This annotated bibliography of ERIC clearinghouse and support contractor publications covers 224 documents announced in "Resources in Education" (RIE) from January through December 1998. 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 citations is the same as that in RIE. The introduction to the bibliography provides information on the ERIC system, ERIC abstract journals, ERIC clearinghouse and support contractor publications, bibliographies of these publications, the organization of this bibliography, availability of ERIC clearinghouse and support contractor publications, adjunct ERIC clearinghouses, ACCESS ERIC, and AskERIC, as well as a sample document resume and a statistical summary of ERIC publications by clearinghouse by year (1966-98). Subject, personal author, and institution indexes are provided. Appendices include: document resumes for adjunct ERIC clearinghouse, ERIC support contractor, and ERIC Program Office publications; ERIC-at-a-Glance (ERIC system components graphically displayed); a directory of ERIC network components; and an ERIC Document Reproduction Service order form. (AEP)
Educational Resources Information Center (ERIC)

Clearinghouse and Support Contractor Publications

1998


July 1999

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
1100 West Street, 2nd floor
Laurel, Maryland 20707
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

The ERIC database, the world's largest source of education information, contains more than 960,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, World Wide Web, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals, each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1000 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 1000 education periodicals/serials. 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 of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.
ERIC Clearinghouse and Support Contractor 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, bibliographic, 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 and Support Contractor Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse and other support contractor 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-eighth bibliography in the series. All items in the series to date are listed below.

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<td>JAN-DEC 1993</td>
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<td>25. ED-394 527</td>
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TOTAL (1968-1998) 7,737
This bibliography covers the calendar year period from January through December 1998. It lists a total of XXX documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than 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 and Support Contractor Publications

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

For instructions on how to order materials from EDRS, see the appendices in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse’s scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of ten Adjunct ERIC Clearinghouses: Child Care; Clinical Schools; Consumer Education; Entrepreneurship Education; ESL Literacy Education; International Civic Education; Law-Related Education; Service-Learning; Test Collection; and U.S.-Japan Studies. During 1998, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.
ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.
Sample Document Resume
(for Resources in Education)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s) → Title

Institution — Organization where document originated.

Date Published → Contract or Grant Number

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproducibility Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 → CE 127 456
Butler, Kathleen
Career Planning for Women.
Central Univ., Chicago, IL
Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—1992-05-00
Contract — R900000.
Note — 32p., An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
Available from — Campus Bookstore, 123 College Ave., Chicago, IL 60606 ($5.95).
Language — English, Spanish
Pub Type— Reports—Descriptive (141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.


Identifiers — Consortium of States, *National Occupational Competency Testing Institute

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 decrease by about one-fifth between 1990 and 1999, 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 (36 percent), sales workers (24 percent), craft workers and supervisors (28 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) 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. (Contains 45 references) (SJR)

Abstractor's Initials

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# ERIC PUBLICATIONS

## STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1998)

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AC (Adult Education); AL (Linguistics); CE (Cultural, Career, and Vocational Education); CG (Counseling and Student Services); CS (Reading, English, and Communication); EA (Educational Management); EC (Disabilities and Gifted Education); EF (Educational Facilities); EM (Educational Media and Technology); FL (Languages and Linguistics); HI (Higher Education); IR (Information and Technology); JC (Community Colleges); LI (Library and Information Studies); PS (Elementary and Early Childhood Education); RC (Rural Education and Small Schools); RE (Reading); RE (Science, Mathematics, and Environmental Education); SS (Social Studies/Social Science Education); SF (School and Teacher Education); TE (Teaching of English); TM (Assessment and Evaluation); UD (Urban Education); VT (Vocational and Technical Education)


* Does not include 6 older Digests announced during 1993

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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.

CE - Adult, Career, and Vocational Education
CG - Counseling and Student Services
ED - Educational Administration
EC - Disabilities and Gifted Education
FL - Languages and Linguistics
HE - Higher Education
IR - Information & Technology

Page
CE 074 609
CG 074 401
ED 074 375
EC 074 333
FL 074 241
HE 074 213
IR 074 169

Page
JC 074 275
PS 074 311
RC 074 357
SE 074 363
SO 074 385
SP 074 421
TM 074 445
UD 074 451

ED 410 433
Lewis, Morgan V
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—1997-09-00
Contri—RR9302001
Note—45p
Available from—Publications, Center on Education and Training for Employment, 1900 Kedzie Road, Columbus, OH 43210-1906 (under no. IN370, $7.50)
Pub Type—ERIC Publication (071)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—*School to Work Opportunities Act

ED 411 414
Brown, Britten Lambert
New Learning Strategies for Generation X. ERIC Digest No. 184.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—ED1-074-97-184
Pub Date—1997-09-00
Contact—RR9102001
Note—4p
Pub Type—ERIC Publication (071) — ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—*ERIC Digests, *Generation X

The gap between Generation X and earlier generations represents much more than age and technological differences. It reflects the effects of a changing society on a generation. Social changes such as the increase in single-parent households and households with both parents working, corporate downsizing and layoffs, limited opportunities for career positions, and economic troubles in the society level have combined to create a generation characterized as follows: independent problem solvers and self-starters; technologically literate, responsive, focused, lifespan learners, ambitious, and fearless. Effective instruction requires that teachers target their teaching toward the unique characteristics of today's learners. The following are some suggestions for targeting instruction toward the characteristics identified with Generation X: focus on outcomes rather than techniques; engage students in role playing and cooperative learning experiences; give students control over their own learning; respect students' differences in parallel thinking; give attention to the form of instructional materials; and engage students in creating their own learning environments. As in completing projects that demand skills and application of existing skills to new situations. (MN)

ED 411 415
Lerner, Seth
Popular Education: Adult Education for Social Change. ERIC Digest No. 185.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—ED1-074-97-185
Pub Date—1997-09-00
Contact—RR9302001
Note—4p
Pub Type—ERIC Publication (071) — ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—*ERIC Digests, *Generation X

Popular education is a form of adult education that encourages learners to examine their lives critically and take action to change social conditions. Popular education's goal is to develop people's capacity for social change. Although it may assume diverse forms, popular education usually involves a cycle described as articulation/education or practice/education. Adult educators can facilitate this process by serving as democratic collaborators who ensure that learning, leadership, and self-direction occur in the group. Popular education often draws on popular culture (such as song, theater, dance, puppetry) to enhance communication among audiences, demonstrate respect for community values, enhance group spirit, and demystify the information conveyed. Because popular education is often seen as threatening to dominant institutions, popular educators face numerous challenges, including the following: demands or constraints of funding sources; perceptions of the role of facilitators; disconnection between program goals and participant expectations; and the perception that it is too radical or revolutionary. The literature includes several examples of how adult educators have over-
Document Resumes/CE

come these challenges and helped facilitate social transformation. The examples demonstrate that, although individual popular education programs may not appear to be in their immediate response to the challenges, they may represent steps in the slow, complex, and multilevel process of social change. (Continued 11 references) (MN)

ED 411 416 CE 074 702
Wagner, Judith O.
The World Wide Web and Vocational Education.ERIC Digest No. 39
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-97-185
Pub Date—1997-06-00
Contract—RR93002001
Note—4p
Pub Type—ERIC Publications (071)—ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Adult Education, Annotated Bibliographies, Career Education, Computer Uses in Education, Distance Learning, Educational Technology, Job Training, Learning Environments, Lifelong Learning, Online Learning, Part-time Study, Practical Implications, Project Gutenberg, Teacher Education, Vocational Education
Identifiers—ERIC Digests

This digest is intended to help vocational educators learn how to make the best use of the World Wide Web. Among the vocational education-related websites and uses of the web profiled are the following: a website that matches high school students can use to search for career opportunities; check local school districts; a website through which Australia and the Netherlands; a website that allows teachers to search for educational resources; a website that allows students to search for career opportunities; a website that provides information on career development; a website that allows students to search for educational resources; and a website that allows students to search for educational resources.

ED 411 417 CE 074 703
Na /
Work-Based Learning.ERIC Digest No. 297.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-97-187
Pub Date—1997-06-00
Contract—RR93002001
Note—4p
Pub Type—ERIC Publications (071)—ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—*Employer Role, ERIC Digests*

Work-based learning may occur in the following forms: contracted instruction; cooperative education; school-to-apprenticeship; registered apprenticeship; work experience programs; career education, part-time study, career internships; genetic research; school-based enterprises; and clinical experience programs. The following are key components of work-based learning programs: job training and experience paid work experience; workplace mentoring; instruction in general workplace competencies; and classroom instruction. Despite the benefits of work-based learning, and ensuring that work-based learning is of high quality are the most important challenges in developing programs linking school- and work-based learning. Employer involvement in work-based learning may be encouraged through a multifaceted approach that creates a network of employers and short-term interests and offers employers several possible paths of involvement and degrees of commitment. After a work-based learning program has been designed, its school and work-site components will require continuous coordination and management. As the secondary level, those tasks are handled by school-to-work coordinators. At the postsecondary level, work-based learning programs may be based on a mix of work-based learning models and pedagogical approaches and a combination of externalization of documentation and standardized performance-based competency profiles. (Continued 17 references) (MN)

ED 413 333 CE 075 279
Sant-Guide, Wenda L.
Career Development: Issues of Gender, Race, and Class. Information Series No. 371.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-06-00
Contract—RR93002001
Note—72p.
Available from—Publications Center, Center For Education and Training, 1900 Kennedy Road, Columbus, OH 43210-1090 (IN 371, 50)
Pub Type—ERIC Publications (071)
EDRS Price—MF01/PC03 Plus Postage

The premise of this paper is that, although career choice implies options, issues of gender, race, and class may constrain the occupational choices an individual makes. Delineating career development theories are being reexamined for their appropriateness to diverse groups. This paper reviews the following theories: Glicksberg, Asch, and Torun's (1951) Holland's Career Typology (1985); Super's Typology of Vocational Choice (1990); Social Cognitive Career Theory; and recent work by Gotfredson (1996) and Bandura (1996). The review shows how variables have been enriched by one or both variables: self-concept and self-esteem of occupations, as well as by environmental factors. Specific issues and barriers are presented for women, the effect of socialization on self-efficacy; for African Americans, Hispanics, Asian Americans, and Native Americans, the influence of internal and external attitudes and factors, and for low-income groups, the effects of economic circumstances and social attitudes. Career counseling strategies that address issues of gender, race, and class are derived from career development theory. The importance of the role of the classroom teacher, who may be more influential than the guidance counselor, is stressed. Contains 77 references. (SK)

ED 414 430 CE 075 330
Kerka, Sandra
Volunteer Management, Trends and Issues Alert.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-06-00
Contract—RR93002001
Note—4p
Pub Type—ERIC Publications (071)—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Adult Education, Adult Literacy, Annotated Bibliographies, Basic Skills, *Education Work Relationship*, Educational Needs, *Educational Practices, Educational Research, *Educational Trends, *Literacy Education, Needs Assessment, Postsecondary Education, Program Effectiveness, Trend Analysis, *Vocational Education, *Welfare Reform, Identifiers—Personal Responsibility and Work Oriented Recovery Act of 1996 emphasizes the placement of millions of people as the first step in the welfare reform process rather than the development of basic and job skills. This has forced adults and vocational educators to rethink the programs can play in welfare reform. The move to emphasize education and training in the welfare reform act is more than a little in keeping with the fact that the research on welfare-to-work programs continues to confirm that the most effective welfare-to-work programs share a basic approach that maximizes job search, education, job training, and paid and unpaid work experience. When developing
programs for welfare recipients, adult and vocational students must create ways of developing balanced programs while still meeting the requirements of the legislation. Although activities to improve basic skills are important, they should be provided as part of a comprehensive program designed to improve employability. Successful basic skills components include the following qualities: clear concept of participants’ educational and other needs; support for teachers’ efforts to innovate and experiment in the classroom; and sufficient funding to implement innovative ideas. (Contains 18 annotated references) (MN)

ED 414 434 CE 075 344

Xerla, Sandra

Adults with Learning Disabilities. ERIC Digest No. 189.

EDRS Price - MF01/PC01 Plus Postage.


Thanks to increased advocacy and research, several major federal laws and heightened awareness of the challenges faced by many of the workplace, more attention is being focused on adults with learning disabilities (LD). There is still no consensus on definitions of LD. Estimates of the incidence of LD range from 5% to 20% of the population. Adults with LD may face challenges in several areas of life, including education, employment, daily routines, and social interactions. Adults with LD need a range of skills and abilities to manage their disabilities in education, training, and employment. Factors influencing their successful adjustment include the following: educational experiences, personal background characteristics, and refocusing—reinterpreting the situation in a positive way. Appropriate assessment is the starting point for all other strategies and techniques. Once a learning disability has been identified, three categories of assistance are provided: psychological, educational, and vocational. The psychological area, strengthening self-esteem through awareness, accommodation, and accommodation, is essential for personal growth. Although schools and workplaces offer some accommodations to help with academic and vocational adjustment, less attention has been focused on social and emotional functioning. Assistive technology (technology enabling adults with LD to compensate for specific defects) has great potential. As for educational strategies, adult educators should foster an inclusive learning environment that includes sensitivity, attitudes, awareness, and accommodations. (Contains 13 references) (MN)

ED 414 435 CE 075 345

Xerla, Sandra

What’s Happening in School-to-Work Programs For Adults? ERIC Digest No. 190.

ERIC Clearinghouse on Adult Education, Career Education, and Vocational Education, Columbus, OH.

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

Report No. —EDE-CE-98-190

Pub Date—1998-05-00

Contact—ERI0302001

Note—4p

Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.


The School-to-Work Opportunities Act, which was designed to improve students learning, in-school retention, and transition to the workplace, requires the restructuring of secondary education and the intensive involvement of businesses in preparing youth for the workplace. School-to-work initiatives reflect the conditions of the settings and contexts in which they are produced. School-to-work initiatives may be characterized as follows: an identifiable formal part of a secondary and postsecondary curriculum; active participation of employers; actual or simulated on-the-job experience, and formal or informal certification of skills. Reviews and synthesis of the school-to-work-literature have identified the characteristics of effective school-to-work initiatives as they relate to overall system development, partnerships, commitment, funding, guidance, and classroom and workplace activities. Teacher practices thus far have had a significant effect on students and classrooms and have also been identified. Negative attitudes of employers, parents, postsecondary institutions, and teachers toward school-to-work initiatives are among the biggest barriers to successful initiatives. Recommendations for improving school-to-work efforts include the following: recruit enough employees who are willing to provide work-based learning opportunities; give teachers the time, resources, and support required for planning and work-based learning; inform parents about the objectives of school-to-work initiatives; and foster high school students’ vocational maturity. (MN)

ED 414 436 CE 075 346

Brown, Brittna Laskard

Career Mobility: A Choice or Necessity? ERIC Digest No. 191.

ERIC Clearinghouse on Adult Education, Career Education, and Vocational Education, Columbus, OH.

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

Report No. —EDE-CE-98-191

Pub Date—1998-05-00

Contact—ERI0302001

Note—4p

Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

In the U.S., job mobility has become the standard employment pattern. According to the Bureau of Labor Statistics, 10% of the workforce switches jobs each year. Understanding the factors contributing to the career mobility of today’s workers are the following: search for competitive employment; position; pursuit of a good career match; desire for career advancement; and search for personal satisfaction. Whether career mobility is initiated by the employer because the tasks, skills, or characteristics of given workers are no longer needed or by workers because they are dissatisfied with some aspect of their jobs or opportunities, connecting with new employment can be unsettling. The following are some ways workers can use career mobility to capitalize on opportunities in the workplace: have a positive attitude; develop new skills and competencies; engage in career exploration; be willing to compromise: seek career counseling; and be creative. Career mobility is a trend that is likely to continue as workers assume more responsibility for their career development and advancement. (Contains 14 references)(MN)

ED 414 446 CE 075 351

Imel, Susan

Web-Based Training, Trends and Issues Alerts. ERIC Clearinghouse on Adult Education, Career, and Vocational Education, Columbus, OH.

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

Pub Date—1997-06-00

Contract—R9902001


Type—ERIC Publications (071) —Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.


The term "web-based training" (WBT) is emerging in the use of the World Wide Web as a training and education tool from other applications. In 1996, about $100 million of the $7 billion in education-related Web expenditures in the United States was spent on WBT. According to estimates, the amount spent on WBT will increase more than 20-fold in 5 years. In discussions of the difference between WBT and traditional computer-based training (CBT), real-time WBT (in which instructors use the Web to extend the reach of the classroom) has been different from non-real-time WBT (which is created in a traditional CBT authoring system and simply downloaded from the Web by learners). The use of WBT has been increasing. Although WBT is still in its infancy, it has shown great promise. (Contains an annotated bibliography of 18 publications and addresses of 3 WBT-related websites) (MN)

ED 414 447 CE 075 362

Brown, Brittna Laskard

Portfolio Assessment: Missing Link in Student Evaluation, Trends and Issues Alerts. ERIC Clearinghouse on Adult Education, Career, and Vocational Education, Columbus, OH.

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

Pub Date—1997-06-00

Contact—R9902001

Note—4p

Pub Type—ERIC Publications (071) —Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.


Portfolio assessment is an alternative form of assessment that is particularly attractive to adult, career, and vocational educators because it includes the assessment of active learning and performance rather than the more recall of memorized facts. Portfolio assessment serves the interests of business and industry by forging a connection between activities in the classroom and in the workplace. With education's increasing focus on performance standards and student-centered classrooms, portfolios have become more than repositories of work samples. Portfolio assessment is well suited to integrated curricula. When portfolio criteria are linked to the curriculum and give students clear expectations of what is required, they are an effective tool for helping students see gaps in their learning, identify strategies supporting learning, set goals, and see change and development over time. Portfolios offer the additional benefit of involving students in the assessment process, and they offer teachers a way of motivating students, which is being recognized as a critical function of the main issues regarding the difficulty of using portfolio assessment are related to reliability (specifically, problems in scoring inter- pretations). (Contains 19 annotated references) (MN)
Will All Be Portfolio Workers? Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spans Agencies/OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (ED), Washington, DC.
Pub Date: 1997-06-00
Contract—RR9700200
Note—p.
Pub Type—ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage.
Trend Analysis
Identifiers—Temporary Employment
The world of stable, long-term employment is coming to an end. Part-time, contingent, and con-
tract workers now account for more than 55% of the U.S. work force. It has been suggested that individ-
uals will become "portfolio workers" with "portfolio careers." Individuals will maintain portfolios of talents, abilities, and achievements and will use these portfolios to obtain temporary assignments in a variety of occupations, rather than securing permanent jobs. Downsizing and reorganization are forcing individuals to consider themselves a collec-
tion of skills and abilities rather than a job title. The key skills of portfolio workers are as follows:
* versatility, flexibility, creativity, self-direction, independence, and communication skills; facility
with computer and information technology; ability to learn continuously; and ability to manage work,
time, and money. Many individuals find that their work is attractive for the freedom and flexibility it affords; on the other hand, there are many part-time workers who wish to work full-time but cannot do so. In the current work structure, benefits are still tied to full-time employment. Thus, those on the bottom of the health care, pension, and similar supports. At present, those most successful at portfolio work appear to be professionals with high-valued portfolio skills.
(Contains 27 annotated references.) (MN)

ED 415 430
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spans Agencies/OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (ED), Washington, DC.
Pub Date: 1996-06-00
Contract—RR9700200
Note—p.
Pub Type—ERIC Publications (071)
EDRS Price—MF01/PC01 Plus Postage.
Propositions of competency-based education and training (CBET) promise it as a way to improve the correspondence between education and training and workplace opportunities. Opponents con-
sider it excessively reductionistic, narrow, and rigid, as well as theoretically, empirically, and pedagogi-
cally untenable. Following are the issues surrounding CBET: (1) the relative merits of the behav-
iorist and holistic approaches to CBET; (2) the influence that CBET gives employees what they want; alternatively, the question of whether CBET's focus on qualifications related to required performance in the workplace outweighs its costs, uncertain suitability for their work force, and confusing language (gargen); and (3) the ques-
tion of whether CBET's curriculum is being driven by government, employers, or educational institu-
tions. Some have suggested that the economic basis of CBET neglects the wider cultural and social purposes of education and the rights of all stakeholders to determine those purposes. Others have argued that, with more emphasis on a holistic approach to competency and education for citi-
tizenship and cultural understanding, well-done CBET can find a realistic middle ground between the humanist and behaviorist perspectives, thereby taking another step toward breaking down the divi-
sions between general and vocational education.
(Contains 18 references)(MN)

