to how the students are taught. The "Research Literature" section includes 41 citations of research dealing with the interactions between teaching and learning. The "Curriculum" section includes 166 citations that classify curriculum programs that include instructional activities. The "Curriculum Evaluation" section of 13 citations is used to classify curriculum programs that include evaluation of curriculum programs. The introduction compares the different sections by number and content and discusses the nature and significance of that content. (MDH)
ED 348 234
Finley Fred And Others
A Summary of Research in Science Education 1990.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 90
Contract—R188062006
Note—151p.; For the 1989 summary, see ED 335 237.
Available from—ERIC/CSMEE Publications. The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (515).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)—Reports - Research (142)
EDRS Price—MF01/PC07 Plus Postage.
Descriptors—Attitudes, Concept Formation, Disabilities, Elementary Secondary Education, Higher Education; *Literature Reviews, Logical Reasoning Skills; Cognitive Development and Instruction, Teaching Methods, Technology; Science, Science Teachers, Sex, Teacher Education, Textbooks.
Identifiers—Science; Education; Teachers; General Education; Elementary Education; Secondary Education; Higher Education; Logical Reasoning Skills; Assessment and Research; Critical Thinking; Museums.
Note—151p.; Part of the School Science and Mathematics Association. It is the abstracts of most of the papers, symposia, and poster sessions presented at the 62nd annual national conference of the National Association for Research in Science Teaching (NARST) Subject areas included: teacher education preparation; science, technology and society; classroom research, elementary science; process skills; curriculum planning; mis-conceptions; achievement; education policy; problem solving; analytical studies; interpretive research; gender differences; attitudes, student characteristics; evaluation and assessment; learning; involving teacher education; science laboratories; and microcomputers.
(CW)
ED 348 235
Peat, Lois
Examining Discipline-Based Art Education as a Curriculum Construct.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 92
Contract—R188062009
Note—56p.
Pub Type—Reports - Descriptive (141)—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—Discipline-Based Art Education.
Discipline-based art education (DBAE) can best be understood as a curriculum construct if it is seen in the context of traditional, major curriculum orientations. The three major curriculum orientations are child-centered orientation, society-centered orientation and subject-centered orientation. DBAE is a contemporary construct of the subject-centered orientation. Its focus is on developing students' capacities for improving skills in art making activities and in improved understanding disciplines including aesthetics, art criticism, and art history. Critics of DBAE have charged that it excludes child-centered or society-centered orientations. This booklet responds that viewed as a curriculum construct, DBAE is coherent, but not always complete. DBAE is a child-centered or society-centered orientation to art education. The history behind the emergence of DBAE is discussed in detail. Considerable attention is paid to how DBAE (and other curriculum perspectives) address the main components of the art curriculum—content, student, teacher, and setting. (DB)
(4) professional organizations considering the development of a credentialing program. The document consists of two parts. The first, entitled "General Trends and Issues in Credentialing," includes: a definition of credential; credentialing in health, leisure, and movement; and the most up-to-date information on several credentialing programs in each field including, parks, recreation, and leisure services; intramural-recreational sports; and the world of education: dance/vigilatie; physical fitness/conditioning leadership; and physical fitness assessment.

ED 339 698  SP 033 493
Village. Ana Maria
Culturally Responsible Pedagogy for the 1990s and
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—ISBN-0-89333-091-4
Pub Date—Dec 91
Contract—R188062015
Note—50p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($12.00). Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Black, Classroom, Culturally Diverse
Groups, Multicultural Education, Student Char-
ters, Values Clarification, Values Education.
Identifiers—African Americans, Diversity (Stu-
dents).