ED 415 431
Brown, Bettina Lankard
Is Vocational Education Making a Difference for High-Risk Populations? Myths and Real-
ities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spans Agencies/OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (ED), Washington, DC.
Pub Date: 1996-06-00
Contract—RR9700200
Note—p.
Pub Type—ERIC Publications (071)
EDRS Price—MF01/PC01 Plus Postage.
tional Education
Vocational Education (VE) has long been recog-
nized for its "hands-on" approach to education and ability to demonstrate a connection between school and employment. The consensus of the literature is that VE facilitates student skill development, reten-
tion in school, and employment. According to the research, reducing the dropout rate is the most crucial
outcome of VE for at-risk populations. VE has also been demonstrated to raise the employment and earnings of at-risk youth and adults. Programs targeted to a specific segment of the at-risk popula-
tion or a specific area of need have been especially successful in increasing employment and earnings of program completers. The research has also shown that skill development (academic and voca-
tional) is only one factor impeding the continued education and employment of at-risk populations. To improve their status in life, disadvantaged indi-
viduals need vocational programs to connect them to the supported services such as the following:
assessment, counseling, mentoring, resume writing, referral, placement in full-time positions, follow-
up, and counseling. Employment opportunities for VE programs include: Employers, mentors, and other community mem-
bers, including parents. Canvaug VE by helping at-risk persons bridge the gap between their current
status and realization of their life and work poten-
tial (MN)

ED 415 432
Brown, Bettina Lankard
Tech Prep: Is It Working? Myths and Real-
ities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spans Agencies/OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (ED), Washington, DC.
Pub Date: 1999-06-00
Contract—RR9700200
Note—p.
Pub Type—ERIC Publications (071)
EDRS Price—MF01/PC01 Plus Postage.
lege Bound Students, Postsecondary Education, *Secondary Education, Program Effectiveness, *Tech Prep, *Vocational Educa-
tion
Although tech prep is becoming widely accepted by educators and the education community, the jury is still out regarding whether its anticipated student, school, and community outcomes are being real-
ized. In theory, tech prep's focus is primarily on school-based learning, whereas school-to-work programs also include work-based learning and linkages between the two. The distinction is not always clear when the core elements required for tech prep vary among tech prep consortia (as has been reported in the literature). Imprecision in defining the differences between tech prep and school-to-
work has created confusion and frustration among the two initiatives' stakeholders. To date, few form-
al evaluations of tech prep have been conducted to document its claims. Many educators and school-
to-work concepts will make it difficult to evaluate the results of the two reforms. The increased business and industry support enjoyed by tech prep has been one of its most positive outcomes. Because moving students through secondary and on to post-
secondary education requires development of academic and higher-order thinking skills required in the workplace, tech prep is especially valuable for noncollege-bound students. Thanks to its articula-
tion components, however, tech prep is also prov-
ing valuable for college-bound students. (MN)

ED 417 291
Brown, Bettina Lankard
Conflict Management: Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spans Agencies/OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (ED), Washington, DC.
Pub Date: 1998-06-00
Contract—RR9700200
Note—p.
Pub Type—ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adult Education, Annotated Biogra-
The dynamics of a diverse workforce characterized by organizational change, competition, and complex communication are increasing attention toward finding new ways of avoiding the costly and destructive outcomes of relationship dysfunctions. Litigation and legal negotiation are two of the most expensive ways of conflict resolution, and arbitra-
tion does not always offer the best solution to con-
fit. Conflict mediation, however, moves toward worker empowerment by involving media-
tors whose role is to help the parties resolve their own resolution to a situation. Because most work-
place conflicts will likely be repeated under new circumstances and in new forms, the practice of conflict management is to empower workers to resolve their own differences of opinion before those differences escalate into conflict. Because of the negative impact of conflict on worker creativity, efficiency, and productivity, many organizations are hiring conflict management specialists to train their employees in positives ways of resolving differences. Adult educators, educational administrators, health care and business professionals, and human resource managers are among those who are assum-
ing new roles as leaders in conflict management. Among the techniques that have shown in the acquisition of conflict management skills are the following: self-esteem training, drama and role playing, posters promoting conflict resolution, and training and in-service training. Contains an annotated bibliography of 21 print and Web-based resources. (MN)

ED 417 292
KEHRI, Sandra
Conflict Management, Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spans Agency/OFFICE OF EDUCATIONAL RESEARCH
ED 417 294
Brown, Berita Lankard
The Web: Creating and Changing Jobs, Trends and Issues Alerts. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—1998-06-00
Contract—RR3902001
Note—4p.
Pub Type—ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage. Description—Adult Education, Annotated Bibliographies, *Career Change, *Educational Needs, *Employment Opportunities, Employment Patterns, Employment Practices, Employment Qualifications, Job Search Methods, Technological Advancement, Trend Analysis, *World Wide Web. Descriptors—Adult Web, Web is used to not only how individuals locate jobs but also the ways existing jobs are performed. Individuals seeking work will need to know how to use the Web as a tool for enhancing their job performance. The enhanced global communication made possible through Internet technology has created a new marketing place where businesses and job seekers conduct their own more effective job searches. Web-based recruitment is growing as fast as Web-based job search. In addition to introducing new datatypes and responsibilities, to existing jobs, the Web has also led to the creation of new jobs. Webmaster, website developer, network systems administrator, and customer service representative are among the high-demand Web-related jobs that offer opportunities for continued growth and promise high salaries. Contains an annotated bibliography of 29 print and Web-based resources. (MN)

ED 417 295
Insel, Susan
Seniors in Cyberspace, Trends and Issues Alerts. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—1998-06-00
Contract—RR3902001
Note—4p.
Pub Type—ERIC Publications (071) — Reference Materials - Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage. Description—Adult Education, Annotated Bibliographies, *Computing Literacy, Continuing Education, *Educational Opportunities, *Information Literacy, Lifelong Learning, *Older Adults, *Participatory Characteristics, Teacher Role, Trend Analysis, *World Wide Web. Approximately 15% (7.6 million) of the estimated 50.6 million U.S. citizens who browse the World Wide Web are aged 50 or older, and 30% of adults aged 55-75 own a computer. Although many older adults initially log on to the Internet as a means of connecting with friends and family, they quickly learn that it is also a valuable source of information on financial, health, travel, and other topics of interest to them. Among older adults, both computer ownership and online participation are tied to level of education and to socioeconomic status. Web-based learning is especially beneficial for those older adults for whom technology access, learning to use computer technology — provides older adults opportunities for lifelong learning and continuing professional development. It can also help offset social isolation and loneliness. It has been recommended that peer instructors who understand how to teach adults and teaching methodologies that are aesthetically designed and self-paced be used to teach older adults to use computer technology. Adult and continuing education administrators must be aware of issues of access and equity and design training programs that will attract groups of older adults who are not currently interested. Contains an annotated bibliography of 20 print and Web-based resources. (MN)
between work and family and engage simultaneously in more than one endeavor (for example, school and work or two careers). The same options could also lead to increased stress and emotional strain and to limited opportunities for professional growth. Although employer-initiated flexible staffing arrangements are appealing to many workers, they are designed primarily to satisfy employers' needs. Flexible work options such as part-time employment and job sharing are becoming increasingly attractive to professionals. Flextime, which has become the most popular flexible work arrangement, offers benefits for employers and employees alike by allowing full-time employees to work at convenient times. Employers may use a low-cost method of providing personal time off, extending service hours without overtime pay, and reducing absenteeism and turnover. The use of flexible options is affected by various factors, including union and government pressure and workplace demographic changes. When preparing students with the academic, vocational, and employability skills required for successful employment in today's workplace, educators must also promote self-directed learning and a spirit of entrepreneurship (contains 16 references) (MN)

ED 418 248
CE 076 145
Insel, Susan
Work Force Education or Literacy Development: Will We Ever Need Adult Education? ERIC Digest No. 193
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —ED-EE-CE-98-193
Pub Date—Jan 1998-00-00
Contract—RR9300200
Note—4p
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF/1/PC/01 Plus Postage.
Identifiers—ERIC Digests, Welfare Reform
The increasing emphasis on work force development as a policy goal is bringing to the forefront a continuing debate over which of two roadways work force education or literacy development—the field of adult education should take. The recent shift in the welfare debate from emphasis on training in basic and job skills to emphasis on quick job placements has caused many adult educators who had previously worked closely with human services agencies to feel "out of the loop." Increasingly, evidence from adult learners themselves and from research on adult education programs is demonstrating that policies focusing solely on expanding the low-wage labor supply without attention to raising living standards through opportunities for development of skills that can be transferred to multiple employment settings do not result in employment self-sufficiency. Based on the information in the literature, the question should not be "Should adult education focus on either work force education or literacy development?" but rather "Is it possible to combine both literacy development and work force preparation?" The Goodwill Literacy Initiative in Pittsburgh (Pennsylvania) and Philadelphia's (Pennsylvania) Community Women's Education Project confirm that adult educators can indeed take both roads (contains 12 references) (MN)

ED 418 249
CE 076 146
Kerka, Sandra
New Perspectives on Mentoring. ERIC Digest No. 194
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED-EE-CE-98-194
Pub Date—Jan 1998-00-00
Contract—RR9300200
Note—4p
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF/1/PC/01 Plus Postage.
Descriptors—Mentors, Mentoring, Mentoring in Education, Mentoring and Counseling, Mentoring and Teaching, Mentoring Programs, Organizational Change, *Technological Advancements, Trend Analysis, World Wide Web
Identifiers—ERIC Digests Information Age
Like most institutions in a world of change, the practice of mentoring is being influenced by new forms of work, technology, and learning. Organizational trends such as downsizing, restructuring, teamwork, increased diversity, and individual responsibility for career development are contributing to these changing expectations in mentoring in the 1990s. Many organizations are instituting formal mentoring programs as a cost-effective way to upgrade skills, enhance recruitment and retention, and increase job satisfaction. Telementoring through the Internet is emerging as a way to pair teachers and learners with subject-matter experts who can provide advice, guidance, and feedback on learning projects. Mentoring, then, is one of many tools that is currently known about how individuals learn, including the socially constructed nature of learning and the importance of experiential, situated learning experiences. The most effective mentoring is that which involves guided experiential learning. Because learning takes place within the social context, the interpersonal relationship of mentor and mentee is considered essential. If developing learning organizations in a learning society is a desirable social goal, mentoring can perform an important function in helping people develop their highest potential (contains 17 references) (MN)

ED 418 250
CE 076 147
Jenner, David
Situated Learning in Adult Education. ERIC Digest No. 195
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED-EE-CE-98-195
Pub Date—Jan 1998-00-00
Contract—RR9300200
Note—4p
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF/1/PC/01 Plus Postage.
Identifiers—ERIC Digests, Situated Learning
In the situated learning approach, knowledge and skills are learned in contexts that reflect how knowledge is acquired and applied in everyday situations. As an instructional strategy, situated cognition is a means for relating subject matter to learners' needs and concerns. Four major premises guide the development of classroom activities for situated learning: learning is grounded in the actions of everyday situations; learning is facilitated when contextual and communal and transfers only to similar situations; learning is the result of a social process encompassing ways of thinking, problem solving, and interacting; and learning is not separated from the world of action but both affects, complex, social environments made up of actions, actions, and situations. Situated learning places learners in the center of an instructional process consisting of content, context, a community of practice, and participation. These four elements offer intriguing opportunities for educators to develop new and meaningful ways by creating environments that foster natural learning processes, selecting situations that will engage learners in complex and realistic problem-centered activities, acting first at content transmission and eventually generating a spirit of learning and fostering the notion of cognitive apprenticeships. (Contains 20 references) (MN)

ED 418 253
CE 076 161
Wagner, Judith G., Comp.
ERIC User Services Manual. Revised Edition. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—RR9300201
Note—60p
Pub Type—Guides—Non-Custom (035) — ERIC Publications (071)
Identifiers—ERIC, ERIC Clearinghouses
This manual explains how the user services functions, usually performed by a User Services Coordinator, can be conducted in the 16 ERIC (Educational Resources Information Center) Clearinghouses and the various adjacent ERIC User Services Operations. It provides guidelines, suggestions, and examples of how ERIC's components currently perform the user services functions. The manual is organized in nine sections that cover the following topics: (1) what user services are; (2) who provides user services; (3) how user services can be used; (4) how to access ERIC; (5) how to use the database; (6) what databases can be used; (7) what ERIC can do for you; (8) what ERIC can do for you; (9) how to use the database; and (10) how to use the database. The guide also contains a glossary defining 16 terms and 11 appendices that include the following: ERIC System publications, search materials, financial aid packet, workshops and conferences materials, statistics and forms, evaluation forms, transparencies, clearinghouse manuals, rates, resources, user services and the World Wide Web; websites and listserves; and brochures. (KCC)

ED 418 325
CE 076 292
Brown, Rosina Landau
Using Problem-Solving Approaches in Vocational Education. Practice Application Brief. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1998-00-00
Contract—RR9300200
Note—4p
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF/1/PC/01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, *Content Effect, Educational Environment, Educational Strategies, Experiential Learning, Problem Solving, Learning Theories, Relevance (Education), Teacher Role, Teaching Methods, Trend Analysis
Identifiers—ERIC Digests, Problem Based Learning
The problem-solving approach to teaching and learning has proved especially useful in vocational education as a way to relate classroom learning to real-life situations or problems. The problem-solving method of teaching places the responsibility for learning on students. Educators and special educators in other subject areas refer to this process known as "problem-based learning," which is characterized by four factors: reflection, inquiry, solution building, and reflection. For effective use of a problem-solving or problem-based approach to teaching and learning, teachers will have to alter three things: the balance of power in the classrooms, the focus of attention; and their teaching skills. Relating the problem-solving approach to traditional teaching methods and incorporating new teaching philosophies and practices in a major observable to the adoption of the problem-solving approach to teaching. To implement a problem-solving approach, teachers must improve their interpretation.
ED 420 788
Keru, Sandra
Learning Styles and Electronic Information
Trends and Issues Writings.
ERIC Clearinghouse on Adult., Career, and Vocational Education, Columbus, OH
Spokes Agency-Office of Educational Research and Improvement (ERI), Washington, DC
Pub Date 1998-00-00
Contract—R99302001
Note—4p.
Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Center on Education and Training for Employment, 1000 Kenny Rd., Columbus, OH 43201-1090.
Pub Type—ERIC Publications (071)—Reference Materials—Bibliographies (131)
EDRS Price—MF00/PC01 Plus Postage.
Emerging research findings demonstrate a relationship between learning styles and approaches to using the World Wide Web and other hypermedia, especially in terms of success with information retrieval. One of the most widely used concepts of learning styles is Field Independence/Field Dependence (F/D)'s Field Independence (FI). Individuals perceive details and rely on internal cues, whereas F/D's Field Dependence (FD)'s Field Dependence (FD). Field Independence (FI). FI individuals perceive details and rely on internal cues, whereas FD individuals perceive detail and are dependent on external cues. Accommodations include providing a site guide or a global overview (for example, menu listing all possible choices). Other variables affecting information-seeking processes include the following: navigational and navigational design, interpersonal or place value of information; prior computer experience or subject knowledge; degree of self-direction; and knowledge of sites. To optimize the implications of one's preferred learning style, know how to select and use hypermedia tools to match one's style and learn to create mental models and use metacognitive strategies. (An annotated bibliography of 22 print and hypermedia publications, which comprises more than half of the document.) (MN)
ED 420 789
Nielson, Susan
Spirituality in the Workplace, Trends and Issues
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH
Spokes Agency-Office of Educational Research and Improvement (ED), Washington, DC
Pub Date 1998-00-00
Contract—R99302001
Note—4p.
Available from—ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Center on Education and Training for Employment, 1000 Kenny Rd., Columbus, OH 43201-1090.
Pub Type—ERIC Publications (071)—Reference Materials—Bibliographies (131)
EDRS Price—MF00/PC01 Plus Postage.
In the workplace movement serves a range of interests, including personal fulfillment on the job, a growing need to reconcile personal values with those of the corporation, and corporate desires to help individuals achieve more balanced lives. In addition to being the theme of a growing number of books, spirituality has also been the subject of online computer discussions and numerous books. Among the factors most closely related to the workplace trend are the following: corporate layoffs and downsizing; the aging of the workforce; the decline of traditional support networks; and changes in organizational structures. One of the major sources of spirituality associated with the growing movement of spirituality in the workplace is whether the movement is compatible with the profit motive. This may happen when the conflict. The relationship between spirituality and religion is another important factor. Career counseling specialists can prepare people for a workplace that includes a spiritual dimension by using the integrated life planning model and the relationship to careers. Includes an annotated bibliography of 20 print, organizational, and electronic resources, which comprises more than half of the document. (MN)
CG
ED 412 434
Oshins, Norman Henderson, Particia
Comprehensive Guidance Programs that Work—II.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No—IESN—1-56100-979-4
Pub Date—1996-00-00
Contact—R99302004
Note—312p.; For the first edition, see ED 314 660. For the second edition, see ED 402 253.
Available from—ERIC CASS Publications.
ERIC Counseling and Student Services Clearinghouse, School of Education, University of North Carolina at Greensboro, 201 Ferguson Building, PO. Box 26171, Greensboro, NC 27402-6171.
Pub Type—Books (010)—Guides—Non-Classroom (055)—ERIC Publications (071)
EDRS Price—MF00/PC01 Plus Postage.
Descriptors—Adolescents, Children, Counseling Theories, Elementary Secondary Education, Guidance Objectives, Guidance Program, Program Descriptions, Personnel Services, Personnel Workers, School Counseling, School Identities—Comprehensive Guidance, Comprehensive Guidance Program Model (Gysbers)
Comprehensive Guidance Programs are gaining increased attention. Aspects of these guidance programs were outlined in 1991 in a well-received book, which has now been updated. This new edition offers both the innovative content (comprehensive school guidance program model) and the practical application of the concept as it has been applied in 14 different school and state settings. The practical report was written by professionals who have extensive experience with the programs. Although the chapters are specific to the school, district or state plan of each contributor, all of the programs are grounded in the concepts refined by the book's editors. The first chapter provides an overview of the comprehensive guidance model, a model which was implemented in July 1990. The states represented by these program models include Maryland, Utah, Texas, South Carolina, Nebraska, Arizona, Massachusetts, and New York. The new edition also includes some refined theoretical points, including new material on leadership and supervision of school counselors in comprehensive guidance programs and the evaluation of comprehensive guidance programs. The last chapter offers key points, such as the impact of an approach, for those who wish to develop and implement a comprehensive assistance program. (RIM)
ED 414 513
CG 027 040
Cullin, Mildred W即将 Sandve
Extending the Reach: Distance Delivery in Career Counseling: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No—EDO-CG-55-73
Pub Date—1999-00-00
Contact—R99302004
Note—4p.
Pub Type—ERIC Publications (071)—ERIC Digits in Full Text (073)
EDRS Price—MF00/PC01 Plus Postage.
Generations of rural people have relied on resource industries for their livelihoods. This Digest examines how modern technologies allow career counselors to serve this population. In distance career counseling, four factors must be considered (1) community characteristics, such as the informal hiring practices seen in many rural communities; (2) nature of the labor market, where some rural communities have a restricted range of occupational opportunities; (3) rural communities in transition, where many rural labor markets are changing, and (4) rural culture, in which many rural careers involve a wide range of non-market activities. Distance career counselors can use a variety of communication technologies to deliver programs, such as audio-teleconferencing, which is available in any place with regular phone service. Video-cassette players may also be used and can help parents work with their children in exploring career options. Print materials, such as workbooks, can explain career development strategies and can provide clients with a record of their experiences in any such program, several factors can enhance success. Community-based partners must be involved, flexible programs must be available for disadvantaged rural communities; resource-based programs must be firmly in place, and program administration can be simplified with local on-site coordinators. (RIM)
ED 414 514
CG 027 041
Miracle, Deidre Giordano, Marcelle
Delivery of Career Counseling Services: Community Access—The Role of Employers: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No—EDO-CG-55-74
Pub Date—1999-00-00
Contact—R99302004
Note—4p.
Pub Type—ERIC Publications (071)—ERIC Digits in Full Text (073)
EDRS Price—MF00/PC01 Plus Postage.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC; Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-00-4479
Pub Date: 1995-00-00
Contract: R30300004
Note—4p.
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EREDIS Price — MF01/PC11 Plus Postage
Identifiers—Canada, ERIC Digests

The need for lifelong career development in Canada is increasingly evident as more people switch jobs. To meet this need, it has been suggested that counseling services for adults should be organized into a three-tiered structure. Such a structure would ensure that individuals have access to a counselor in accordance with their level of need. The three tiers of the first tier of service would be on self-exploration and career assessment. These would be guided self-assessment systems to serve widespread needs. The second tier would include coached self-help, career computer assistance, needs determination, group seminars, and could include special needs clients. In the second tier, more in-depth assistance would be available, such as skill training and information on entitlements. The third tier would include individual counseling where the clients clarify their inability to do what needs to be done, evaluate their strengths and barriers, examine assumptions which affect thoughts and actions, as well as active intervention with third parties, and the coaching and supporting of clients. All three tiers could be housed in one location or be provided geographically by various agencies in a municipality. In addition to serving adults in transition, this program could assist secondary schools. A tiered career development system could produce a full range of services. (RIM)
ED 414 521
Long, Rona C
Stress in the Work Place: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greenwich, CT.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-81
Date—1990-02-04
Contract—R93H000204
Note—dp.
Pub Type—ERIC Publications (P71) — ERIC Digests.
ED 414 522
Long, Rona C
Quality Career Counseling Services: A Developmental Tool for Organizational Accountability: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-81
Date—1990-02-04
Contract—R93H000204
Note—dp.
Pub Type—ERIC Publications (P71) — ERIC Digests.
ED 414 523
Long, Rona C
Quality Career Counseling Services: A Developmental Tool for Organizational Accountability: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-81
Date—1990-02-04
Contract—R93H000204
Note—dp.
Pub Type—ERIC Publications (P71) — ERIC Digests.
ED 414 524
Long, Rona C
Quality Career Counseling Services: A Developmental Tool for Organizational Accountability: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-81
Date—1990-02-04
Contract—R93H000204
Note—dp.
Pub Type—ERIC Publications (P71) — ERIC Digests.
ED 414 525
Long, Rona C
Quality Career Counseling Services: A Developmental Tool for Organizational Accountability: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-81
Date—1990-02-04
Contract—R93H000204
Note—dp.
Pub Type—ERIC Publications (P71) — ERIC Digests.
ED 414 526
Long, Rona C
Quality Career Counseling Services: A Developmental Tool for Organizational Accountability: ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-81
Date—1990-02-04
Contract—R93H000204
Note—dp.
Pub Type—ERIC Publications (P71) — ERIC Digests.
ED 414 524  
CG 027 051

Nurl, Valerie G.

Career Counseling of Girls and Women: Guidelines for Professional Practice: ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC, Canadian Guidance and Counselling Foundation, Ottawa (Ontario).

Spans Agency—Office of Educational Research and Improvement, Washington, DC.

Report No.—EDO–CG–95–84
Pub Date—1995–00–00
Contract—RR95000204
Note—6p.

Pub Type—ERIC Publications (071) — ERIC DIGESTS in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.


Career development in Canada has been gaining prominence over the past decade. This digest outlines the principles on which career development must remain focused. First, the meaning of "career success" needs to be reexamined. With companies downsizing, people need to be able to view themselves as successful, despite changing circumstances. Second, people need to expand their skills to succeed in the work place, such as increasing self-motivation and recognizing opportunity in changing circumstances. Third, counselors must recognize that many people feel trapped and they need programs to help them make transitions to more meaningful situations. Fourth, the needs of older workers in retirement must be recognized, particularly with the increasing numbers of persons nearing retirement age. Fifth, the scope and practice of career development needs to expand, while concepts of career education and counseling must be updated. Sixth, alternative delivery systems should be developed so as to make career guidance accessible throughout an individual's lifespan. Seventh, the scope of practice of those working in career development will need to expand as counselors move away from traditional individual client interactions. Eighth, standards of training and service delivery must be in place to assure clients that service providers have appropriate training. And finally, evaluation approaches must be modified and more readily accepted to increase accountability (RJM).
ED 418 339
CG 028 533
Allen, Jackie M., Ed.
School Counseling: New Perspectives & Practises.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

ED 420 019
CG 028 511
Education and Learning in the Information Age: Challenges and Opportunities. Offered in Recognition of the Tenth Anniversary of the Educational Resources Information Center (ERIC) and the ERIC Counseling & Student Services Clearinghouse.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

ED 412 532
CS 012 999
Sanacora, Joseph
Student Diversity and Learning Needs. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

ED 412 506
CS 012 999
Smith, Carol P.
Vocabulary Instruction and Reading Comprehension. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

FDRS Price — MF01/PC01 Plus Postage.

ED 412 532
CS 012 999
Sanacora, Joseph
Student Diversity and Learning Needs. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

ED 412 506
CS 012 999
Smith, Carol P.
Vocabulary Instruction and Reading Comprehension. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Note:— Available from—ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

FDRS Price — MF01/PC01 Plus Postage.

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CS 012 999
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Student Diversity and Learning Needs. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

ED 412 506
CS 012 999
Smith, Carol P.
Vocabulary Instruction and Reading Comprehension. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
ED 143 576  
CS 012 965

Smith, Carl B.

Building a Strong Vocabulary: A Twelve-Week Plan for Students.  
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.  
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDR-893790-14-X

Pub Date—1997-00-00

Contract—RR39002001

Note—148p. Published with EDINFO Press.  
Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; phone: 800-525-7853.

Download—Companion—(20)—Guides—Teacher—(30)—ERIC Publications (071)

EDRS Price—MF21/PC08 Price Postage.

Descriptors—Alphabetic; Content; Context; Dictionary; Early Childhood; Language Arts; Learning Disabilities; Learning Strategies; Morphology; Vocabulary Development; Word Study Skills.

Identifiers—Foreign Words; Word Families

This book presents 12 strategies (focused on one strategy a week) for students to increase vocabulary and boost communication skills, suggesting that this technique will almost double the average person's vocabulary. After an introduction, the book presents the following 12 techniques: (1) "What's the Key Word?"; (2) "Building a Thesaurus from What You Know"; (3) "Dictionary: The Way It's Used"; (4) "If You Build It, They Will Come"; (5) "Write What You Know"; (6) "Even More Vocabulary"; (7) "Word Origins and Etymology"; (8) "Writing About What You Read"; (9) "Writing a Dictionary"; (10) "Word Hunt"; (11) "What's the Secret?"; and (12) "What's the Message?" Each chapter ends with a "What's the Message?" section, which provides questions for discussion, activities for students, and assessment strategies. The book also includes a glossary of vocabulary terms, a "Vocabulary Gumbo" recipe, and a "Vocabulary Web" section. This book is a valuable resource for teachers looking to increase their students' vocabulary and comprehension skills.

ED 143 605  
CS 216 075

Atwood, Sharron Vince Ali; Cynthia D.; Author

Teach Your Child's Valentines: 99 Things Parents Can Do!  
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.  
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.  

Pub Date—1997-00-00

Contract—RR39002001

Note—133p. Published with EDINFO Press.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

This book offers 99 ideas for parents to teach their children about Valentine's Day. It includes activities such as making cards, writing love letters, and creating valentines for family members. The book is organized into sections, each focusing on a different aspect of Valentine's Day, such as history, traditions, and cultural significance. The activities are designed to be simple and engaging, making them ideal for parents to use with their children. The book also includes tips for parents on how to teach their children about the importance of giving and receiving love, as well as the importance of showing appreciation for others. Overall, this book is a valuable resource for parents looking to teach their children about the meaning and significance of Valentine's Day.

ED 143 577  
CS 212 966

Thompson, Mark B.

Teach a Child to Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success. Second Edition.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.  
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.  

Pub Date—1997-00-00

Contract—RR39002001

Note—212p. Presented by Jim Trelles. Published with EDINFO Press. For the first edition, see ED 392 016.  
Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

This book provides guidance for parents on how to teach children to read for success. It emphasizes the importance of combining story reading, phonics, and writing skills to promote reading success. The book includes practical strategies and activities for teaching reading, such as using children's books to teach phonics, using sight words, and incorporating writing into the reading process. It also offers suggestions for creating a supportive home reading environment and provides ideas for extending reading skills beyond the classroom. This book is an invaluable resource for parents and educators who want to help children develop strong reading skills.

ED 143 606  
CS 216 076

Cotton, Eileen Gaffney

The Online Classroom: Teaching with the Internet, Third Edition.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.  
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.  

Pub Date—1997-00-00

Contract—RR39002001

Note—239p. Published with EDINFO Press. For the second edition, see ED 400 577.  
Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

This book provides guidance for teachers on how to teach children to read for success. It includes strategies for using children's books to teach phonics, using sight words, and incorporating writing into the reading process. It also offers suggestions for creating a supportive home reading environment and provides ideas for extending reading skills beyond the classroom.

ED 142 592  
EA 028 448

Lashley, Larry

Leading with Vision.  
ERIC Clearinghouse on Educational Management, Eugene, OR.

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

Pub Date—1997-00-00

Contract—RR39002006

Note—159p. Available from—ERIC Clearinghouse on Educational Management, 2507 University of Oregon, Eugene, OR 97403-5207 (Code No. EM4099; $13.50; add 10 percent, or $4 minimum, for postage and handling; quantity discounts).  
Download—Book Type—(Books 010)—ERIC Publications (071)

EDRS Price—MF47/PR07 Plus Postage.


The idea that organizations should have sense of where they are and where they are heading and have a strategy for getting there is not new. The concept of visioning, however, seems to have always been ambiguous. This book clarifies the issues surrounding visioning by providing a basic conceptual framework.
ED 413 649

McChesney, Jim

ED 413 649

EA 028 727

McChesney, Jim

Reconsidering Schools.

ERIC Clearinghouse on Educational Management, Eugene, OR; National Association of Elementary School Principals, Alexandria, VA—Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—1997-00-00

Contrast—RR97-00206

Note—5.

Available from—Educational Resources, National Association of Elementary School Principals, Alexandria, VA, 22314-3481 (314) 423-7100, 800-234-7333 (toll-free) 24 hr, 10 in morning, 52 weeks/yr. (Virginia residents add 4.5% sales tax)

Journal—C-Education Research Roundup, v14 n1 Fall 1997

Pub Type—Collective Works—Serials (022) —ERIC Publications (071)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—*Reform Efforts

This publication reviews works on educational reform that represent attempts to do more than merely recognize and excite of the need for change. These reports are intended to bea a summary of major trends. A list of additional ERIC readings pertaining to the subject area is included. (LJ)

ED 414 615

EA 028 349

Intricate, Karen

School Size, ERIC Digest, Number 113.

ERIC Clearinghouse on Educational Management, Eugene, OR

Pub Date—1997-07-00

Contrast—RR97-00206

Note—5.

Available from—ERIC Clearinghouse on Educational Management, 300 N. Zeeb Rd., Ann Arbor, MI 48106

Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (022)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

The following decade saw an increase in the number of schools, suburbanization, and urbanization. However, recent research indicates that large schools do not work for minority and low-income students. Small size can increase student participation and is not necessarily cost efficient. This digest summarizes the results of various studies that examined whether large schools have produced greater academic success at a lower cost than the ways in which small schools benefit students, parents, and teachers, and if so, how. The report concludes that small schools have a major impact on student success and that the current debate on this issue is complex. (LJ)

ED 414 657

EA 028 851

Lush, Laura

Measuring Leadership.

ERIC Clearinghouse on Educational Management, Eugene, OR

Pub Date—1998-00-00

Contrast—RR98-00206

Note—5.

Available from—National Association of Elementary School Principals, Alexandria, VA, 22314-3481 (314) 423-7100, 800-234-7333 (toll-free) 24 hr, 10 in morning, 52 weeks/yr. (Virginia residents add 4.5% sales tax)

Journal—C-Education Research Roundup, v14 n2 Spring 1997-98

Pub Type—Collective Works—Serials (022) —ERIC Publications (071)

EDRS Price—MF01/PC01 Plus Postage.


Principals have two reasons to wonder about the whole concept of leader. First, principals are responsible for identifying leadership in others; and second, they must be analytical and reflective about their own capabilities. Consequently, the current demand for valid and reliable measurement of leadership qualities. This issue reviews recent
Management. Teaching Conditions, Work Atti-
attitudes—ERIC Digest, Stress (Biological)
This digest discusses why special education teachers are stressed by role overload and lack of autonomy, and presents strategies for suc-
cessfully managing stresses related to teaching. Strategies include: (1) setting realistic expecta-
tions; (2) making distinctions between job and per-
personal life; (3) finding ways to exercise professional 
depth; (4) maintaining autonomy by evaluating each aspect of the job and determining changes to improve the environment that can be reasonably 
made. (4) not expecting praise from the boss and 
looking for alternative sources of reinforcement, such as, colleagues, friends, family, or parents; (5) increasing efficiency by keeping records and 
improving progress to receive direct feedback on efforts, and 
(6) developing personal coping strategies, particu-
larly active coping strategies. The digest highlights 
direct active coping strategies, including changing 
the source of the stress, confronting the source of 
the stress, and changing the way the source of the 
stress is perceived, getting involved in activities 
that are unrelated to school issues, and altering diet 
to reduce stress. (Contains 14 references.) (CR)

ED 414 666
Pollack, B. J
Educating Children Who Are Deaf or Hard of 
ERIC Digest #E548.
ERIC Clearinghouse on Disabilities and Gifted 
Education, Reston, VA
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC
Date of Report—EDO—CC-96-3
Pub Date—1997-08-00 
Contract—RI9302005
Note—•p
Available from—ERIC Clearinghouse on Disabili-
ties and Gifted Education, Council for Excep-
tional Children, 1920 Association Dr., Reston, 
VA 20191-1585; toll-free telephone: 800-328-
0727
Pub Type—ERIC Publications (011) — ERIC Di-
gests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Behavior Problems; Deafness; 
Developmental Delays; Disability Identification; 
Educational Strategies; Elementary Se-
condary Education; Emotional Disturbances; 
Evaluation Methods; Hearing Impairments; Interdisciplinary Approach; Learning Disabilities; 
Student Evaluation; Identifiers—ERIC Digests
This digest discusses the occurrence of other disabil-
ities with a hearing impairment: How hearing 
having hearing children with hearing impairments. Topics on 
Edina. This digest is intended for those children and includes: (1) the prevalence of other disabilities in children with 
hearing loss, including learning disabilities, intel-
lectual disabilities, and emotional/behavioral dis-
abilities; (2) the characteristics of children with 
hearing impairments who also have other disabili-
ties; (3) the characteristics of children who 
interact with early childhood education programs 
as a result of hearing impairment; and (4) the 
interaction of children with special education programs 
and the impact of hearing impairment on their 
learning. (Contains 10 references.) (CR)

ED 414 667
Esquenazi, Susan
Educating Children Who Are Deaf or Hard of 
Hearing: Overview. ERIC Digest #E549.
ERIC Clearinghouse on Disabilities and Gifted 
Education, Reston, VA
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC
Date of Report—EDO—EC-96-4
Pub Date—1997-08-00 
Contract—RI9302005
Note—•p
Available from—ERIC Clearinghouse on Disabili-
ties and Gifted Education, Council for Excep-
tional Children, 1920 Association Dr., Reston, 
VA 20191-1589; toll-free telephone: 800-328-
0727
Pub Type—ERIC Publications (071) — ERIC Di-
gests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Assistive Devices (for Disabled); 
Children; Communication Skills; Deafness; 
 Disability Identification; Elementary Secondary 
Education; Hearing Impairments; Inci-
dence. Interpersonal Communication, Sign Language; Placement, Total Communication 
Identifiers—ERIC Digests
This digest discusses hearing loss in children. Topics covered include: (1) the causes of hearing loss and the three major types of hearing losses, 
conductive losses, sensory losses, and central auditory processing disorders, (2) the federal defini-
tions of "deaf" hearing loss which adversely affects educational performance, and which it is 
believed that the child is impaired in processing lin-
guistic information through hearing, with or with-
out amplifications or assistive devices, "hearing loss" that adversely affects a child's educational perfor-
mance but which allows the child access to some 
degree of communication with or without amplifi-
cation, and "Deaf" with a capital "D" (refers to those individuals with hearing losses who identify 
theirself with the Deaf Culture), (3) the inci-
dence of hearing loss, (4) the signs of hearing loss, 
including attention problems, difficulty in vocal interac-
tions or reduced vocal interactions, frustration with 
school and others, or low grades or a drop in grades; 
(5) different communication strategies of children 
with hearing impairments, including the auditory/oral 
philosophy, signed English, and total communication 
and Cochlear implants; (6) the different education 
services for children with hearing impairments; 
and (7) the different types of technology 
available for people with hearing impairments. 
(Contains 10 references.) (CR)

ED 414 668
Escarce, Malinda
Educating Children Who Are Deaf or Hard of 
Hearing: Assessment. ERIC Digest #E550.
ERIC Clearinghouse on Disabilities and Gifted 
Education, Reston, VA
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC
Date of Report—EDO—EC-96-5
Pub Date—1997-08-00 
Contract—RI8060207
Note—•p
Available from—ERIC Clearinghouse on Handicapped 
and Gifted Children, Council for Excep-
tional Children, 1920 Association Dr., Reston, 
VA 20191-1589; toll-free telephone: 800-328-
0727
Pub Type—ERIC Publications (071) — ERIC Di-
gests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Clinical Diagnosis; Deafness; Ele-
mentary Secondary Education, Evaluation Problems; Examiners; Hearing Impairments; Norm 
Referenced Tests; Performance Factors; Qualification; Standards; Student Evaluation. 
Identifiers—ERIC Digests
This digest discusses the assessment of children who are deaf or hard of hearing. Topics addressed include: (1) the purpose of an assessment; (2) problems 
associated with assessment, including the diagnos-
tics' lack of experience with the oral program; communica-
tion problems, tests that are tailored to typical children, interpretation of test results, and 
assessment of children who are deaf or hard of hearing. 
(Contains 14 references.) (CR)
ED 414 672
EC 306 017
Longhorn, Jon
Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #5554.

ED 414 674
EC 306 019
Guinan, Gerri
Educating Children Who Are Deaf or Hard of Hearing: English-Based Sign Systems. ERIC Digest #5556.

ED 414 673
EC 306 018
Calwell, Barbara
Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #5555.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

ED 414 675
EC 306 620
Novell, Richard Innes, Joseph
Educating Children Who Are Deaf or Hard of Hearing: Inclusion. ERIC Digest #5557.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

ED 414 671
EC 306 016
Baker, Sharon Baker, Keith
Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #5542.

EDRIS Price: MF01PC01 Postage, Plus Postage.

This digest presents information on bilingual-bicultural education for children who are deaf or hard of hearing. The premise of bilingual-bicultural education is that all children who are deaf or hard of hearing should be provided with effective communication competency and that they need to be bilingual in order to succeed fully in the family, school, and society.

Educators who follow the bilingual-bicultural philosophy are described as ones that work with parents/caregivers to help them realize the specific linguistic, educational, and social needs of their children who are deaf and the importance of early language acquisition. Bilingual-bicultural programs are different from other programs mostly notably by their approach to first language acquisition. These programs are characterized by the advocating for American Sign Language (ASL) to be the first language of children who are deaf and the belief that when using ASL, one should not attempt to speak English. Bilingual-bicultural education proponents believe that children with deafness are visual learners and should not be mainstreamed into regular education but should be in environments that provide full communicative access to the curriculum. The digest discusses the benefits and limitations of the bilingual-bicultural options and questions parents should ask in choosing bilingual-bicultural programs. (CR)

ED 414 672
EC 306 017
Longhorn, Jon
Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #5554.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

EDRIS Price: MF01PC01 Postage, Plus Postage.

Speech Inefficacy
This digest uses a question-and-answer format to summarize issues in the use of cochlear implants (an array of electrodes surgically implanted into the cochlea) with deaf or hard-of-hearing children. It describes the implants and summarizes the research on the effectiveness of the devices, which indicates that the devices are most effective in cases of postlingual deafness. The conclusion who are candidates for this technology is identified, noting that candidacy criteria are becoming broader to include some children with residual hearing. Benefits of cochlear implants are listed, such as increased capacity for spoken language acquisition, improved behavior, and quality of speech. Possible limitations of implants are also considered and parents are provided with a list of questions to ask when considering the cochlear implant option. (Contains 13 references.) (DB)

ED 414 673
EC 306 018
Calwell, Barbara
Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #5555.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

EDRIS Price: MF01PC01 Postage, Plus Postage.