The purpose of this trends and issues paper is to address the search for creative solutions to the diffi-
culties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians. The paper is di-
vided into three major sections: (1) a review of themes that emerged from the literature (examina-
tions for the differential achievement of minority students and culturally responsive pedagogy); (2) implications for research for the assessment of beginning teachers; and (3) concluding remarks. The empirical and theoretical literature examined is highlighted as a means to grow and bring the area of teaching a fair chance to prove their talent. The literature also corresponded that this problem has existed for the academic growth of minority students if they are sensitive to the cultural characteristics of the learn-
er and have the skills needed to accommodate these characteristics in the classroom. A biograph-
ically of approximately 160 titles concludes the vol-
ume. (LL)

ED 341 689  SP 033 595
Schlen, Eileen Darlington-Hammond, Linda
Beginning Teacher Performance Evaluation: An
Overview of State Policies. Trends and Issues
Paper No. 7.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—May 92
Contract—R188062015
Note—55p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 610, Wash-
ington, DC 20036-1186 ($12.00 plus $2.50 for shipping and handling). Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Beginning Teachers, Elementary Secondary Education, *Evaluation Criteria, Per-
turbation of Policy Formation, State De-
ysis.
Identifiers—State Role

This report examines recent trends in the establish-
ment of state-level policies for beginning teacher evaluation and supervision. The state role is defin-
ing the experiences and clinical preparation of be-
inning teachers increased substantially during the 1980s; there are, however, important differences in how states approach this responsibility. Summaries of state requirements are reported in the chart enti-
tled "State-Level Policies for Beginning Teacher Performance Evaluation." The chart, which makes up the greater part of the document, is a reminder to those in the field that continued prac-
tice is dependent upon compliance with specific ex-
pectations held by colleagues. (LL)

ED 344 873  SP 033 773
K펭, Daynor
Supervision of Beginning Teachers, ERIC Digest,
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-SP-91-7
Pub Date—May 92
Contract—R188062015
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Collge School Cooperation, *Coop-
ter Teachers, *Counselors, Elementary Second-
eary Education, Higher Education, Practi-
cence Teacher Supervisors, Student Teachers, *Student Teaching, *Super-
visory Methods, Supervisory Training
Identifiers—ERIC Digests, *Moral Reasoning

This digest addresses the importance to profes-
sional organizations of shared values, focusing on the fields of health, physical education, recreation, and dance (HIPED). Practitioners in these fields have traditionally dealt with ethical and moral issues. This digest examines the teaching of child health, the principles it is based upon, and the articulation of values such as instruction about personal health, sexual behav-
ior, and substance use. The digest provides an opportunity to instruct beginning practition-
ers in professional responsibility, and serves as a reminder to those in the field that continued prac-
tice is dependent upon compliance with specific ex-
pectations held by colleagues. (LL)
This ERIC Digest focuses on the student teacher, the school-based cooperating teacher, and the university supervising teacher, all of whom form a supervisory triad. Barriers to improved student teaching supervision include: lack of substantive communication and collaboration among the supervisors, lack of a systematic way of analyzing obstacles to teaching, and the selection and matching of triad members in a systematic way. Collaborative efforts at the University of New Hampshire and the Ohio State University in which public and university personnel are partners are described. Seventeen references are cited. (LL)


Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDR-92-052
Pub Date—Jul 92
Contract# R88062015

Note—4p.


Pub Type—Information Analyses—ERIC Information Analyses (ANS)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cooperative Education, School-Based Teacher Education, Professional Development, Supervision, Teacher Certification.

Identifiers—ERIC Digests.

This Digest introduces dance as an art form characterized by use of the human body as a vehicle of expression. Organized into three sections, the first addresses professional preparation (Occupation); the second, dance education, addresses professional preparation (Characteristics); and the final section, on issues in dance education, addresses professional preparation (Setting). (SLD)

ED 338 699 TM 017 559 Rudner, Lawrence M. Assessing Civic Education. ERIC/TM Digest. ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-TM-91-1
Pub Date—May 91
Contract# R88062003

Note—4p.

Pub Type—Guides—Non-Classroom (655)—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Civic Education, Secondary Education, Elementary Secondary Education, Civic (671)—School Role, "Teaching (Occupation)"

Identifiers—ERIC Digests.