This digest presents information on bilingual-bicultural education for children who are deaf or hard of hearing. The premise of bilingual-bicultural education is that all children who are deaf or hard of hearing should be provided with effective communication competency and that they need to be bilingual in order to function successfully in the family, school, and society.

Educators who follow the bilingual-bicultural philosophy are described as ones that work with parents/caregivers to help them realize the specific linguistic, educational, and social needs of their children who are deaf and the importance of early language acquisition. Bilingual-bicultural programs are different from other programs mostly notably by their approach to first language acquisition. These programs are characterized by the advocating for American Sign Language (ASL) to be the first language of children who are deaf and the belief that when using ASL, one should not attempt to speak English. Bilingual-bicultural education proponents believe that children with deafness are visual learners and should not be mainstreamed into regular education but should be in environments that provide full communicative access to the curriculum. The digest discusses the benefits and limitations of the bilingual-bicultural options and questions parents should ask in choosing bilingual-bicultural programs. (CR)

ED 414 674
EC 306 019
Guinan, Gerri
Educating Children Who Are Deaf or Hard of Hearing: English-Based Sign Systems. ERIC Digest #5556.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

EDRIS Price: MF01PC01 Postage, Plus Postage.

This digest uses a question-and-answer format to summarize basic information about the use of English-based sign systems with children who are deaf or hard of hearing. Lists of signs systems are explained as using the vocabulary of American Sign Language (ASL) with the grammatical and syntactical features of English. These systems include: Signed English, Seeing Essential English, and Signing Exact English. The paper notes use by hearing parents and educators who wish to expose the child to English but negative attitudes by many deaf adults who view such systems as a denial of Deaf culture. Benefits of this option are also identified, including increased access to English during the language learning years. Among limitations noted are the danger of using only parts of a signed message, resulting in incomplete English that for neither English or ASL syntax. Parents are offered a list of questions to consider before choosing this communication option. (DB)

ED 414 675
EC 306 620
Novell, Richard Innes, Joseph
Educating Children Who Are Deaf or Hard of Hearing: Inclusion. ERIC Digest #5557.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

EDRIS Price: MF01PC01 Postage, Plus Postage.

This digest uses a question-and-answer format to summarize basic information about the use of Cued Speech (a sound-based hand supplement to lipreading) for children who are deaf or hard of hearing. Cued speech is briefly explained, noting its primary use by hearing families of young children who are deaf and in regular education classrooms when children enter school. A listing of other groups who may use Cued Speech includes families and professionals working with children with autism, Down Syndrome, deaf-blindness, cerebral palsy, auditory processing deficits, and severe physical disabilities. Benefits and limitations of Cued Speech are briefly addressed. Benefits include ease of learning, reinforcement of speech therapy, and improved lipreading. Among limitations of Cued Speech mentioned are reliance on lipreading, the insufficient number of Cued Speech translators, and the individual's need to also learn American Sign Language to communicate with the Deaf community. A list of questions is provided for parents to ask. (Contains 13 references or resources.) (DB)
This digest uses a question-and-answer format to summarize basic issues about the inclusion of handicapped students who are deaf or hard of hearing. It briefly reviews the history of the inclusion movement and identifies two critical issues: (1) that all students should have the right to go to school with their non-handicapped peers; and (2) that all students with handicaps should go to regular schools, the "full inclusion" position. Parents are reminded that inclusion is only an option, that a child has a right to inclusion (despite possible resistance by school authorities), but that inclusion might not be appropriate for all children with hearing losses. Identified among the benefits of inclusion are: being able to live at home, opportunities for communication with the hearing world, opportunities for learning the standards of the hearing world, and availability of a wider range of academic or vocational programs. The identified limitations of inclusion are: the potential for isolation from teachers and peers, fewer opportunities for direct instruction, limited opportunities for direct interaction with peers and professional support staff, and limited availability and quality of support staff. Parents are provided with suggestions about how to decide whether or not to consider inclusion. (DB)

ED 418 677
Hawkins, Larry, Brunner, Judy
Evaluating Children Who Are Deaf or Hard of Hearing
EDUCATION.CIRCULATION.EDUCATION (ERIC Digest) DB
ERIC Clearinghouse on Disabilities and Gifted Education
Report No. — ED 418 677
Contract — R93002005
Note — Ap
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 417 345
Bergen, Sandra
Homeless Resources for Gifted Students
ERIC Mini-Bib
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 416 446
Bergen, Sandra
Homeless Resources for Gifted Students
ERIC Mini-Bib
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 415 590
Kornets, Frances A., Marquand, Ronald
Know Your Legal Rights in Gifted Education
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 414 166
Gillam, Judith Easterbrook, Susan
Evaluating Children Who Are Deaf or Hard of Hearing
EDUCATION.CIRCULATION.EDUCATION (ERIC Digest) DB
ERIC Clearinghouse on Disabilities and Gifted Education
Report No. — ED 414 166
Contract — R93002005
Note — Ap
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 414 663
Extine, Jacques
Home schooling Gifted Students: An Introductory Guide for Parents
ERIC Digest (54b)
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 413 243
Bergen, Sandra
Homeless Resources for Gifted Students
ERIC Mini-Bib
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 412 554
Bergen, Sandra
Homeless Resources for Gifted Students
ERIC Mini-Bib
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 411 367
Bergen, Sandra
Homeless Resources for Gifted Students
ERIC Mini-Bib
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.

ED 410 301
Bergen, Sandra
Homeless Resources for Gifted Students
ERIC Mini-Bib
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA
Available from — ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272.
liability). The existence of protections for some types of gifted youth under the Office of Civil Rights is mentioned, as are the services of the Legal Assistance Project, which helps to advocate for gifted children. [DB]

ED 417 501
Barnette, Jane
Reducing the Disproportionate Representation of Minority Students in Special Education.
ERIC/OS/SEPS Digest #256.
ERIC Clearinghouse on Disabilities and Gifted Education (ED/OSERS), Washington, DC.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—EDO-EC-98-4
Pub Date—1998-05-01
Contract—RR9300205
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Office of Exceptional Children, 1900 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericc@cecp.ed.gov; World Wide Web: http://www.eric.ed.gov/eric.htm.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

ED 418 515
Fitzsimmons, John F
Beginning Reading, ERIC/OS/SEPS Digest #255.
ERIC Clearinghouse on Disabilities and Gifted Education (ED/OSERS), Washington, DC.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1998-05-01
Contract—RR9300205
Note—3p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Office of Exceptional Children, 1900 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericc@cecp.ed.gov; World Wide Web: http://www.eric.ed.gov/eric.htm.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

ED 417 515
Fitzsimmons, Mary K
School-Wide Behavioral Management System, ERIC/OS/SEPS Digest #253.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—EDO-EC-98-1
Pub Date—1998-02-01
Contract—RR9300205
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1900 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericc@cecp.ed.gov; World Wide Web: http://www.ERIC.org/eric.htm.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

This digest reviews and summarizes what is known about effective school-wide behavioral management systems. Emphasis is on consistency throughout the building and across classrooms with the entire staff, both professional and non-professional, uniformly implementing common strategies. Common features of school-wide behavioral management systems are highlighted, including: (1) total staff commitment to managing behavior, whatever approach is taken; (2) clearly defined and communicated expectations and rules; (3) consequences and procedures for correcting rule-breaking behaviors; (4) an instructional component for teaching students self-control and social skills strategies; and (5) a support plan to address the needs of students with chronic, challenging behaviors. Systems reviewed include Effective Behavioral Support, a school-wide process, and individualization instruction designed to prevent and decrease problem behavior; expansion of placement options for students with behavioral and/or emotional disturbances; and Unified Discipline, a system that emphasizes unified attitudes, expectations, consequences, and team roles. A sample school-wide code of conduct is provided. (Contains 10 references) [DB]

ED 418 515
Fitzsimmons, John F
Beginning Reading, ERIC/OS/SEPS Digest #255.
ERIC Clearinghouse on Disabilities and Gifted Education (ED/OSERS), Washington, DC.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1998-05-01
Contract—RR9300205
Note—3p.
Based on "Shakespeare and Beginning Reading: The Readiness Is All" by Edward J. Fitzsimmons. "From the "ERIC Clearinghouse Teaching Exceptional Children, Winter 1996": 8.
Available from—ERIC Clearinghouse Special Project, ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1900 Association Drive, Reston, VA 20191-1589; telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericc@cecp.ed.gov; World Wide Web: http://www.ERIC.org/eric.htm.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

This digest summarizes the problem of over-representation of minority students in special education and offers suggestions to reduce this disproportionate representation. It notes concerns of the Office of Special Education Programs (OSEP) and the Office for Civil Rights (OCR) that minority students are being misclassified and receiving inappropriate services and/or discriminatory placement in special education. Suggestions for reducing over-representation focus on creating a successful school environment for all students and distinguishing disabilities from cultural differences. Specific suggestions are offered for promoting family involvement, making the general education classroom conducive to success for all children, increasing the accuracy of referral and evaluation processes, providing appropriate special education services, and monitoring the provision of services. Also noted are federal activities of OSEP and OCR to reduce over-representation. [DB]

ED 417 515
Fitzsimmons, Mary K
School-Wide Behavioral Management System, ERIC/OS/SEPS Digest #253.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—EDO-EC-98-1
Pub Date—1998-02-01
Contract—RR9300205
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1900 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericc@cecp.ed.gov; World Wide Web: http://www.ERIC.org/eric.htm.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

ED 417 501
Barnette, Jane
Reducing the Disproportionate Representation of Minority Students in Special Education.
ERIC/OS/SEPS Digest #256.
ERIC Clearinghouse on Disabilities and Gifted Education (ED/OSERS), Washington, DC.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—EDO-EC-98-4
Pub Date—1998-05-01
Contract—RR9300205
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Office of Exceptional Children, 1900 Association Drive, Reston, VA 20191-1589; toll-free telephone: 800-328-0272; fax: 703-620-2521; e-mail: ericc@cecp.ed.gov; World Wide Web: http://www.eric.ed.gov/eric.htm.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

This digest summarizes the rights and responsibilities of parents of children in the special education process under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. Among 15 rights listed are a free appropriate public education for every child, informed consent concerning evaluation and programmatic decisions, evaluation of the child in his/her primary language, participation in all individualized education programs (IEPs) or individualized family service plans (IFSP) team decisions, and voluntary mediation or a due process hearing in resolve differences with the school. Among the eight parental responsibilities listed are seeking for explanations of any unequal program aspects, making sure that IEP or IFSP goals and objectives are specific, monitoring the child’s progress, keeping records, and joining a parent organization. The digest also suggests what is in the process which the parent can help the IEP or IFSP process, such as identifying the specific things the parent feels the child should learn, understanding the related services being provided, and discussing matters of the additional services/resources are also listed (DB)

FL

ED 413 765
Floyd, S
From At-Risk to Excellent: Principles for Practice, ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-98-01
Pub Date—1997-10-00
Contract—RR97002010
Note—4p.
Available from—ERIC/CCLL, 1118 22nd St. NW, Washington, DC 20037.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

Innovative programs of school reform and research for diverse learners have tended to focus on specific cultural, linguistic, or ethnic populations and on specific local community...
ED 413 766

Thompson, Lyn, Comp


ADJUNCT ERIC Clearinghouse for ESL Literacy Education Washington, DC: National Clearinghouse for ESL Literacy Education, Washington, DC

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

Report No. EDO-RL-91-0151

Date Published—1991-10-01

Contract—RR9100010

Note—4p.

Available from—NCCE, 1112 22nd Street N W., Washington, DC 20037.

EDRIS Price—MEFFIC/PC01 Plus Postage

Description—Adult. Educational Research
descriptions. A concise, subject area-specific summary of research literature, this post is intended to help educators quickly locate source materials in the field of education and to help them focus on the current research on the subject. (Contains 14 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 794

FL 80 199

Flotte, Marj Curr

The Adult ESL Teaching Profession. ERIC Di

ED 414 767

FL 024 967

Earp, Samantha

More Than Just the Internet: Technology for Language Teaching, ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics Washington, DC

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

Report No. EDO-RL-98-04

Date Published—1997-12-00

Contract—RR9800010

Note—4p.

Available from—ERIC/CLL, 1112 22nd Street N W., Washington, DC 20037; phone: 800 776 9314.

ED 414 768

FR 024 987

Perum, J. Kret

Professional Development for Foreign Language Teachers, ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics Washington, DC

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

Report No. EDO-RL-98-05

Date Published—1997-12-00

Contract—RR9800010

Note—4p.

Available from—ERIC/CLL, 1112 22nd Street N W., Washington, DC 20037.

EDRIS Price—MEFFIC/PC01 Plus Postage

Description—A literature search by foreign language teachers is a daunting task. The purpose of this digest is to provide a comprehensive overview of the literature on professional development for foreign language teachers. (Contains 20 references.) (MSE) (Adjunct ERIC Clearinghouse on Languages and Linguistics)
cognitive language teachers are encountering. The sec-
ond section focuses on the skills and knowledge that
good foreign language teachers need, while the third
section offers ideas for professional development,
such as programs offered by the federal government
and by National Foreign Language Resource Cen-
ters. This section includes a number of recom-
mendations for teacher education. Contains
substantial resource list. (IL)

ED 414 769  FL 024 988  Buchanan, Keith Heman, Mary
Refereed Journal Article for ESL
Literacy Studies. ERIC Digest.
ERIC Clearinghouse on Languages and
Linguistics, Washington, DC.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—EJ513-L96-03
Note—4.

ED 414 685  FL 025 081  Fradal, Sandra
Language Differences or Learning Disabili-
ties? Identifying and Meeting the Needs of
Students from Non-English-Language Back-
grounds. Language in Education: Theory
and Practice. ERIC Clearinghouse on Langu-
ages and Linguistics, Washington, DC.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—1991-02-00
Contract—RR000201
Note—10p.

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Language Differences, Learning
Disabilities, Individual Differences, \textit{English},
Second Language. (071) — ERIC Di-
gests in Full Text (073)

ED 415 070  FL 022 504  Leclerc, Jean P, Robert
Internet Technologies for Authentic Language
Learning Experiences. ERIC Digest.
ERIC Clearinghouse on Languages and
Linguistics, Washington, DC.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—EJ513-L96-03
Note—4p.

ED 415 607  FL 050 221  Gons, Susan
Using Software in the Adult ESL Classroom.
ERIC Q & A. National Clearinghouse for ESL
Literacy Education, Washington, DC.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—EJ513-L96-03
Contract—RR000201
Note—4p.

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction,
Distance Education, Language Learning
(071) — ERIC Diges in Full Text (073)

ED 416 002  FL 025 355  Mace-Maillick, Betty J Alexander-Kasparik, Ronald
Through the Golden Door: Educational Ap-
proaches for Immigrant Adolescents with
Limited Schooling. Topics in Immigrant Edu-
ication 3. Language in Education: Theory
and Practice 91.
Center for Applied Linguistics, Washington, DC.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—EJ513-L96-03
Note—162p.
HE 1214. ($20.95)

Pub Type—ERIC Publications (071) — Reports — Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Description—Several Long, Case Studies, *Educational Background, *Educational Innovation, Educational Strategies, Haitian, *Immigrants, Profiles/Program Descriptions, Secondary Edu-

cation, *Student Needs, Vietnamese People

Identifiers—Salvadorans

This book provides teachers and program admin-

istrators with information and guidelines to develop

effective school programs for immigrant students

with limited prior schooling. The limited informa-

tion about these students is summarized, with in-

depth information about the lives, backgrounds, aspira-
	
tions, educational experiences, and needs of five

such students, aged 13-20 years, from Haiti, El Salvador, and

 economically poor. Four programs from three states are

reviewed, exploring the innovative structur-

e and instructional strategies designed to meet the

needs and population and preparing program

contact information and lists of materials available

from each program. The critical features of effec-

tive programs are summarized, and areas in which

further research is needed are discussed. (Contains 71 references) (MSE)

HE 1215

ED 410 846

HE 030 420

Chinawalk, Lisa

Higher Education Leadership: Analyzing the Gender Gap. ASCHE Leader:

ERIC Clearinghouse on Higher Education, Wash-

ington, DC: George Washington Univ., Wash-

ington, DC: Graduate School of Education and

Human Development.

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

Report No.—EDE-HE-97-54

Feb Date—1997-06-00

Contract—RR9300208

Note—4p: For the full report, see HE 030 421

Available from—ASHE-ERIC Higher Education Research: The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-

452-1844; e-mail: eire@hec-edu (31)

Pub Type—ERIC Publications (071) — ERIC Di-

rect (075)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Administrative Organization, Admin-

istrative Policy, Colleges, Consciousness, Raising, Diversity, Faculty, *Equal Opportuni-


Education, Information, *Institutional Leadership, *Leadership Responsiblity, Organizational Change, Organizational Climate, Power Structure, Quality of Work-

ing Life, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Universities, Women Administrators, *Women Faculty, Work Environment

Identifiers—*Gender Gap, Glass Ceiling

This study analyzes the gender gap at colleges and universities from an institutional context. It asks what the issues are, in what ways women and men leaders are different and alike, whatever the gender gap matters. It discusses the glass ceiling in higher education and how it affects curriculum and administration of the institution. Five chapters cover topics that include: (1) the status of women on campuses and in leadership roles; (2) persistence fac-

tors, institutional context and occupational pres-
	
tige; (3) gender theory, women's leadership style, communication patterns, and the glass ceiling; (4) individual, organizational, and societal concep-

tions of leadership, and the relevance of gender to the concept of leadership; and (5) factors influen-

cing evaluation of women's leadership models: evaluation of women as leaders, and who has the right to leadership positions. The study concludes with several strategies for change, including: greater involvement of women in changing hierarch-

cal and patriarchal structures and norms; prepara-

tion of women to find broad responsibilities and women to fill broad responsibilities, and elimination of the behaviors and actions that create a chilly campus for women. (Contains 65 references) (ICH)

Ed 412 816

HE 030 605

Van Donald, Gerald C.

The Virtual Campus: Technology and Reform in Higher Education. ASCHE Leader:

ERIC Clearinghouse on Higher Education, The Georgia Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-

452-1844 ($24).