Assessment can play a vital role in ensuring the success of citizenship education. Assessment should be an on-going process that informs about the progress and development of students. Guidelines are presented for designing and planning assessment activities, and several formats for assessment are described. Basic guidelines for assessment are suggested: indicators of teaching, communicating outcomes; selecting indicators of instructional performance; assessing performance; and using a variety of techniques. Some of the following techniques can give more precise data than multiple-choice true or false tests: (1) group projects; (2) interviews with students; (3) essay questions; (4) formal observation and participation; and (5) projects to help students realize the connection between instruction and the real world. Carefully planned assessments that reflect clearly defined objectives can enhance instruction. Four references are listed. (SLD)

ED 338 370 TM 017 561 Shavelson, Richard J. And Others Steps in Designing an Indicator System. ERIC Digest. ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-TM-91-3
Pub Date—Jul 91
Contract# R88062003

Note—4p.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reports—Evaluation Methods, Formative Evaluation.

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests.

Some steps to identify an initial set of indicators and to develop alternative indicator systems are outlined for educational evaluation research. These steps are illustrated through the example of a National Science Foundation (NSF) study of mathematics and science education in secondary schools. It was assumed that indicators should: (1) reflect the central features of mathematics and science education; (2) provide information pertinent to current or potential problems; (3) measure factors that policy can influence; (4) measure observed behavior rather than potential; (5) be reliable and valid; (6) provide analytical tools; (7) be feasible to implement; and (8) address a broad range of educational indicators. After the indicators are selected, alternative data collection strategies to build the system must be designed. The alternatives require evaluation for utility, feasibility, and cost. Usually one alternative, the individual indicators are developed and refined. Reviewing research on the key components and indicators of a ..., ratios and science education highlights the necessity of a research agenda to improve indicator systems. There are four references. (SLD)


Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-TM-91-4
Pub Date—Jun 91
Contract# R88062003

Note—4p.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reports—Evaluation Methods, Formative Evaluation.

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, "Validity Generalization".

A comparative process to determine if the criterion-related validity of a test is valid in the new situation. The theory, procedures, and applications of validity generalization are described. Meta-analytic techniques make possible a comparative process to determine if the criterion-related validity of a test is valid in the new situation. The criterion-related validity of a test in a local situation is usually only inferred if the full process of correcting validity by removing the effects of statistical artifacts; and (3) finding the variance of the corrected observed validity is nearly zero, then the validity generalizes and can be transported to other situations or locations. Three models currently exist for assessing validity generalization (the correlation model, the covariance model, and the regression slope model). Validity generalization studies are usually used to draw scientific conclusions about the relationships between variables and to support the use of a test in a new situation. Four references are listed. (SLD)
Note—4p.

ED 338 702
Crafts, Jennifer
Using Biota as a Selection Device
ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-5
Pub Date—Dec 91
Contract—R83062003
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographical inventories, Cognitive Testing, Examinations, Intelligence, Individual Characteristics, Job Performance, Occupational Tests, Personality Selection, Predictive Measurement, Questionnaires, Test Construction, Test Items, Test Reliability, Test Validity
Identiﬁers—ERIC Digests

ED 338 704
Glaer, Robert
Reinick, Laurens
National Research Center on Student Learning, ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Ofﬁce of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-7
Pub Date—Dec 91
Contract—R83062003
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Role, Classroom Research, Critical Thinking, Elementary Secondary Education, Educational Assessment, Examination, Knowledge Level, Learning Processes, Problem Solving, Program Descriptions, Research and Development Centers, Research Universities, Student Evaluation, Thinking Skills Identifiers—ERIC Digests, National Research Center on Teaching, University of Pittsburgh PA.
The Collaborative of the National Research Center on Student Learning (CSTL) is described. The CSTL, one of 23 national centers funded by the Office of Educational Research and Improvement, is an integral part of the Learning Research and Development Center of the University of Pittsburgh (Pennsylvania). The CSTL conducts research that informs and supports thinking-oriented education in the United States. CSTL studies how instruction encourages students' thinking about what they learn; how to invent new ways of solving problems; (3) connect new knowledge to information they already have; and (4) apply their knowledge and reasoning in new, primary situations. Research focuses on metacognitive processes that teachers can nurture and encourage students' regulation of their own learning, and critical thinking and the elaboration of problem solving. It is also working to build a knowledge base about the reasoning styles that are characteristic of different school subjects (history, science, geography, mathematics, and social sciences). Other lines of research explore: (1) domain-specific education; (2) students' prior knowledge; (3) social context of learning; and (4) connections between higher order learning skills and persistence or motivation. CSTL research projects are organized into the three areas of: (1) strategies for thinking; (2) knowledge foundations for thinking; and (3) thinking in the classroom. (SLD)