Pub Type—Books (010) — ERIC Publications (071) — Online Products (120)

EDRS Price—MF01/PC08 Plus Postage


Identifiers—*Virtual Classrooms

The "virtual campus" is a metaphor for the elec-

tronic teaching, learning, and research environ-

ments created by the convergence of several relatively new technologies including, but not restricted to, the Internet, World Wide Web, computer-to-computer communication, video conferencing, multi-media, groupware, video-on-demand, desktop publishing, computerized tutoring systems, and virtual reality. The focus of this monograph is on necessity limited to changes occurring in higher education institutions that are committed to reform via technology. A sur-

vey of the literature finds reform characterized by changes in teaching, learning, research and schol-
a, activity, organizational structure, and govern-

	ancy and finance. Section 2 takes up teaching on the virtual campus and how institutional variables impact adoption of information technology according to their particular missions and goals. Section 3 on classroom learning, contrasts tradi-
age low-income/minority youth to finish high school and enter college. It notes provisions of fed-
eral law which encourage such programs and the matching mission of the National Early Intervention
Scholarship and Partnership Program. Such pro-
grams are seen as either broad early intervention
programs, "academic outreach" programs operated
by academic institutions and designed to encourage
at-risk students to plan for college, or school-col-
lege collaboration programs. Programs are differen-
tiated into six types: (1) programs established by
philanthropic agencies, (2) federally supported pro-
grams, (3) state or university-based programs with
matching federal support, (4) entirely state-supported
programs, (5) systemic changes involving school-
college collaboration, and (6) college- or univer-
sity-sponsored programs. Implications of the
growth of these programs for policy and university
administrators are considered and include recom-
mendations to coordinate institutional outreach
programs with early intervention programs and
document efforts to increase access to their institu-
tions. (DB)

ED 412 862
HE 030 053
Fenster, Robert H. Gerasimus, Christine A. Keller, Jonathan E. Moore, David E.
Early Intervention Programs: Opening the
Door to Higher Education. ASHE-ERIC
ERIC Clearinghouse on Higher Education,
Washington, D.C.: George Washington Univer-
sity, Washington, D.C. Graduate School of Ed-
ucation and Human Development Association
for the Study of Higher Education.
Spans Agency—Office of Educational
Research and Improvement (ED), Washington, D.C.
0040
Pub Date—1997-00-00
Contract—IR3002008
Note—For a full report on which this di-
gest is based, see HE 030 654.
Available from—ERIC Clearinghouse on
Higher Education, One Dupont Circle, Suite 630, Washington, D.C. 20036-1183; phone: 800-773-3742; fax: 202-
452-1444 (524)
Pub Type—ERIC Publications (071) — Reports
General (146)
EDRS Price—MF07/PC06 Plus Postage.
Descriptors—Access to Education, College
Attendance, *College School Cooperation, "Disad-
vantaged Youth, Educational Opportunities,
Educationally Disadvantaged, Equal Educa-
tional Opportunity, Federal Aid, Financial Support, High Schools, Higher Educa-
tion, Precollege, Academic Groups, *Outreach Programs, Program Development, State Aid, Student Recruitment
Identifiers—ERIC Digests
This digest summarizes a larger document of
the same title which examines early intervention
programs providing services and resources to encour-
ange the Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ASHE-
ERIC Digests.
ERIC Clearinghouse on Higher Education, Wash-
ington, D.C. George Washington University, Wash-
ington, DC. Graduate School of Education and Human Development. Spans Agency—Office
of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-HE-97-7
Pub Date—1997-00-00
Contract—IR3002008
Note—For a full report, see HE 030 832.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, D.C. 20036-1183; phone 800-
773-3742; fax: 202-452-1444.
Pub Type—Books (010) — Guides—Non-Class-
room (055) — ERIC Publications (071)
EDRS Price—MF07/PC06 Plus Postage.
Descriptors—Adult Development, *Aging in Aca-
demia, Career Development, *College Faculty,
*College School Cooperation, "Disadvantages,
Higher Education, Individual Development, Older Adults, "Productivity, "Tenured Faculty,
Trend Analysis, Vocational Maturity
Identifiers—ERIC Digests
This report examines issues concerned with
the vitality and productivity of senior faculty at instru-

ED 418 654  
HE 031 183  

Merte, Katrina A  
Faculty Workload Studies: Perspectives, Needs, and Future Directions. ERIC Digest.  
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.: 1998-91-8  
Pub Date—Date 1998-91-8  
Contract—RR9300008  
Note—45p.; For a digest of this report, see HE 031 183.  
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, NW, Suite 630, Washington, D.C. 20036-1183, phone: 800-773-3742, fax: 202-432-1844, e-mail: etched@eric.de  
Description—Beliefs, Change Strategies, College Faculty, College Instruction, College Outcomes Assessment, Educational Change, Educational Finance, Faculty Workload, Higher Education, Public Opinion, Role of Education, School Business Relationship, Trend Analysis.  
Identifiers—Faculty, Research, Faculty Workload.  
This report reviews the literature and discusses issues concerning college faculty workload and productivity. Section 1 reviews the situation in the United States, noting increased interest in faculty workload issues as a result of population pressures, faculty turnover, and the rising costs of higher education, especially of personnel. Section 2 looks at the role of perceptions, noting criticism by the business community and many legislators, pursuer opinion, and views within higher education. The third section reviews recent studies on faculty workload and productivity, including the following sections. These beliefs include equating teaching with lecturing and holding faculty responsible for all higher education's productivity. The final section suggests that future research in this area be focused on students' learning, defining outputs, curricular and...
ED 420 242 HE 031 292
Creamer, Elizabeth G.
Assessing Faculty Publication Productivity: Issues of Equity. ERIC Digest.ERIC Clearinghouse on Higher Education, Washington, DC; George Washington Univ., Washington, DC; Graduate School of Education and Human Development. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO- HE-09-2
Pub Date—1998-08-00
Contract—RR3000208

ED 420 244 HE 031 294
Schilling, Karen Mainland; Schilling, Karl L.
Report No. —EDO-HE-09-2
Pub Date—1998-08-00
Contract—RR3000208
ED 411 778 IR 018 573
Planck, Eric
Survey of Instructional Development Models -ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spence Agency - Office of Educational Research and Improvement (ED), Washington, DC.
Report No. - EDO-IR-97-07
Pub Date: - 1997-07
Contract - R930102-09
Note - 84p.; For Survey of Instructional Development Models -ERIC Digest.
ERIC Digest.
ERIC Clearinghouse on Information and Technology, 414 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type - ERIC Publications (071) - ERIC Digests as Full Text (073).
EDRS Price - MF037/PC10 Plus Postage.
Identifiers - ERIC Digests.
This digest, based on "Survey of Instructional Development Models," 3rd edition, defines instructional development terms in terms of four major activities: analysis of the setting and learner needs, design of a set of specifications for an effective, efficient, and relevant learner environment, development of all learner and management materials, and evaluation of the results of the development both before and after implementation. All of the ID models can help clarify the underlying assumptions of each model, and help identify the conditions under which each may appropriately be applied. The taxonomy has three categories indicating whether the model is best applied for developing individual classroom instruction, products for implementation by users other than the developers; or large and complex instructional systems directed at an organization's problems or goals. Numerous ID models are mentioned for each of the three categories in the taxonomy. Grodan and Branch suggest that developers need to acquire a working knowledge of several instructional development models, and ensure that all those categories in their taxonomy are considered. It is recommended that knowledge be shared so that all the instructional development models they discuss will survive well into the next century. Fourteen references are included. (Contains 14 references) (SWC)
ED 411 780 IR 018 577
Gustafson, Ken L., Branch, Robert M.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spence Agency - Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date: - 1997-05-00
Contract - R930101-00
Note - 108p.; For ERIC Digest based on this book, see IR 018 573.
Available from - Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100.
Pub Type - Type - ERIC Publications (071) - Reference Materials - Bibliographies (13).
EDRS Price - MF037/PC03 Plus Postage.
ERIC Clearinghouse on Information and Technology, 414 Center for Science and Technology, Syracuse, NY 13244-4100.
This ERIC (Educational Resources Information Center) monograph updates and expands earlier ERIC publications on the topic of instructional development (ID) models. This monograph presents a brief history of the field, describes a taxonomy for classifying ID models, provides examples from each of the categories in the taxonomy, and describes trends in the content and focus. The models described in the book are representative of the ID literature and reflect most of the main concepts found in the literature. Each model is described and discussed in each of three orientations: (1) classroom, (2) organizational, and (3) system. Diamond and Ragan, Getting It Right (Instructional Development Institute); IPSD (Instructional Strategies Procedures for Instructional Systems Development), Diamond and Ragan; and Halverson and Dorn (Instructional Development Institute). Each model is described, and the key features, assumptions, goals, benefits, and limitations of each model are described. Sixteen figures illustrate the core elements of each model, and the key features of the models are summarized in the appendices. (Contains 54 references) (SWC)
ED 411 872 IR 056 669
Welles, Carol N., Ed. Brandon, Tr. Ed.
ERIC Processing and Reference Facility, Laurel, MD: Computer Sciences Corp., Laurel, MD.
Spence Agency - Office of Educational Research and Improvement (ED), Washington, DC.
Educational Resources Information Center (EDRIS), Washington, DC.
Pub Date: - 1997-08-00
Note - 101p.; For the 1993 edition, see ED 395 595.
Pub Type - ERIC Publications (071) - Reference Materials - Bibliographies (13).
EDRS Price - MF037/PC01 Plus Postage.
Identifiers - *Educational Information, ERIC.
This annotated bibliography provides citations, abstracts, and other information about documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1996. These publications consist of a digest, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, and the availability of this bibliography. The availability of clearinghouse publications, and adjournment clearinghouses. A statistical summary by year is also included. The number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Documents are provided from the following clearinghouses: (1) Adult and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communications; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A glossary defines key terms and a directory of ERIC components with addresses, telephone, fax, and phone numbers, and brief descriptions of the clearinghouses. A subject index is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached.
ED 411 873 IR 056 700
Upchurch, Kate
Growing a Diverse Workforce in the Library and Information Science Profession - ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spence Agency - Office of Educational Research and Improvement (ED), Washington, DC.
Report No. - EDO-IR-97-08
Pub Date: - 1997-07-00
Contact - R930102-009
Note - 8p.; Available from - ERIC Clearinghouse on Information and Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type - ERIC Publications (071) - ERIC Digests in Full Text (073).
EDRS Price - MF037/PC01 Plus Postage.
The number of minority Graduates from accredited graduate library and information science programs has increased in the decade from 1984-85 to 1994-95. However, the percentage of minority graduates of total graduates is small, increasing from 5.79 percent minority graduation in 1984-85 to 10.01 percent minority graduation in 1994-95. The library and information science profession's goal is not to enough to bring minority representation in the profession to a parity level for individual minority groups. Common themes used by library and information science programs that are successful in recruiting minorities include: faculty from ethnic or minority groups; active multicultural participation; financial support; partnerships with specific libraries or targeted recruitment strategies and creative delivery of classes. National and state library associations need to provide leadership in diversity initiatives aimed at recruitment, retention, and promotion. All library professionals need to encourage and promote the profession to minority support staff in their libraries and to minority students in their communities who are making career choices. Personal outreach, though time-consuming, may sometimes be the only way to identify and reach specially qualified and interested individuals. The document contains a list of key citations on minority recruitment and diversity issues since 1993. (Contains 25 references) (SWC)
37
ED 418 699
IR 056 227
Eisenberg, Michael B. Berkowitz, Robert E.
Helping with Homework: A Parent's Guide to Eliminating Problem-Solving.
ERIC Clearinghouse on Information and Technology,
Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NLE-97-3579-42-2; IR-102
Pub Date—1996-05-00
Contract—RR030009
Note—172p.; For ERIC Digest of same name, see IR 036 251
Available from—ERIC Information Resources Limited,
Syracuse University, 4-104 Center for Science and Technology, Syracuse, NY 13244-
4100 ($20, plus $3 shipping/handling)
Pub Type—Books (010) — Guides—Non-Classroom (055) — ERIC Publications (071)
EDRS Price—MF01/PC07 Plus Postage.
Identifiers—Conceptual Frameworks, ERIC

The purpose of this book is to help parents become partners in their children’s success in school by offering them practical ways to help with homework and assignments. Parents can use the Big Six Skills information presented in this book to effectively deal with the abundance of information available from many sources and guide their children through school assignments. The Big Six Skills apply to any problem or activity that requires a solution or result based on information. A task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation. There are six chapters in the book: (1) “The Big Six Approach: A Framework for Helping Children” the book, (2) “What Your Children Face Every Day in School: Assignments”, (3) “The Big Six Applied: A Framework for Helping Children with Homework”, (4) “Computers, the Internet, and Other Technologies: Can They Really Make a Difference”, (5) “Assembling with Assignment: Examples from Various Subjects”; and (6) “Bringing It All Together: A Parent Conversation with Mike and Bill”.

ED 415 828
IR 018 689
ACCESS ERIC, Rockville, MD.
Spons Agency—Educational Resources Information Center (ED), Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NLE-97-25/16
Pub Date—1997-06-00
Contract—RR020409
Note—144p.; This catalog is updated and published annually.
Available from—ACCESS ERIC, 2277 Research Boulevard, 7A, Rockville, MD 20850-1172 (121), phone: 1-800-233-7743
Pub Type—Books (010) — Reference Materials—Directories—Catalogs (132)
EDRS Price—MF01/PC06 Plus Postage.
Identifiers—ERIC Clearinghouses
1. Catalog of ERIC Clearinghouse Publications: highlights more than 1,400 education publications prepared by the Educational Resources Information Center (ERIC) Clearinghouses and currently in print and available. The titles are arranged by ERIC component and cover a broad range of subject areas in education. The major ERIC publication types include: parent brochures—short, informative articles designed for teachers, parents, and the general public; newsletters and resource guides that direct users to primary sources of information; ERIC Digests—brief documents summarizing current information on specific educational topics; ERIC Monographs/Reports—more comprehensive publications that summarize research in a particular field, analyze data collected by researchers, and highlight recent studies, and examine education trends; and directories and annotated bibliographies—publications that direct users to carefully selected materials organized by topical area. The catalog provides ordering information, if available, and includes a subject index, to help locate, identify, and access the publications. A list of addresses, telephone numbers, and Internet addresses for specific Clearinghouses is provided (SWC).

ED 413 886
IR 018 047
The Path to College: Making Choices That Are Right for You.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-97-09
Pub Date—1997-05-00
Contact—RR030009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-104 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (SWC, while supplies last); URL: http://eric.syr.edu/html/eric
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are other professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references? (11) What textbooks are commonly used? (12) Where can more specific information about educational technology be found? [AEEF]
Systems, Program Implementation, Student Attitudes

Identifiers—ERIC Digest, *Technology Integration, *Technology Role

To be effective, technology cannot exist in a vacuum, but must become part of the whole educational environment. New measures of evaluation are under development which would help to better define the role of technology in its wider context. This ERIC Digest summarizes the observed benefits of technology implementation and addresses the importance of evaluating the effectiveness of technology on learning. Discussion includes applications of technology in basic and advanced skills; effects of technology on student attitudes; online technologies; use of technology by teachers and administrators; factors that help technology succeed; and evaluation of the impact on technology. Contains 16 references. (AEP)

ED 420 303  IR 018 924
Rennet, Bihler A
Internet Resources for K-8 Students. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Revised document.

Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-98-03
Pub Date.—1998-06-00
Contract—RR9300009
Note—1p.
Available from—ERIC Clearinghouse on Information and Technology, 414-14 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

EDRS Price — MF01/PC01 Plus Postage.


Identifiers—Electronic Resources, ERIC Digest

*Web Sites

Although there are many content-rich resources sites for elementary and middle school students on the Website, finding such sites can often be difficult. This ERIC Digest describes K-8 curricula related Web sites that will be of interest to students, teachers, parents, and librarians. The following types of sites are listed: collections of sites, subject-related sources, math; social studies, current events; literature, reference materials online, search directories for kids; Web resources for instructors; information for kids; and listservs for information on new sites for kids. Also included are URLs that are useful for finding more K-8 Internet sites. (AEP)

ED 420 304  IR 018 925
Kazovsky, Ablin
Tools for Automating Instructional Design.
ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-98-04
Pub Date.—1998-06-00
Contract—RR9300009
Note—1p.

Available from—ERIC Clearinghouse on Information and Technology, 414-14 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (071).

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Electronic Resources, ERIC Digests

Through state and regional education networks and computer-based resources, the vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. For many teachers this sample of no-cost Internet resources of special interest to K-12 educators (resources and addresses are subject to change) highlights include guides to Internet resources, lesson plans and teaching materials, keypads and penpads; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grants information; e-rate information; federal government information; state education department, standards for educational assessment, information resources; library catalogs; and other resources. (AEP)

ED 420 306  IR 018 927
Morgan, Nance A, Bimtak, Steven
ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-98-06
Pub Date.—1998-06-00
Contract—RR9300009
Note—1p.

For Part I, see IR 018 926
Available from—ERIC Clearinghouse on Information and Technology, 414-14 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Electronic Resources, ERIC Digests

A new 12 schools connect to the Internet, a new method of communication opens up in educators and their students. This ERIC Digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet. Q-census Answering services, listservs, and Usenet newsgroups are listed. (Author/AED)

ED 420 307  IR 018 928
Fichten, David
ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-98-07
Pub Date.—1998-06-00
Contract—RR9300009

Note—1p.

Available from—ERIC Clearinghouse on Information and Technology, 414-14 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—*Connectivity, *E Rate, ERIC Digests, Federal Communications Commission, Web Sites.

On May 7, 1997, the Federal Communications Commission (FCC) adopted a Universal Service Order outlining a plan to guarantee that all eligible schools, libraries, and rural health care providers have affordable connections to the Internet. By making $2.5 billion available annually, this program will provide discounts (commonly known as the E-Rate) to eligible organizations on certain telecommunication services. The E-Rate Digest lists resources containing background information, instructions, application forms, help lines and other useful information (resources and addresses are subject to change) related to the E-Rate. Resources are listed under the following headings: Web Sites; FCC Sites; Department of Education E-Rate Sites; and Librarian Discussion Groups (Author/AED)

JC 411 023  JC 970 497
Foit, Elizabeth
Collaborative Learning in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-97-09
Pub Date.—1997-06-00
Contract—RR9300203

Note—1p.

For Part 1, see IR 018 926

Available from—ERIC Clearinghouse on Information and Technology, 414-14 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

EDRS Price—MF01/PC01 Plus Postage.

ED 411 929

Erica, Elizabeth

Community Colleges: General Information and Resources (ERIC Digest), ERIC Clearinghouse for Community Colleges, Los Angeles, CA. Sponsored by Office of Educational Research and Improvement (ED), Washington, DC. Report No.—E40-01-01
Publish Date—1997-01-01
Contract—RR090003

EDRIS Price—MF01/PC01 Plus Postage

Descriptors—College Curricula, "Community Colleges," "Financial Support," "Incentives," "National Surveys, Organizations (Groups)," "Student Characteristics," "Teacher Characteristics," "Two Year Colleges

Identifiers—ERIC Digest

This digest offers general information about American community colleges and lists a variety of sources of additional information about these institutions. The digest provides the following characteristics of community colleges and information on their curricula: statistics on enrollments and student characteristics; information on faculty characteristics; information on revenue sources; the names and addresses of nine organizations concerned with community college education; a list of periodicals focusing on community colleges; information on available Internet resources, including selected libraries, government and university news groups; and a bibliography of 16 major publications on community colleges. The digest notes that: (1) there are 1,148 public community colleges and 427 private two-year colleges in the United States; (2) 60% of first-time, full-time freshmen enroll in community colleges; (3) in fall 1995, credit course enrollment totaled 2.5 million students; (4) the modal age to enter college is 19; (5) of all community college students are women; (6) 69.5% of community college students are Caucasian; (7) 11.5% are African-American; 10.5% are Hispanic; 4.6% are Asian; 1.1% are nonresident aliens; (7) approximately 46% of all minorities enrolled in higher education were attending two-year colleges; (8) community colleges employ 76,413 faculty, with 69% employed on a part-time basis and 63% holding a master's degree; (9) the average salary for faculty was $42,141 in 1992. (10) state appropriations accounted for 55% of operating revenue in fall 1992, while tuition accounted for 22%; and (11) average charges for tuition in 1996 were $1,245 in public community colleges and $1,507 in private two-year colleges (ECF)

ED 412 999


Publish Date—1997-01-01
Contract—RR090003

Note—117p.

Available from—Jossely-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription $55 individuals, $98 institutions, agencies, and libraries)

Journal Cit—New Directions for Community Colleges. v25 n3 Fall 1997

Type—Collective Works - Serials (022) — ERIC Publications

EDRIS Price—MF01/PC05 Plus Postage

Descriptors—Accelerations (Education), Access to Education, Accreditation (Institutions), Community Colleges, "Distance Education," "Educational Change," "Educational Policy, Intellectual Property, National Standards," "State Governments," "Two Year Colleges

Identifiers—Virtual Classrooms

Focusing on distance education in the community college, this volume explores issues related to administrative support, state-level policy, national standards, and copyright. The following article are provided: (1) "Distance Education as a Catalyst for Changing Teaching in the Community College: Implications for Institutional Policy" (Arline H. Faust; (2) "Changing the Way We Teach by Changing the College: Leading the Way Together" (Douglas H. Lape, Patricia K. Hart; (3) "From the Margin to the Mainstream: State-Level Policy and Planning for Distance Education" (Poole Kovel-Labov); (4) "Seamless Education through Distance Learning: Six Policy Initiatives for Community Colleges/12 Partnerships" (Suzanne Spears, Randy L. Taylor); (5) "Reducing Time-to-Degree With Distance Learning: Do We Closer Now Than When We Started?" (Patrick Dallett, John H. Opper); (6) "Enhancing National Standards for Evaluation of Distance Education: An Example from a Multistate Project" (Christine K. Sorenson); (7) "Implications of a Virtual University for Community Colleges" (Dally M. Johnstone, Stephen Twell; (8) "Who Sets the Standards? Accreditation and Distance Learning" (Barbara Geiman-Danley); (9) "Ownership and Access: Copyright and Intellectual Property in the On-line Environment" (Marko S. McLean, Jerome Rowley); (10) "Distance Education and the Community College: From Conversation to Vision" (Connie L. Dillon, Rosa Clinton) (ECF)

ED 413 965

Janis M. Ed

Implementing Effective Policies for Remedial and Developmental Education. New Directions for Community Colleges, Number 100. ERIC Clearinghouse for Community Colleges, Los Angeles, CA. Sponsored by Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ISBN: 0-7877-9893-1; ISSN: 0194-0081

Publish Date—1997-00-00
Contract—RR090003

Note—Available from—Jossely-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription $55 individuals, $98 institutions, agencies, and libraries)

Journal Cit—New Directions for Community Colleges. V25 n4 Win '97

Type—Collective Works - Serials (022) — ERIC Publications

EDRIS Price—MF01/PC05 Plus Postage

Descriptors—Access to Education, College Admission Cooperation, Community Colleges, "Developmental Studies Programs," "Educational Policy, Educational Strategies," Program Effectiveness, "Remedial Programs, Research Utilization, Student Financial Aid, Student Placement," Two Year Colleges

Focusing on the debate over the need for and appropriateness of remedial/developmental programs in higher education, this volume addresses policy issues related to the provision of such programs and presents state, national, and case study data. The following nine chapters are provided: (1) "Who Should Provide Postsecondary Remedial/Developmental Education?" (Ian M. Ignash); (2) "Remedial/Developmental Education Approaches for the Current Community College Environment" (Victoria K. McMinn, Scott J. Park, and Carol A. Lanning); (3) "Mandatory Assessment and Placement Design: The View from an English Department" (Dorothy M. Berger); (4) "Structured Versus Lateral-Transfer Open Access: Implementation of a Proactive Strategy" (Richard F. Logan); (5) "Quality Versus Quantity in the Delivery of Developmental Programs for ESL Students" (Resul Kurt); (6) "Community College/High School Feedback and Collaboration: Preventive Measures" (Deborah K. Ritchey, Jeanette Matloob, Carol S. (Sue), and Shelby J. Perle); (7) "Using Developmental Education Program Policies and Practices" (Juliet Wensman, Carole Balduziewski, and Merce J. Jamieson); (8) "Financial Aid and the Developmental Student" (Michael B. Goldstein); and (9) "Sources and Information About Remedial/Developmental Education Programs" (Kristen J. McKinnon) (JUCY)

ED 414 960

John B. McKee, Editor

Publish Date—1997-01-01
Contract—RR090003

Note—Available from—Jossely-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription $55 individuals, $98 institutions, agencies, and libraries)

Journal Cit—ERIC Publications. 071 — ERIC Digests in Full Text (070) — ERIC Publications

EDRIS Price—MF01/PC05 Plus Postage

Descriptors—Academic Advising, "Academic Records, Community Colleges, Computers, Counseling Techniques, Data Analysis, "Data Collection, Information Systems, Information Utilization, Intervention, Program Effectiveness, School Standing Policy, Student Attraction,

Identification, Two Year Colleges

Identifiers—ERIC Digest, Miami-Dade Community College Pl, Midlands Technical College SC, Portland Community College OR

This Digest discusses computer assisted advisory programs currently in use in community colleges, outlining the types of data collected and how they are used, including the use of software to plan interventions for at-risk students. (2) In addition to the student data, technology has improved the effectiveness of academic advising by enabling more thorough and efficient data collection. (3) The College has utilized an innovative approach to computerized data systems to allow tracking of student progress and academic retention. Enter students must submit an outline of their goals and fields of study, which are periodically

BEST COPY AVAILABLE
scanned for progress. Intervention strategies can then be implemented to improve performance and retention. Portland Community College in Oregon utilizes their computerized database to review transcripts and offers help to students on their upcoming schedules. The goal, again, is to increase academic success and retention. Midlands Technical College in South Carolina pairs computerized transcript information with staff training initiatives of developmental academic advising to remediation, as well as involvement of services and involve students in orientation and advising programs. San Diego Community College in Florida provides students with mid-semester progress reports so that they can take action to improve if need be. Little consensus has been reached on the overall effectiveness of computer-based academic intervention strategies. They do, however, appear to be most successful when technology is paired with human resources. (YKH)

ED 414 961
Schwalbe, C.
A Paradigm Shift from Instruction to Learning.
ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-01.
Pub Date—1997-11-00.
Contract—RR9300003.
Note—4p.
Pub Type—ERIC Publications (011) — ERIC Digests in Full Text (073).
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

Although most educators agree that the primary goal of education is student achievement, many believe that this goal has become incongruent with the way that educational institutions function. Community college professionals, in particular, have taken the lead in proposing a new paradigm of learning for the educational process. This digest will review the arguments and recommendations of supporters of the "learning paradigm" which involves a holistic and student-centered paradigm to improve the quality of student learning; (2) sharing responsibility for learning between students and teachers; (3) developing new curricular and instructional programs that provide access to educational services; (4) viewing the institution itself as a learner; (5) creating environments that let students draw upon knowledge for themselves; (6) implementing new learning methods; (7) hiring faculty whose primary responsibility is designing learning methods; (8) implementing cross-disciplinary teams of specialists working to increase student competency; (9) providing individualized education that involves mastery of intellectual frameworks, rather than short-term retention; and (10) developing organizational climates that emphasize student learning. Enough challenges exist to bringing about this new paradigm, including entrenched time and place-based educational systems, active support for the movement among promoters of educational technology and the technology industry itself make it more likely that these reforms will be implemented. (BCCY)

ED 415 919
Shankle, Kenneth
Internet Resources for Community College Practitioners.
ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-03.
Pub Date—1998-01-00.
Contract—RR93002003.
Note—4p.
Pub Type—ERIC Publications (011)—ERIC Digests in Full Text (073).
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

Internet resources provide a library of information to community college practitioners. Guides to these online resources include Yahoo!, Alta Vista, and Hotbot. Community college Internet sites, valuable research tools, are available for the American Association of Community Colleges, the League for Innovation in the Community College, the National Center for Technology Planning, the National Center for Higher Education Management Systems, Community College Press, the Community College Yearbook, the Virtual Library, and the ERIC Clearinghouse for Community Colleges. Reference resources include Florida Tech Education Library, Internet Digest of the Florida Virtual University, Internet Public Library, Government information is provided by the U.S. Department of Education, the Library of Congress, the Thomas Jefferyson Library, and the U.S. Census Bureau. Library Catalogs can be found at the home institution's library web page, which Book Web Index, and the Internet Public Library. Systems and operators can be contacted for access to access many newsgroups, listservs, or distribution centers for e-mail messages. Distance learning from the ERIC Clearinghouse for Community Colleges. Technical Assistance is provided by AskERIC and the Online Writing Lab at Purdue University. (YKH)

ED 416 934
Tobolowsky, Barbara
Improving Transfer and Articulation Policies.
ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-05.
Pub Date—1998-01-00.
Contract—RR93002003.
Note—4p.
Pub Type—ERIC Publications (011)—ERIC Digests in Full Text (073).
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

This digest reviews the role community colleges play in delivering remedial education. With demand for remediation increasing, community colleges are under pressure to provide, with very limited financial resources, remedial education to students. Two Year Colleges (012). This digest reviews the role of community college transfer and articulation and presents suggestions for more effectively meeting the needs of students. Community colleges should provide a more diverse range of career, vocational, or general education, which enables students to transfer successfully to a four-year institution, transfer, and workforce, and to advance their careers. To ensure the smooth transition of students transferring to a baccalaureate institution, community colleges and their administrators also must collaborate with their universities peers to develop a seamless transfer curriculum. Evaluating the success of community college programs in articulation and transfer process is often difficult, due to the complexity of the assessment, and the many variables. Some appropriate methods for calculating transfer rates that result in a large range of different outcomes are listed. More accurate models, which also take into account college planning, have been developed as well, and provide an improved measure of transfer success. While no stan-
ED 416 941
Ottman, Mark
Faculty Staff Development. ERIC Digest. ERIC Clearinghouse for Community Colleges. Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-JC-98-07
Pub Date—1998-04-00
Contract—RI930002003
Note—4p.
Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Faculty, Community Colleges, Educational Change, Educational Practices, *Faculty Development, Institutional Missions, *Organizational Objectives, School Personnel, *Staff Development, Teacher Methods, Two-Year Colleges
Identifiers—ERIC Digests, Hudson County Community College NJ

This digest describes faculty and staff development as crucial elements for institutional effectiveness and quality. These programs allow faculty to improve instructional material, keep abreast of new technology and methods, and network with colleagues. When change takes place, perhaps through reorganization, restructuring, or a change in institutional mission, developmental activities can orient new employees and help continuing employees accept and adjust to new realities. For example, in 1991, Hudson County Community College (HCCC) transformed its mission from a limited career-oriented institution to a comprehensive community college. The college has since devoted its efforts in activities that serve its new goals: community building, professional growth, personal growth, recognition, and appreciation. Like HCCC, community colleges should clarify their goals before implementing development programs, and consider faculty and staff participation. They must decide whether a program will focus on the person or their particular role in the educational environment. If it is to serve all employee categories, determine who is to be served, and obtain advice and support from various groups including colleges. When these options are determined, the college president. Colleges must implement and integrate programs that are responsive to both employees and the instructional mission. Contains 10 references. (YKH)

ED 417 783
Rifkin, Tracie
Between the Professional Identities of Full- and Part-Time Faculty. ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Note—23p.; Paper presented at the American Association of Community Colleges Convention (Miami, FL, April 27, 1999)
Pub Type—ERIC Publications (071) —Reports/Evaluate (142) —Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adjoint Faculty, Attitude Measures, Community Colleges, *Comparative Analysis, Desirable Attitudes, *Faculty College Relationship, *Full Time Faculty, Integrity, Knowledge Base for Teaching, Plan Time Faculty, Professional Autonomy, *Teacher Attitudes, *Teacher Characteristics, Teacher Effectiveness, Teacher Evaluation, Teacher Expectations of Students, Teacher Student Relation,ship, Two Year Colleges

To determine the differences between the professional identities of full- and part-time faculty of two-year colleges, this study was conducted on a national sample of community college faculty. The study's research design examined the two major factors that could affect the satisfaction of faculty members on five dimensions discerned from the sociological literature on professionalism: knowledge acquisition, job performance, and practice (teacher); personal life; ethics; autonomy; community; and teaching positions. These faculty participated in the study, with a random sample of faculty chosen from participating community colleges. Surveys recorded participant attitudes toward professionalism, individual and organizational demographics, teaching positions, and allowed for comments. The response rate was 73%. Results suggested that part-time faculty have lower levels of involvement in knowledge acquisition and other forms of scholarship, higher expectations for students, less autonomy from the institution, and make less effort to maintain educational integrity than full-time faculty. There were no differences between full- and part-time faculty regarding service orientation to students and students' perception of the occupation. Contains 40 references. (YKH)

ED 417 784
Rifkin, Tracie
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—1998-04-24
Note—23p.
Pub Type—ERIC Publications (071) —Rep-L—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage.

Studies show that community colleges with more liberal arts courses have higher rates of transfer to four-year institutions than those with a less general curriculum. This paper presents a research conducted on the community college collegiate function in order to determine the influence of the liberal arts curriculum and student support services on student transfer and baccalaureate attainment. The liberal arts curriculum aids student transfer by contributing to academic preparation, which literature has deemed the most important factor in transfer success. articulation agreements and faculty collaboration with four-year than full; are also integral aspects of transfer, along with student support services that provide information and counseling, periodic advising services, and support to increase motivation. However, lack of time, money, and technological capacity may cause difficulties in sustaining the collaboration efforts of career-oriented community colleges. In addition, inconsistent means of measuring transfer and collecting data between schools make transferring difficult. One way of strengthening the role of community colleges in higher education is to measure the contribution the liberal arts curriculum makes to the transfer function in terms of students academic competencies. The role of transfer arrangements and faculty collaboration between two- and four-year colleges in the collegiate function should also be explored. Contains 38 references. (YKH)

ED 417 787
Anandam, Kamala, Ed.
Integrating Technology on Campus: Human Services and Technology: Possibilities, New Directions for Community Colleges, Number 101. ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Note—ISBN 0-7879-4234-4; ISSN 0194-3901
Pub Date—1998-00-00
Contract—RI93002003
Note—106p.
Published by Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94111-1342 ($22; subscription $55 individual; $198 institutional); North Central Journal—New Directions for Community Colleges, v. 60 n. 1 (Spring 1998)
EDRS Price—MF01/PC05 Plus Postage.
Descriptors—Administrative Change, Administrative Policy, Annotated Bibliographies, College

ED 420 345
Levin, John Stewart, Ed.
Organizational Change in the Community College: A Ripple or a Sea Change? New Directions for Community Colleges, Number 162. ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Note—ISBN 0-7879-1255-2; ISSN 0194-3901
Pub Date—1999-00-00
Contract—RI97002003
Note—115p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription $57 individual, $107 institutions, agencies, and libraries)
Journal Cit—New Directions for Community Colleges, v. 62 n.1 (Spring 1999)
Pub Type—Collected Works—Serials (022) —ERIC Publications (071)
EDRS Price—MF01/PC05 Plus Postage.
Descriptors—Administrative Change, Administrative Policy, Annotated Bibliographies, College
ED 421 178

ERIC Digest: ERIC Digests in Full Text (073)

EDRS Price — MF01/FC01 Plus Postage


Identifiers — ERIC Digests

In recent years, community colleges have developed innovative assessment programs to respond to explicit state guidelines and mandates for greater accountability. In California, for example, the State Assembly began requiring community colleges to address specific educational and fiscal performance issues in assessments in 1989 while state-mandated accountability standards have also been implemented in Florida and Virginia. Even in states where accountability measures are not mandated, community colleges have recognized the importance of documenting outcomes for maintaining public trust and funding, and many innovative programs have been implemented at California's Los Rios Community College District, the Student Flow Research Model was developed to integrate external and internal data on the college's service area and enrolled student outcomes. New Jersey's Hudson County Community College recently conducted a comprehensive assessment that was closely articulated with the college's new mission statement. The assessment helped the college determine both how well it was meeting its new mission and at how well it contributed to the state's master plan for education. Finally, at Florida's Pensacola Junior College, a long-term assessment program was established in 1990 that offers flexibility and the ability to "tune" changing goals. Under the plans, institutional effectiveness is measured through 51 broad goals, while results are allowed to change their own indicators.

ED 421 181

ERIC Digest: ERIC Digests in Full Text (073)

EDRS Price — MF01/FC01 Plus Postage


Identifiers — ERIC Digests

In recent years, community colleges have developed innovative assessment programs to respond to explicit state guidelines and mandates for greater accountability. In California, for example, the State Assembly began requiring community colleges to address specific educational and fiscal performance issues in assessments in 1989 while state-mandated accountability standards have also been implemented in Florida and Virginia. Even in states where accountability measures are not mandated, community colleges have recognized the importance of documenting outcomes for maintaining public trust and funding, and many innovative programs have been implemented at California's Los Rios Community College District, the Student Flow Research Model was developed to integrate external and internal data on the college's service area and enrolled student outcomes. New Jersey's Hudson County Community College recently conducted a comprehensive assessment that was closely articulated with the college's new mission statement. The assessment helped the college determine both how well it was meeting its new mission and at how well it contributed to the state's master plan for education. Finally, at Florida's Pensacola Junior College, a long-term assessment program was established in 1990 that offers flexibility and the ability to "tune" changing goals. Under the plans, institutional effectiveness is measured through 51 broad goals, while results are allowed to change their own indicators.
ED 413 105
PS 025 962
Schweinhart, Lawrence J.
Child-Initiated Learning Activities for Young Children Living in Poverty.ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-PS-97-22
Pub Date--1997-10-00
Contract--RR9900027
Note--4p.
Pub Type--ERIC Publications (071) --ERIC Digi-
ets in Full Text (073) --Reports--Evaluative (141)
EDRS Price--MF01/PC01 Plus Postage.
Descriptors--Academic Achievement, *Child De-
velopment, Classroom Environment, Classroom Techniques, Cognitive Development, *Developmental Programs, Early Childhood Education, Economic Disadvantage, Educational Quality, Educational Development, Instruc-
Identifiers--Child-Centered Education, *Develop-
mentally Appropriate Programs, Didactic Teaching, Direct Instruction Model, *ERIC Digi-
ets in Full Text (073), HighScope Model, Instructional Models, Planned Variation, Project Follow Through, Project Head Start.

This digest discusses the findings of empirical studies on teacher-directed and child-initiated pre-
school programs. Three long-term preschool curricu-
ulum comparison studies—the HighScope Preschool Curriculum Comparison, the Louisville Head Start Study, and the University of Illinois Study—were started in the 1970s. These studies indicated that academic outcomes for Direct Instruction programs were higher than those for child-initiated programs in the short term, but that child-initiated programs showed favorable adult outcomes. The national evaluation of Planned Varia-
tion Head Start (1969-72) included some 6,000 children at 37 sites, and its models included the Direct Instruction model and at least 2 child-initi-
ated-activities models—the HighScope model and the Enquirer model. Findings from these studies indicated that teacher-directed groups had the high-
est academic achievement scores at the end of the preschool program, but the HighScope group had the greatest IQ gains. The Follow Through Project (1967-75) also followed through on Head Start by providing similar services from kindergarten through third grade. In this study, Direct Instruction students scored higher on academic achievement and other measures—a result that may have been attributed to the grade level involved. Six early childhood curriculum comparison studies have been conducted in the past decade: one study contrasting HighScope classes with non-HighScope classes, and five studies contrasting development-
ally appropriate practice emphasizing child-initi-
ated activities and developmentally inappropriate practice emphasizing teacher-directed lessons. The relevant evidence from these studies suggests that preschool programs based on child-initiated learn-
ing activities contribute to children's short-
term and long-term academic and social development, while preschool programs based on teacher-directed les-
sion obtain a short-term advantage in children's academic development by sacrificing a long-term contribution to their social and emotional develop-
ment (LPP).

ED 413 106
PS 025 983
Dans, Larinne Kostick, Sarah
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-PS-97-24
Pub Date--1997-12-00
Contract--RR9900027
Note--3p.
Pub Type--ERIC Publications (071) --ERIC Digi-
ets in Full Text (073) --Reports--Descriptive (141)
EDRS Price--MF01/PC01 Plus Postage.
tionship, Self Control, *Self Management, Stress Management, Young Children.

Identifiers--ERIC Digest.

Children's anger poses challenges to teachers committed to constructive, ethical, and effective child guidance. This Digest explores what is known about the components of children's anger and what it means for managing anger, and the ways teachers can participate in children's manage-
ments of anger. Anger is believed to have three com-
ponents: (1) the emotional state; (2) the expression; and (3) an understanding or evaluation. The development of basic cognitive processes undergirds children's gradual develop-
ment of the understanding of anger. These pro-
cesses include memory, language, and self-referential and self-regulatory behaviors. Teachers can help children deal with anger by guiding their understanding and management of this emotion using the following practices: (1) create a safe emotional climate; (2) model responsible anger man-
agement; (3) help children develop self-regulatory skills; (4) encourage children to label feelings of anger; (5) encourage children to talk about anger-arousing interactions; (6) use books and stories about anger to help children understand and manage anger; and (7) communicate with parents to involve them in helping children learn to express emotion.

Children guided toward responsible anger manage-
ment are more likely than those who do not to understand and manage angry feelings directly and nonaggressively and to avoid the stress often accompanying poor anger management (LPP).

ED 414 077
PS 026 087
Hurt, Marion, Martin
Helping Young Children Deal with Anger.ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-PS-97-26
Pub Date--1997-12-00
Contract--RR9900027
Note--3p.
Pub Type--ERIC Publications (071) --ERIC Digi-
ets in Full Text (073) --Reports--Descriptive (141)
EDRS Price--MF01/PC01 Plus Postage.
Descriptors--Aggression, Audience Response, Child Behavior, Conflict Analysis, Context Ef-

Identifiers--ERIC Digests, Television Content Ratings System.