ED 338 705
Baker, Eva L., Linn, Robert.
The Center for Research on Evaluation, Standards, and Student Testing (CREST), ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-8
Pub Date—Dec 91
Contract—R83062003
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.
Identiﬁers—Center for Research Eval Standards Student Testing, ERIC Digests, Performance Based Evaluation, A University of California at Los Angeles The Center for Research on Evaluation, Standards, and Student Testing (CREST) attempts to advance the understanding of educational assessment, research and development on the design, implementation, analysis, and use of assessment information. CREST's research programs are directed at five major goals: (1) provide leadership to improve assessment policy and practice at the national, state, and local levels; (2) improve the quality, sensitivity, and fairness of student performance assessments; (3) improve the validity of models and indicators for judging the quality of schools; (4) improve understanding of assessment development, implementation, and effects as they apply to school practice; and (5) improve understanding of assessment policy and its contribution to educational improvement. An expanded set of criteria are being developed and refined for judging the validity of assessment. Research currently focuses on the following programs: (1) Program 1, building the infrastructure for improved assessment; (2) Program 2, designs for monitoring learning (tests of prototypes and models); and (3) Program 3, collaborative development and improvement of assessment instruments.

ED 338 706
Tome 564
Dawes, Lynn
Nell, Monte
The Case against a National Test. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-6
Pub Date—Dec 91
Contract—R83062003
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Assessment, Educational Change, Educational Improvement, Educational Policy, Educational Practices, Elementary Secondary Education, Multiple Choice Tests, National Programs, Standardized Tests, Testing Problems, Testing Projects, Test Use
Identiﬁers—ERIC Digests, Performance Based Evaluation
This document argues that current efforts to establish a national test to measure progress toward the nation's educational goals will inhibit, rather than advance, national reform. Proponents of a national test have asked for single, primarily multiple-choice tests, or for performance assessments to measure educational outcomes and reflect characteristics of students and communities, financial and human resources, and curricular and instructional input. They should reflect the adequacy of the curriculum and instruction, as well as the nature of the school. Indicators must be related to each other so that their relationships and changes in their relationships can be ascertained. Indicators cannot: (1) set goals and priorities; (2) evaluate programs; and (3) develop a balance sheet for a social system. They can describe and state problems clearly, identify new problems, and give clues about policy approach changes. Five references are listed. (SLD)
The Application of Case Study Evaluations. ERIC/CUE Digest Number 74.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-91-9

Pub Date—Dec 91

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (A71) — Reports - Descriptive (41)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Case Studies, Educational Assessment, Program Evaluation, Program Implementation, Qualitative Research, Research Methodology

Identifiers—ERIC Digests

Case study methods involve an in-depth, longitudinal examination of a single instance or event. They result in an increased understanding of why the instance happened as it did, and are especially well suited for generating, rather than testing, hypotheses. Six types of case studies are discussed, each the type of evaluation questions that can be answered. Observations and functions served, and some pitfalls are reviewed. Illustrative case studies are descriptive; they use one or two case studies to illustrate their point. Descriptive case studies are well suited for generating, rather than testing, hypotheses. Six types of case studies are discussed, each the type of evaluation questions that can be answered. Observations and functions served, and some pitfalls are reviewed. Illustrative case studies are descriptive; they use one or two case studies to illustrate their point. Descriptive case studies are well suited for generating, rather than testing, hypotheses. Six types of case studies are discussed, each the type of evaluation questions that can be answered. Observations and functions served, and some pitfalls are reviewed. Illustrative case studies are descriptive; they use one or two case studies to illustrate their point. Descriptive case studies are well suited for generating, rather than testing, hypotheses.