This digest reports recent findings on violent television content, highlights the recently developed television ratings system, and offers sugges-
tions for parental mediation of children's television viewing. The National Television Violence Study has demonstrated that most violence is equal or Cen-
tain plot elements in portrayals of violence are con-
 sidered high risk for children and should be evaluated by parents. Characterizations in which the perpetrator is attractive are especially problem-
atic because viewers may identify with such a char-
acter. Other high-risk factors include showing violence as being justified, going unpenal-
ized, and having minimal consequences to the victim. Real-
ist violence is also among the high-risk plot ele-
ments. Based on review of social science literature, it is possible to predict some effects of violent view-
ing in conjunction with specific plot elements, including: (1) aggressive behavioral behavior; (2) fear con-
tudes about the real world; and (3) desensitization to violence. However, just as not all violence is equal, there are disen
inging factors. Characteristics such as age, experience, cognitive development, and temperament should be considered as individual factors. Further research could extend the television industry in collaboration with child advoca-
cy organizations. In addition, the following sug-
gestions may help parents reduce the negative effects of viewing television in general and violent television in particular: (1) watch television with your children to monitor what they are watching and discuss aspects of the programs; (2) turn the program off if a portrayal is upsetting and discuss the issues and consequences of (3) limit the amount of television program guides or a VCR for planning and screening viewing; and (5) encourage children to bring their favorite programs they encounter when watching television (LPP).

ED 414 098

Wulff, Daniel L.

Looping: Adding Time, Strengthening Relationships. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

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

Report No. —EDO-PS-97-25

Pub Date—1997-12-00

Contract—RR3000207

Note—3p.

Pub Type—ERIC Publications (011) —ERIC Digests in Full Text (073) —Reports: Descriptive (141)

EDRS Price —MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, Elementary Education, Grouping (Instructional Purposes), Instructional Design, Parent School Relationship, Sickness, Student Attitudes, Summer Programs, Teacher Attitudes. *Teacher Student Relationship, Teaching Methods, Teaching Models

Identifiers—ERIC Digests, Looping (Teachers)

"Looping" is essentially simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year. This Digest explores the practitioners' perspectives on looping, the experience of European school systems, and research on looping. Practitioners report positive effects on both student academic achievement and parental involvement as a result of looping. Others cite time saved in skills assessment, the additional month of learning at the beginning of year two, deeper relationships developed with both students and parents, and the particular benefits afforded shy students as beneficial aspects. A looping classroom with an effective summer component also offers benefits similar to those of year-round schools with respect to momentum and continuity of instruction. looping is considered by some educational theorists in the world, use a model of three-year assignments of students to teachers. Some German schools use multiple-year student groupings for as long as 6 years, and credited the extended relationship time with assisting students in making the necessary brain connections learning requires. Research stud-

ED 417 841

Mccollum, Diane Ed


ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

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

Report No. —IIS-1065-6782

Pub Date—1997-00-00

Contract—RR3000207

Note—71p. Some issues printed on colored paper.


Pub Type—Collected Works - Serials (022) —ERIC Publications (011)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—Parenting, Looping (Teachers)

These 11 newsletter issues provide a forum for discussion and exchange of ideas regarding mixed-grade grouping in preschool and elementary schools. The October 1992 issue from the Mixed-Grade Grouping: An educational approach as an educational innovation, defines relevant terms, and presents advice from Oregon teachers teaching mixed-grade groups. The February 1993 issue discusses: how children learn to care for the needs of others, preparing the environment for mixed-grade grouping, and conducting workshops for parents and visitors. A Multi-Age Classroom Observation Guide is also presented. The October 1997 issue discusses implementing a Piagetian concept in the mixed-grade classroom. This document provides an introduction to mixed-grade classroom for new teachers.

ED 419 624

Paulk, James R

Loneliness in Young Children. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

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

Report No. —EDO-PS-98-1

Pub Date—1998-05-00

Contract—RR3000207

Note—5p.

Pub Type—ERIC Publications (011) —ERIC Digests in Full Text (073)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, Social Skills Training

Loneliness is a significant problem that can predispose young children to immediate and long-term negative consequences. This Digest presents an overview of loneliness, with suggestions for practitioners on how they can apply the research in early childhood settings. Children who feel lonely often experience poor peer relationships and feelings of sadness, maltreatment, alienation, and the withdrawal of peers. Early childhood teachers and parents are encouraged to use insights from this monograph to help young children identify loneliness and loneliness-related behaviors in young children. In addition, this monograph includes a brief overview of loneliness in young childhood.
ED 419 625  
PS 026 570  

Failure Syndrome Students. ERIC Digest.  
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No. —EDO-PS-96-2  
Pub Date—1998-05-00  
Contract—RR9500077  
Note—1p  

- Title—ERIC Publications (071) —ERIC Digests in Full Text (073)  
- ED & PK Price —MF/PC101 Plus Postage  
- Descriptors—Academic Failure, Achievement, Attribution Theory, Behavior Modification, Cognitive Reinforcement, Cognitive Structures, Expectancy, Failure, Goal Orientation, Helplessness, Intervention, Learning Motivation, Perceived Efficacy, Psychological Patterns, Self Concept, Self Efficacy, Student Improvement, Teaching Methods, Underachievement  

Identifiers—ERIC Digests, Strategy Training  

Summary: Failure syndrome students, feeling λ3a5, are more likely to engage in behavior that can lead to failure. Successful strategies for coping with failure syndrome students are discussed, including the role of teacher support. Teachers can help students with failure syndrome by understanding their needs and providing positive feedback. Strategies include setting realistic goals, providing support, and encouraging positive behavior. The importance of teacher-student communication is emphasized.  

ED 421 281  
PS 026 817  

Anand, Linda Hicks. Middle Class Motivation and Middle School Students. ERIC Digest.  
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—1998-05-00  
Contract—RR9500077  
Note—1p  

- Title—ERIC Publications (071) —ERIC Digests in Full Text (073)  
- ED & PK Price —MF/PC101 Plus Postage  
- Descriptors—Parent Role, Parent Relationship, Performance Factors, Participation, Peer Attitude, Peer Relationships, Parent Involvement, Peer Involvement, Peer Influence—ERIC Digests.  

 expresses the need for increased parent involvement in middle schools. Research indicates that parent involvement is positively related to student achievement and has a significant impact on student motivation.  

ED 419 632  
PS 026 601  

Norris, Christine V.  
Father Involvement in Schools. ERIC Digest.  
ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—1998-05-00  
Contract—RR9500077  
Note—1p  

- Title—ERIC Publications (071) —ERIC Digests in Full Text (073)  
- ED & PK Price —MF/PC101 Plus Postage  

Research indicates that father involvement in schools is positively related to student achievement. Fathers who are involved in their children's education tend to have higher expectations for their children and encourage them to achieve. The role of fathers in their children's education is critical to their success.
attitudes about whether ability is fixed or modifi-
cable and convey their expectations for individual
students. Goal theory focuses on the reasons stu-
dents give for their goal attainment. During the
process of achieving a goal orientation represents
the belief that the purpose of achieving is per-
sonal improvement and understanding; an ability
growth perspective represents the belief that the
purpose of achieving is the demonstration of ability.
These two perspectives are related. Studies find that
the adoption of task goals is associated with cognitive
growth and task achievement beliefs. Other stud-
ies find that the adoption of achievement goals is
related to cognitive growth and task achievement.

ED 414 112
Yerkes, Rina Hara, Kath
Outdoor Education and Environmental Re-
ponsibility, ERIC Digest.
ERIC Clearinghouse on Rural Education
and Small Schools, Charlottesville, VA
Spans Office—Office of Educational Research and
Improvement (ED), Washington, DC
Report No. —EDO-KC-97-6
Pub Date—1997-12-00
Contract—RR9700012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348,
Charlottesville, VA 22915 (free)

EDRIS Price — MF01/FC01 Plus Postage.
Descriptors—Career Exploration; Community De-
development; *Education Work Relationship; *Edu-
cational Cooperation; *Educational Practices; Extracurricular Activities; High School Students; *High Schools; *Learning Experience; Relevance (Education); *Rural Education; Rural Schools; *School Community Relationship; Service Learning; Vocational Education.
Identifiers—Secretary's Commission on Achieving Nec-
necessary Skills.

This book documents community-based educa-
tional practices that hold promise for rural communi-
ties affected by rural school closures. Rural school
children benefit from closer ties to community by
providing opportunities for community-based learning
through community service and career exploration.
On the other hand, community develop-
ment groups can benefit from collaboration with
schools by involving students in gathering data or
serving on local task force. Such involvement helps
students find a place in their own communi-
ties and presents alternatives to migration. This
monograph helps school personnel and community
members think about new ways of collaborating to
integrate community-based learning opportunities
with academic subjects. Chapter 1 briefly reviews
research on school-to-work issues, focusing on how
the unique qualities of rural communities create
special challenges for the development and imple-
mentation of school-to-work programs. Chapters 2—
4 focus on schools in Brooks, Missouri; Sac, Montana; and Methow Valley, Washington) that have worked closely with their communities to engage students in understanding the importance of rural issues and preparing youth to be productive
members of a democratic society. The portraits include descriptions of practices that local and
statewide community leaders can apply elsewhere. Chapter 5 addresses the use of policy development as a tool
garner support for school-to-work program develop-
ment.

ED 414 112
Yerkes, Rina Hara, Kath
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Spans Office—Office of Educational Research and
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ED 414 112
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ERIC Clearinghouse on Rural Education
and Small Schools, Charlottesville, VA
Spans Office—Office of Educational Research and
Improvement (ED), Washington, DC
Report No. —EDO-KC-97-6
Pub Date—1997-12-00
Contract—RR9700012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348,
Charlottesville, VA 22915 (free)
recommended that instruction in rural schools be contextualized, reflecting local traditions and locally defined purposes. The information infrastructure could help rural educators take better account of local contexts by providing a forum for sharing ideas and by supplementing discussion about "rural sorts of education." Strategic rules of thumb are offered for rural schools and communities of practice.

ED 418 820  RC 021 302
Harmon, Hohran Howler, Craig Smith, Charles Dickens, Ber Planning Schools for Rural Communities. Appalachia Educational Lab., Charleston, WV; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Published Date—1999-00-00

Contract—RR3002012, RR9006001

Note—Sp

A consortium—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325-1348

Pb Type—Guides-Non-Clasmoom (OSS) —ERIC Publications (071)

EDRS Price—MF01/PC14 Plus Postage


School improvement in rural places cannot succeed without a focus on the rural context of learning. Most especially, smaller schools need to be preserved and sustained in rural areas, particularly important given concern for the sake of student achievement and personal development. This school improvement tool suggests the character of a "good school," and briefly considers the relationships among learning, community, and facility construction in rural areas. A 20-point "Rural Community Schools' Facility Checklist" is included that reflects connections to community, curriculum, and issues related to quality of life in rural places. A resources section describes 18 helpful books and 6 organizations, and contains 10 references. (SAS)

ED 418 832  RC 021 490
Harn, Hannelore

Building School-to-Work Systems in Rural America. ERIC Digest.

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

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

Published Date—1999-04-00

Contract—RR3002012

Note—Sp

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25332 (free)

Pb Type—ERIC Publications (071) —ERIC Digests in Full Text (071)

EDRS Price—MF01/PC18 Plus Postage


Identifiers—ERIC Digests, School to Work Opportunities Act of 1994, Senate of Place

This digest briefly describes key components for building a local school-to-work (STW) partnership and discusses the structural context for implementing such an initiative. The School-to-Work Opportunities Act of 1994 established a national framework for each state to create STW systems that are part of a comprehensive education reform. This approach is typically articulated in systems developed under Coals 2000, and offers opportunities for all students to earn valuable credentials in a performance-based education and training program. States applying for federal incentives implementation grants must include plans to

serve rural communities and to allocate subgrants to local STW partnerships. Local partnerships consist of: employers, educators, students, and representatives of local agencies, postsecondary institutions, and labor organizations must implement programs that provide work-based learning, school-based career learning, and connecting activities. The context of rural STW programs may include literacy, information technology, community involvement, and vocational education. Key components of rural STW partnerships may include vocational education, work-based learning, and community education. Key components of rural STW partnerships may include: emv, information technology, community involvement, and vocational education. An annotated bibliography of the 42 works cited in the essays contains commentary and abstract for each work. (SAS)

ED 420 461  RC 021 543

Spans Agency—National Library of Education (EDRSERF), Washington, DC.


Published Date—1998-00-00

Contract—RR3002012

Note—Sp

Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325-1348 (512 plus $1.25 shipping)

Pb Type—ERIC Publications (071) —Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC14 Plus Postage


Identifiers—*Place Based Education, Sense of Community, *Sense of Place

This book suggests that quality of life depends on the connections that people have with one another and their surroundings, rather than on material wealth. It is intended for educators, to examine the purposes of education and to equip students with the tools they need to make conscious choices about living well in their own communities. Five bibliographical essays review nonfiction and fictional literature on what it means to live well in a particular place. "An Education for Living Well Ecologically" looks at the importance of young people having a curiosity about their surroundings and becoming inhabitants of a place, not merely transient residents. By developing a healthy respect for the physical and social communities they inhabit, schools can teach children to be contributing citizens. "A Sense of Civic Involvement: Education for Living Well Politically" examines the preparation of young people to participate as citizens of a democracy by investigating and acting on municipal and county government issues. "A Sense of Worth: Education for Living Well Economically" looks at the influence of large corporations on the breakdown of rural life and suggests that students need to learn how to create local jobs within their own communities, rather than leave to get jobs somewhere else. "A Sense of Connection: Education for Living Well Spiritually" discusses the crisis of human identity and cosmological disconnection from the natural world. "A Sense of Belonging: Education for Living Well" examines saving, restoring, and using local memories, knowledge, and skills to build the rural community. An annotated bibliography of the 42 works cited in the essays contains commentary and abstract for each work. (SAS)

ED 411 145  SE 060 442
Rifkin, Peter Allan, Jeanine

Creative Childhood Experiences in Mathematics and Science Projects, Activity Series, and Centers for Early Childhood.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

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

Published Date—1997-06-00

Contract—RR3002013

Note—356p.

Available from—ERIC/CISMMEE, 1925 Kenny Road, Suite 200, Columbus, OH 43210-1080

Pb Type—Guides—Classroom, Teacher (052) —ERIC Publications (071)

EDRS Price—MF01/PC16 Plus Postage


Identifiers—ERIC Clearinghouse for Science Math Environment

This guide is for preservice and inservice early childhood educators and presents ideas for active learning in science and mathematics. The child-centered and active-learning experiences represent three categories of learning experiences: (1) projects; (2) activity series, and (3) activity centers. The experiences emphasize creating meaningful learning experiences, promoting investigation and discussion, and connecting new events to prior experiences. The manual is organized by chapter and includes three chapters on supporting learning, seven chapters providing examples of activity series, four chapters pertaining to activity centers, five chapters devoted to the project approach, and seven chapters that delve deeply into the issues and practices related to the integration of mathematics and science instruction across the curriculum. Each chapter contains specific classroom examples and proven strategies (DDK)

ED 417 934  SE 061 159
Rochester, B.C. Ed, F.

Scientists and Mathematicians Become School Teachers.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.

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

Published Date—1999-06-00

Contract—RR3002013

Note—166p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, 1925 Kenny Road, Columbus, OH 43210-1080

Pb Type—Collected Works—General (020) —ERIC Publications (071)

EDRS Price—MF01/PC06 Plus Postage


Identifiers—California

A specific, nontraditional teacher preparation program for mid-career and second-career teachers is the focus of this monograph. The program, implemented at San Jose State University in California, is characterized by multisector participation among the participants and the outcomes. Analysis of this single program and its outcomes illustrates how the traditional familiar route to teaching certification can be expanded and enhanced by facilitating the entry of scientists and mathematicians into teaching as a second career. Fourteen panels related to this topic are organized under two broad headings: (1) Second-Career and (2) Mathematics Teachers; and

BES T CPY AVA I L A B L E
ED 411 172
SO 026 938
Cultrix Gwirro Sarco Waafs
Civil Education for Democracy in Latvia: The Program of the Democracy Advancement Center, ERI Ergo
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—95-6.5
Contact—RR39002014
Note—4p.
Available from—ERIC/CSSS, Indiana University, Social Studies Development Center, 2005 East Tenth Street, Suite 120, Bloomington, IN 47408-2698
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Democracy Advancement Center (Latvia), ERI Digests, Latvia
In May 1990, the Republic of Latvia declared the restoration of its independence from the Soviet Union. After that declaration, many Latvians began to reform their schools’ curricula and teaching methods. They replaced Soviet-era citizenship courses with new teaching materials and methods appropriate for educating the young citizens of a constitutional democracy. The Democracy Advancement Center (DAC) in Riga, Latvia, founded by Rustis Albertins of the United States, is just one of many civic education projects emerging in the Baltic states. Each of Latvia’s provinces have been assigned a DAC, and the DAC has designed and developed materials for a new course in civic education at the upper-primary and middle-school levels. The DAC staff has been active in promoting civic education in the upper-primary grades as well. Course content stresses interaction between citizens and their constitutional government. Teaching methods emphasize active learning instead of passive reception of information. Teachers teaching for civic education is another critical component of the DAC’s mission, and they have conducted numerous workshops and seminars for teachers in schools in Latvia since 1994. The DAC’s relationships with colleagues in other countries—the United States, Poland, Estonia, the United Kingdom, Lithuania, the Netherlands, and Russia—have been crucial to its success. Present and future challenges for the DAC include further promotion and development throughout Latvian Society of knowledge, skills, and attitudes necessary for effective and responsible citizenship in the constitutional democracy of the Republic of Latvia. Contains 12 references. (LAP)
ED 411 175
SO 027 215
Schlenker, Vicki J.
Teaching about Vietnam and the Vietnam War: ERIC Digest
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—95-6.5
Contact—RR39002014
Note—4p.
Available from—ERIC/SCS, Indiana University, Social Studies Development Center, 2005 East Tenth Street, Suite 120, Bloomington, IN 47408; phone: 800-266-3815.
812-855-3818
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—American Bar Association, ERIC Digests
In the wake of the Vietnam War, many students have sought to learn more about the conflict and its impact on both the United States and the global community. This ERIC Digest provides an overview of the resources available for teaching about Vietnam and the Vietnam War, highlighting key events, historical contexts, and contemporary debates. The digest emphasizes the importance of critical thinking and discussion in understanding the complexities of the war and its legacies. It includes suggestions for integrating various perspectives into the classroom, strategies for addressing sensitive topics, and resources for further exploration. This resource is valuable for educators seeking to incorporate the Vietnam War into their curricula, offering insights into the historical context and contemporary implications of the conflict. (LHJ)
ED 412 165  SO 028 520
Manifold, Marjorie C.
Picture Books as a Social Studies Resource in the Elementary School Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Feb Date—1997-03-02.
Contract—RR93002014.
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Information—812-855-3383, 800-266-3815.
Pub Type—ERIC Publications (071) — ERIC Digests (073).
ED 412 166  SO 028 521
Stilman, Joseph P.
The National Assessment of Educational Progress in Geography, ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-04-00.
Contract—RR93002014.
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Information—812-855-3383, 800-266-3815.
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073).
EDRS Price—MF21/PC01 Plus Postage.
Identifiers—ERIC Digests. *National Assessment of Educational Progress.
This ERIC Digest describes the development of the 1994 National Assessment of Educational Progress for geography and the results from that examination of geographic knowledge and skills of students in grades four, eight, and twelve. The assessment format utilized multiple-choice questions and constructed-response questions. Results were reported by the achievement levels of basic, proficient, and advanced. Major conclusions include: (1) too many students in the United States do not have an adequate level of geographic knowledge, and (2) analytical thinking and writing skills are important to the student for the causes of global phenomena and processes of geographic information societies of the Digest include: (1) Introduction, (2) "The Framework of the Digest", (3) "Evaluation of Student Performance", (4) "Relationships of Home and School Experiences to Student Performance", and (5) "Conclusions." Eight additional resources available in ERIC are cited. (EH)
ED 412 170  SO 028 522
Drake, Frederick D.
Using Alternative Assessments to Improve the Teaching and Learning of History, ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-06-00.
Contract—RR93002014.
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Information—812-855-3383, 800-266-3815.
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073).
EDRS Price—MF21/PC01 Plus Postage.
Identifiers—Alternative Assessment, ERIC Digests.
This ERIC Digest suggests that traditional assessment techniques might be complemented by new methods that can reinvigorate and improve the teaching and study of history in the schools. Teachers and researchers agree that a diversity of instruction and traditional forms of assessment emphasis low-level cognition without challenging students to learn more. Sections of the Digest include: (1) Introduction, (2) "Alternative Assessments and Historical Literacy", (3) "A Generic Rubric for Alternative Assessment Activities", and (4) "How Alternative Assessment Improves the Teaching and Learning of History." Contains nine additional resources. (EH)
ED 412 171  SO 028 523
Nelson, Linda R.
Recent Trends in Economic Education, ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-97-10.
Pub Date—1997-07-00.
Contract—RR93002014.
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Information—812-855-3383, 800-266-3815.
Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073).
EDRS Price—MF21/PC01 Plus Postage.
Identifiers—Asia, ERIC Digests, Europe (East), Russia, South America.
The recent trends in economic education reflect the perennial issues regarding economics education. Trends are identified include: (1) microeconomics and citizenship education, (2) economics education in Russia and Eastern Europe, (3) the global economy, (4) the human dimension of economic education in economics education. This Digest concludes that serious dialogue regarding the relationship between rich and poor countries, debt, crime, government, and civic education bodies well for the future of economics in the core of democratic citizenship education. Contests (19 references) (EH).
ED 412 172  SO 028 524
Hicks, Kenneth T., Ed. Vents, Thomas S.
Resources on Law-Related Education; Documents and Journal Articles in ERIC. Yearbook No. 3.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-09-00.
Contract—RR93002014.
Note—96p.
For previous yearbooks, see ERIC 534 and ED 394 865.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Information—812-855-3383, 800-266-3815.
Pub Type—ERIC Publications (071) — Reference Materials, Bibliographies (151).
EDRS Price—MF21/PC01 Plus Postage.
Identifiers—ERIC.
This ERIC resource is a guide to the array of law-related education (LRE) resources available to educators. The annotated bibliography offers resources for essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Included in this collection are abstracts of LRE documents and journal articles, arranged alphabetically by author. Part 1 contains abstracts of LRE teaching materials, resource guides, research documents and journal articles. Part 2 features two ERIC Digests: (1) "Law Magnet Programs" (Paula A. Nestel), and (2) "Teaching about Democratic Consensualism" (John J. Patrick). The Appendices of Part 3 feature directions that provide contact information for law magnet programs as well as national and state LRE programs. The annotated index of World Wide Web sites offers a useful resource for the law-related education community and information about the ERIC system and its many features. (EH)
40

Document Resumes/SO

pled in the 1990s by the NAEP. Demographics, institution-type, and teaching style all seemed to play a role in the determining student performance on the test. The Digest offers recommendations for improving comprehension, recall, and interest in U.S. history (KCM).