In 1990, Elizabeth Dole, then Secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills that youths need to participate in the workplace and the skill levels that entry-level workers need. SCANS determined that workplace skills consist of foundation skills and competencies. Foundation skills are in the three domains of basic skills, thinking skills, and personal qualities. Competencies fall into the domains of resources, interpersonal skills, information skills, systems skills, and work-related skills. SCANS identified and defined these skills by asking commission members for ideas, visiting successful corporations, and reviewing research. A panel of experts then drafted a list of skills that were further refined through review and consultation. SCANS used a sample of 50 jobs to see how the skills related and how clear and comprehensive the experts found the definitions to be. SCANS also studied how proficient workers needed to be in each foundation skill and competency by asking 20 people to rate the skill levels required for the job by the job analysis. SCANS has two further changes: (1) to suggest effective ways to assess proficiency; and (2) to develop a description of strategy for homes, schools, unions, and businesses. Three references are listed. (LSD)

ED 338 719

UD 028 428

Inger, Marita

Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-4; ISSN-0889-8049

Pub Date—Jun 91

Contract—OERI-R18060221

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

This document presents a brief overview of conflict resolution in school settings and defines conflict resolution as: (1) a constructive approach to interpersonal and intergroup conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions; and (2) as the body of knowledge and practical procedures developed to realize the approach. It also presents categories of program types: (1) programs in which the disputants reach agreement; (2) programs in which the disputants reach agreement; and (3) programs in which the disputants reach agreement. A list of seven programs is included. (JB)

ED 340 812

UD 028 486

Farley, Barry; Archer, Carol

Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 74.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-5; ISSN-0889-8049

Pub Date—Jul 91

Contract—OERI-R18060213

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, N.Y. 10027.

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

59
EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Urban school restructuring, although it can break down bureaucracy and empower teachers, can also lead to day-to-day problems for most teachers, and even increase teacher burnout. Many of the following initiatives of the school restructuring movement may intensify a teacher's frustration: (1) school-based management may raise the community's expectation but increase pressure on teachers and increase teacher frustration if new control does not lead to clear educational benefits; (2) accountability may increase stress; and promote covert competition; (3) career ladders may provide new ideas for a sense of continual professional learning.

Comprehensive school reform is a strategy that requires changing the whole school, not just the classroom. In order to achieve a complete change in attitude, a school district must develop an overall philosophy of education that handles the school as a whole; and (6) flexible scheduling and team teaching do not work well in a school with a competitive atmosphere. New initiatives may improve urban education, only curriculum initiatives improve teaching and learning. Included are eight references.

ED 340 813
Jager, Morton
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.

ERIC/Clearhouse on Urban Education, New York, N.Y.

Spools Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-UD-91-6; ISSN-0889-8049
Pub Date—Aug 91
Contract—RI88052013

Note—4p.; Digest co-published by the ERIC Clearinghouse on Urban Education, New York, N.Y.

Available from—ERIC Clearhouse on Urban Education, Teachers College, Box 40, Columbia University, New York, N.Y. (free).

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

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Bureaucracy, Class Size, Elementary School Teachers, Elementary Secondary Education, Faculty Mobility, Inner City, Master Teacher, Participative Decision Making, Professional Continuation Education, Secondary School Teachers, Teacher Perceptions, Teacher Role, Teacher Conditions, Team Teaching, Urban Problems, *Urban Schools*

Identifiers—ERIC Digests

Senior, high quality teachers can be retained in inner city schools despite limited resources and difficult conditions. Teachers in suburban and rural school districts, teachers in urban systems often have lower salaries, work under greater bureaucratic constraints, and lack basic materials. Good, supportive working conditions can negate such drawbacks. The following measures can serve to create an attractive working environment for urban school teachers: (1) improving the management of existing resources and involving teachers in decisions made at the school level; (2) working for smaller class sizes in which better trained teachers; (3) rewarding good teaching with opportunities and incentives to remain in the classroom (such as master teacher recognition); (4) an attractive working environment for urban school teachers through greater knowledge about their field, their profession community, and educational policy; (5) breaking down teacher isolation through team teaching and joint planning; and (6) helping teachers to develop curriculum and generate new ideas for a sense of continual professional learning. Since the effectiveness of urban schools is largely dependent upon the efforts of their teachers, efforts to retain them should be a high priority. Included are nine references.

ED 344 977
Schwartz, William; Hannon, Katherine
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.

Education Development Center, Inc., Newton, MA. Center for Equity and Cultural Diversity; ERIC Clearhouse on Urban Education, New York, N.Y.

Spools Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-UD-92-1; ISSN-0889-8049
Pub Date—Feb 92
Contract—RI88052013

Note—4p.; Digest is based on a unpublished paper, "Inside school systems: A paper on the Limitations of Research" by A. Hahn.


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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

This Digest argues that management factors are central to youth program success and failures and that these factors have been ignored in research on youth programs. Instead, the Digest notes that research on program evaluation of youth programs has focused on the following: (1) whether the right audience is served; (2) whether to make incremental improvement in radical change necessary resources; (3) whether donors recognize the role of teachers in learning finds that teachers are critical to learning, and (4) whether data about program effectiveness were gathered or interpreted properly. Drawing from evaluations of several programs the Digest suggests the following four elements essential for quality program management: (1) a well-managed service delivery system; (2) effective targeting and recruitment; (3) a well-articulated and consistent identity; and (4) sound leadership and an effective staff. In addition, funding mechanisms usually do not allow for long-term, stable staffing as funders expect services to begin as soon as the grant is made and ignore the fact that the staff must be hired and trained. Consequently, many programs are poorly run. One national study is cited as finding that workers' perceptions of a lack of advancement in the field contributed to high turn-over while program managers reported that they hire more staff over investing in training existing staff. Included are five references.

ED 348 464
Benach, Janet
High Achievement in African American Children: School, and Public Policy Affinities and Irreconcilable Differences. ERIC/CUE Digests, Number 79.

Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearhouse on Urban Education, New York, N.Y.

Spools Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-UD-92-2; ISSN-0889-8049
Pub Date—Mar 92
Contract—RI88052013

Note—4p.; Digest is based on an unpublished paper, "Inside school systems: A paper on the Limitations of Research" by A. Hahn.


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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

This Digest reviews common teaching practices and methods of communication in the classroom to indicate the treatment of female students that inhibit girls' ability to successfully learn mathematics as well as identify some negative attitudes about female mathematics achievement held by teachers and parents that may deter girls from continuing their mathematics education. Local practices are looked at for evidence indicating that a decline in self-esteem and capitalization to the female's socialization encourage girls to avoid the role of teacher. Focus in their own ability rather than from the peer or achievement orientation. Exploration of learning styles found that interesting teaching are more often found in mathematics classes, and that girls think that mathematics has no utility in their daily lives. An analysis of traditional teaching methods and curricula also finds that the classroom structure, designed to foster indendent student-col- laborative thinking, is more likely to produce female middle-class socialization modes. A review of the role of teachers in learning finds that teachers use methods that limit the ability of students and that female students expect and receive less attention. Recommendations for change conclude the Digest. Fourteen references are included.

ED 344 978
Hall, Andrew
Managing Youth Programs: A Critical Gap in the Literature. ERIC/CUE Digests, Number 77.

ERIC Clearhouse on Urban Education, New York, N.Y.

Spools Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-UD-92-3; ISSN-0889-8049
Pub Date—Mar 92
Contract—RI88052013

Note—4p.; Digest is based on an unpublished paper, "Inside school systems: A paper on the Limitations of Research" by A. Hahn.


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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

This Digest argues that management factors are central to youth program success and failures and that these factors have been ignored in research on youth programs. Instead, the Digest notes that research on program evaluation of youth programs has focused on the following: (1) whether the right audience is served; (2) whether to make incremental improvement in radical change necessary resources; (3) whether donors recognize the role of teachers in learning finds that teachers are critical to learning, and (4) whether data about program effectiveness were gathered or interpreted properly. Drawing from evaluations of several programs the Digest suggests the following four elements essential for quality program management: (1) a well-managed service delivery system; (2) effective targeting and recruitment; (3) a well-articulated and consistent identity; and (4) sound leadership and an effective staff. In addition, funding mechanisms usually do not allow for long-term, stable staffing as funders expect services to begin as soon as the grant is made and ignore the fact that the staff must be hired and trained. Consequently, many programs are poorly run. One national study is cited as finding that workers' perceptions of a lack of advancement in the field contributed to high turn-over while program managers reported that they hire more staff over investing in training existing staff. Included are five references.

ED 348 464
Benach, Janet
High Achievement in African American Children: School, and Public Policy Affinities and Irreconcilable Differences. ERIC/CUE Digests, Number 79.

Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearhouse on Urban Education, New York, N.Y.

Spools Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-UD-92-2; ISSN-0889-8049
Pub Date—Mar 92
Contract—RI88052013

Note—4p.; Digest is based on an unpublished paper, "Inside school systems: A paper on the Limitations of Research" by A. Hahn.

Available from—ERIC Clearhouse on Urban Education, Institute for Urban and Minority Edu-
This monograph reviews the literature in three key domains (home, school, and public policy), each of which appears to foster achievement in African American children. Three core sections comprise this review. The first section looks at the research on family influences, including socioeconomic factors, the socialization of achievement, the influence of parental attitudes, and student individual differences. The second section concerns school influences; and it covers: private Catholic schools, private non-sectarian schools, independent alternative schools, public schools, exemplary programs, and successful instructional techniques. The third section is on public policy influences; and it discusses: racial desegregation, social class integration, the effects of desegregation on minority college attendance, relative achievement at predominantly white versus black colleges, the effects of desegregation on career success, and black support for desegregation. A final section presents summary and conclusions including some of the following observations: (1) African American children benefit academically from home environments that are supportive of cognitive development and academic pursuits; (2) parenting programs that focus in part on parental teaching strategies and on how to organize homes around learning would be fruitful; (3) African American children achieve in welcoming schools with high expectancies; and (4) teachers, parents, and communities must be oriented toward shared achievement goals. Included are 118 references. (JB)

ED 348 465
Hanson, Katherine
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 92
Contact—RI88062013
Note—45p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price — MF01/PC03 Plus Postage.
Identifiers—Mathematical Ability, Mathematics Participation
This monograph looks at mathematics education today in the United States, particularly at how girls are treated in mathematics education in order to identify ways to increase female interest and achievement in mathematics. The first section of the review describes the current status of females in mathematics education including achievement history and trends, trends in higher education, and current gender research. The second section looks at the research on student gender differences covering learning styles and classroom behavior, attitudes toward mathematics learning, mathematics course taking, and social expectations. A third section covers educational issues of discourse, curriculum content and orientation, teacher attitudes and behaviors, and classroom organization and teaching methods. A final section of conclusions and recommendations notes that: (1) mathematics education takes place in a cultural context that educators can begin to consciously change to better respond to the education of girls; and (2) new research and practical applications can be useful in exploring ways to change mathematics education discourse patterns to include females. Also offered in this section are 15 practical recommendations gathered from the research. Included are 68 references. (JB)
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The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

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Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
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**ERIC Clearinghouse on Counseling and Personnel Services (CG)**
University of Michigan
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University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-2334

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Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 333-3767

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Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
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**ERIC Clearinghouse on Higher Education (HE)**
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
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University of California at Los Angeles (UCLA)
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