ED 412 174

Biver, Constance D.

Using Museum Resources in the K-12 Social Studies Curriculum, ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

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

Report No. —EDO-SS-97-11

Pub Date —April 1997

Contract—RR9300214

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47404; phone: 800-365-7947; FAX: 812-855-7946; 800-266-3185.

Pub Type—Guides—Non-Classroom (055) —ERIC Publications (071) —ERIC Digests in Full Text (073)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—ERIC Digest

This ERIC Digest promotes the use of museums as social studies teaching resources. Because of the wealth of information and the breadth of scope of material found in museums, they can be invaluable as resources for the classroom as well as for tours. The guide covers the recent trend of museums catering to the educator through the development of lesson plans, brochures, student classes, newsletters, videos, and even traveling outreach programs. The Digest identifies a wide variety of materials available, and even offers an off-site, including five specific web-sites (KCM).

ED 441 211

Pedersen, Laura A.

Libraries and Democracy, ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

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

Report No. —EDO-SS-96-9

Pub Date—1996-10-01

Contract—RR9300214

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47404; phone: 812-855-7946; 800-266-3185.

Pub Type—Guides—Non-Classroom (055) —ERIC Publications (071) —Reference Materials —Bibliographies (131)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—CIVITAS, ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The guide is divided into six parts. Part 1 consists of three civic education papers: “Education and Democratic Citizenship: Where We Stand” (Albert Shanker); “Civic Society and Democracy Reconsidered” (Charles Balmuth); “Democracy and the Worldwide Surge of Democracy: Implications for Civic Education” (John W. Patrick). Part 2 features an annotated bibliography of books from 1966 to 1973. Part 3 contains an annotated bibliography of the articles published from 1974 to 1979. Part 4 is an annotated bibliography of books that address key topics about the work of civic educators. titles covered include the politics of civic education in democratic societies, Western political philosophy on civic society and democracy, U.S. political institutional history, civic education in the United States, and civic education in the United States. Part 5 is a selective list of organizations about international civic education and features information useful to civic educators. Part 6 is an international directory of civic education leaders, programs, organizations, and centers. The entries include names, addresses, telephone numbers, electronic mail addresses, and World Wide Web sites. An appendix concludes the guide and features information about CIVITAS, an international Civic Education Exchange Program and democracy and journal articles in the ERIC database (KCM).

ED 451 174

Berson, Mary Hannah

Fiction about Japan in the Elementary Curriculum, ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

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

Report No. EDO-SS-97-12

Pub Date—April 1997

Contract—RR9300214

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47404; phone: 800-365-7947; FAX: 812-855-7946; 800-266-3185.

Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)

EDRS Price —MF01/PC01 Plus Postage.


This Digest provides a checklist of selected reading materials for teaching about Japan. It is designed to serve as a guide for choosing appropriate and appropriate works of fiction for teaching about Japan. It summarizes important content to search for and includes a checklist of questions to be used when selecting a book. The questions deal with literary qualities, accuracy, authenticity of story, and language and more. Contains an annotated list of recommended texts (KCM).

ED 415 175


ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

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

Cen—For Policy Choice and Action, Calabasas, CA

Pub Date—1997-00-00

Contract—RR9300214

Note—10p.

Available from—Adjunct ERIC Clearinghouse for International Civic Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47404; phone: 800-266-3185.

Pub Type—GUIDES—Non-Classroom (055) —ERIC Publications (071) Reference Materials, *Bibliographies (131)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—CIVITAS, ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The guide is divided into six parts. Part 1 consists of three civic education papers: “Education and Democratic Citizenship: Where We Stand” (Albert Shanker); “Civic Society and Democracy Reconsidered” (Charles Balmuth); “Democracy and the Worldwide Surge of Democracy: Implications for Civic Education” (John W. Patrick). Part 2 features an annotated bibliography of books from 1966 to 1973. Part 3 contains an annotated bibliography of the articles published from 1974 to 1979. Part 4 is an annotated bibliography of books that address key topics about the work of civic educators. titles covered include the politics of civic education in democratic societies, Western political philosophy on civic society and democracy, U.S. political institutional history, civic education in the United States, and civic education in the United States. Part 5 is a selective list of organizations about international civic education and features information useful to civic educators. Part 6 is an international directory of civic education leaders, programs, organizations, and centers. The entries include names, addresses, telephone numbers, electronic mail addresses, and World Wide Web sites. An appendix concludes the guide and features information about CIVITAS, an international Civic Education Exchange Program and democracy and journal articles in the ERIC database (KCM).

ED 415 176

Pedersen, Laura A.

Internet Resources for Civic Educators, ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

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

Report No. —EDO-SS-97-15

Pub Date—1997-12-00

Contract—RR9300214

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington IN 47404; phone: 800-266-3185.

Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073) Reference Materials —Internet Resources —Catalogs (102)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—AskERIC, C.SPAN, ERIC Digests.

Web Sites—The Internet is an important resource for K-12 citizenship education teachers. Curriculum guides, lesson plans, government documents, conference proceedings, databases, and multimedia files provide the classroom teacher with a variety of materials including many primary sources. An annotated list of World Wide Web sites are identified for citizens up educators. The descriptive list features C-SI—O Online, THOMAS Legislative Information on the Internet, AskERIC; Center for Civic Education; Civic Practices Network; Civnet, Close Up Foundation, Constitution Society, Constitutional Rights Foundation, DemocracyNet, Election Around the World, Parliament Around the World. Electronico Mundo Congresso, Government Information Exchange, and International Constitutional Law (KCM).

ED 415 177

Pedersen, Matthew J.

Integrating Film and Television into Social Studies Instruction, ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

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

Report No. —EDO-SS-97-11

Pub Date—1997-10-01

Contract—RR9300214

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St, Suite 120, Bloomington, IN 47404; phone: 800-266-3185.

Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)

EDRS Price —MF01/PC01 Plus Postage.


Identifiers—ERIC Digests.

This Digest suggests ways in which film and video media can be effectively integrated into a social studies curriculum. It outlines John P. O'Brien's "Three Types of Questions" and "Four Frameworks for Historical Inquiry," offering examples of how they might be utilized in present video media in a social studies context. The three questions deals with content, production, and reception. The frameworks focus on (1) "The Moving Image as Representative of History"; (2) "The Moving Image as Evidence for Social and Cultural History"; (3) "Actuality Footage as Evidence for
ED 415 178
Horres, Marilyn
Including Historic Places in the Social Studies Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-SO-97-13
Contact—EDO-SO-97-13
Published—1997-06-09
Note—Submit queries to ERIC/EDO-SO-97-13

ED 416 115
Hume, Susan E
A Resource Guide to Teaching about Africa. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Published—1996-06-09
Note—Submit queries to ERIC/EDO-SO-97-13

ED 417 124
Parker, Laura A
Global Education: Internet Resources. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-SO-98-3
Published—1999-06-09
Note—Submit queries to ERIC/EDO-SO-98-3

ED 418 179
Renate, Carol R
Space Station: An Alternative Teaching Tool in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-SO-97-13
Published—1997-11-01
Note—Submit queries to ERIC/EDO-SO-97-13

ED 419 772
Arm, Arlene T
Social Studies, United States History, World Affairs
Identifiers—ERIC Digest, Peace Education
This ERIC Digest reviews the development and current status of peace education in the United States. After briefly surveying the peace education movement from its origins with a small group of educators in New England in the 1800s through its stagnation as being anti-American during periods of hot and cold war, the Digest devotes more attention to recent trends of the 1980s and 1990s. During this period, peace education has taken on a number of forms, including conflict resolution training, anti-racism education, and role playing games, cultural exchanges, as well as programs to promote global awareness. It is a rich source of e-mail and on the World Wide Web have been used to promote the exchange of information and ideas. The Digest includes a list of online resources for peace education and a 10-item bibliography of references and ERIC resources (MLJ)

ED 420 329
Arm, Arlene T
Arts, Science History, Mathematics, Science
Teaching World History: The Global Human Experience through Time. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-SO-99-3
Published—1999-06-09
Note—Submit queries to ERIC/EDO-SO-99-3
ED 414 289
SP 037 686
Masters, Martin S. Henry Health Resource. ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date —1997-12-00
Contract—RR9300215
Note—4p
Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)
EDRS Price —MF01/PC01 Plus Postage.
This Digest provides guidance on helping parents and teachers judge the quality of health education resources and professional health materials. Sources of information about children's health include: university and community libraries, professional organizations and agencies, and the World Wide Web. Guidelines for judging content accuracy include: verifying the credibility of the publisher or source of the materials; reviewing the author's credentials; using one's own knowledge in recognizing misinformation; viewing with skepticism materials containing claims that sound too good to be true; and considering content appropriateness as well as timeliness. Teachers must be especially attentive to formats that are easily integrated into the classroom routine and curriculum. are culturally relevant, and are adaptable for students with special needs. A list of professional organizations, agencies, and Internet sites for health and resource sources is included. (Contains 8 references) (JL)
ED 416 204
SP 037 775
Summerfield, Lura H.
Promoting Physical Activity and Exercise among Children. ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —ED45-06-8
Pub Date —1998-01-30
Contract—RR9300205
Note—4p
Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)
EDRS Price —MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This Digest discusses the importance of and ways to foster activity and exercise in children. Following an introduction, the Digest is organized into four sections. The first section deals with the significant health benefits of physical activity, including reduction in chronic disease risk; lowered risk of colon cancer; increase in bone density; reduction of anxiety; improved body image and mood; development of physical fitness; and promotion of weight control. Section two discusses childhood obesity. The third section assesses how much physical activity is enough and suggests that among young people such activity can be promoted by daily physical activity, engaging in regular physical activity. The final section describes ways to promote physical activity among young people. It is reported that over the years, schools have reduced their physical education programs, and today no states currently support such a requirement. In addition to physical education, physical activity can be incorporated into many other curricular physical activity programs, coordinate physical activity programs with community agencies; encourager and enable parents to participate in physical activity with their children and provide physical and social environments that encourage and enable physical activity. Resources are included. (Contains 12 references) (JL)
ED 417 154
SP 037 799
Ahnal-Hag, Iruma, Comp.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —ED45-06-8
Pub Date —1997-06-00
Contract—RR9300215
Note—4p
Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)
EDRS Price —MF01/PC01 Plus Postage.
This second edition of an annotated bibliography and resource guide on professional development schools (PDS) provides information to facilitate the location of sources of information regarding professional development schools. The publication contains 53 annotated entries, 10 of which were included in the first edition. Most of the resources were published or produced between the years 1990 and 1995. The three major sections present annotated listings that are alphabetized by their authors. There are 10 appendices that offer information on the following topics: career development research and practice, professional development projects, and professional development projects in urban schools. (Contains 53 references) (1M)
ED 421 480
SP 038 091
Mann, J. A.
Promoting Stress Management: The Role of Comprehensive School Health Programs. ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —ED45-06-8
Pub Date —1997-12-00
Contract—RR9300215
Note—4p
Pub Type—ERIC Publications (071) —ERIC Digests in Full Text (073)
EDRS Price —MF01/PC01 Plus Postage.
This Digest presents findings from a study of the role of comprehensive school health programs in promoting stress management. The report presents evidence that comprehensive school health programs are effective in promoting stress management. The Digest provides specific recommendations for implementing comprehensive school health programs. (Contains 31 references) (SM)
ED 417 156
SP 037 801
Dillow, Mary E.
Course in Matters. Putting the National Commission Report into Action. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —ED45-06-8
Pub Date —1998-06-00
Contract—RR9300215
Note—2p
For the document "What Matters Most," see ED 395 931
Available from—ERIC/AACTE Publications, One Dupont Circle N.W., Suite 610, Washington, DC 20036-1186 ($20 plus $5 shipping and handling),
Pub Type—Collected Works —General (020) —ERIC Publications (071)
EDRS Price —MF01/PC03 Plus Postage.
ED 421 486  TM 027 831
Gawel, Joseph E.
Identifiers—ERIC Digests. *Herberg (Frederick), Maslow (Abraham), *Maslow's Hierarchy of Needs, Tertiary Career Ladder Program. Among the behavioral theories embraced by American business are those of Frederick Herberg and Abraham Maslow. Herberg proposed a theory about job factors that motivate employees, and Maslow developed a theory about the rank and satisfaction of jobs. The article identifies ways that employees can pursue those needs. This digest briefly outlines both theories and then summarizes a study of the Tertiary Career Ladder Program (TCLP), which suggested that teachers in this career development program do not match the behavior of employees in business Herberg's (1959) construction was a two-dimensional paradigm of "hygiene" (dissatisfiers) factors that do not actively motivate or create satisfaction and "motivators" (satisfiers). Five motivators in particular were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. Maslow's hierarchy ranks needs from the psychological, through safety, love and belongingness, esteem, and self-actualization. He theorized that a person could not pursue the next need until the currently recognized need was substantially or completely satisfied, a concept called prepotency. A study conducted by F. Befort and F. Tutor (1980) found that for elementary and secondary school teachers in the TCLP Herberg's characterization of salary as a hygiene factor and Maslow's view of esteem as a lower order need than self-actualization did not seem to hold true. These findings may help explain "why" good teachers are lost to higher paying positions and why administrators must focus on their needs for esteem (contains four tables and four references) (GLD)

ED 421 429  UD 031 934
Brenan, Beth
EDRS Price—MF01/P430 Plus Postage. Description—Accreditation, *Market Trends, *Educational Vouchers, *Elementary Secondary Education, *Free Choice Transfer Programs, *Nontraditional Education, *School Aid, *Racial Composition, *School Choice, *School Desegregation, *School Restructuring, *State Programs, *Tax Credits, *Tuition, *Urban Schools, *Identifiers—ERIC Digests. School choice plans have been widely adopted, and most urban areas have a wide variety of some sort. This digest presents an overview of different choice strategies by reviewing the experiences of several urban areas. Minnesota has statewide open enrollment for all students, making all public schools throughout the state open to all students, provided that the receiving school has room and the transfer does not harm racial integration efforts. In 1995, 15% of the state's students participated in various school choice programs. There is mixed evidence about the impact of this program, but it appears that there is little validity to the theory that choice promotes schools and districts to reform programs to meet the demands of families. New York City has instituted a public school choice program. Parents may transfer their children to any public school if space is available, but the program has received mixed reviews, and exists to promote choice. Some districts have initiated their own plans, and others rely on municipal school programs to promote school choice. In Massachusetts, choice has primarily been a means to achieve racial and ethnic balance in the schools. Acknowledging the negative effects of a choice system based only on magnet schools, the state has expanded its early efforts to include other choice options. The controlled choice option in Boston (Massachusetts) divides the city into three geographic areas for elementary and middle school assignment, but high school choice is city-wide. Critics feel that there are so many controls for race, ethnicity, and gender that real school choice by parents is compromised. In Milwaukee (Wisconsin), a voucher system provided educational alternatives to many low-income students. Pilot voucher programs in other cities are being implemented, and early reports indicate that they can increase educational effectiveness and opportunity, as do other school choice plans (contains 17 references) (GLD)

ED 413 338  UD 031 979
Cookson, Peter W., Stimpf, Sonali M.
EDRS Price—MF01/P430 Plus Postage. Description—Admission, *Educational Vouchers, *Elementary Secondary Education, *Free Choice Transfer Programs, *Nontraditional Education, *School Aid, *Racial Composition, *School Choice, *School Desegregation, *School Restructuring, *State Programs, *Tax Credits, *Tuition, *Urban Schools, *Identifiers—ERIC Digests. School choice plans have been widely adopted, and most urban areas have a wide variety of some sort. This digest presents an overview of different choice strategies by reviewing the experiences of several urban areas. Minnesota has statewide open enrollment for all students, making all public schools throughout the state open to all students, provided that the receiving school has room and the transfer does not harm racial integration efforts. In 1995, 15% of the state's students participated in various school choice programs. There is mixed evidence about the impact of this program, but it appears that there is little validity to the theory that choice promotes schools and districts to reform programs to meet the demands of families. New York City has instituted a public school choice program. Parents may transfer their children to any public school if space is available, but the program has received mixed reviews, and exists to promote choice. Some districts have initiated their own plans, and others rely on municipal school programs to promote school choice. In Massachusetts, choice has primarily been a means to achieve racial and ethnic balance in the schools. Acknowledging the negative effects of a choice system based only on magnet schools, the state has expanded its early efforts to include other choice options. The controlled choice option in Boston (Massachusetts) divides the city into three geographic areas for elementary and middle school assignment, but high school choice is city-wide. Critics feel that there are so many controls for race, ethnicity, and gender that real school choice by parents is compromised. In Milwaukee (Wisconsin), a voucher system provided educational alternatives to many low-income students. Pilot voucher programs in other cities are being implemented, and early reports indicate that they can increase educational effectiveness and opportunity, as do other school choice plans (contains 17 references) (GLD)

ED 413 345  UD 031 999
Senn, David
EDRIS Price - MFIP/PC1 Plus Postage

Identifiers—ERIC Digests

This digest briefly reviews the ways that working affects students, and describes ways that schools can partner with businesses to increase the educational benefits of working. The economic payoff for students who work in high school is well established. A positive association between the amount of high school work experience and employment or income a few years later. The opportunity to acquire skills at work can have positive effects on the development of student orientation to school-work. The major potential cost of student jobs is a negative impact on academic achievement, although research findings vary significantly on the content of the decrement. Debates over the supposed benefits of work experience have resulted in increased interest in school-to-work initiatives. High school curricula and employment are linked. General purposes of work-based learning are: (1) to provide for acquisition of knowledge or skills that are not included in the school curriculum; (2) to provide for exploration and planning; (3) knowledge of all aspects of an industry; (4) development of work-related personal and social skills; and (5) improvement in student motivation and academic achievement. If work-based learning is to achieve these goals, it must be planned carefully and monitored by people who understand the work place and what is to be learned. Teachers of academic subjects must believe that the program is worthwhile and must link the work-based tasks with instruction in formal academic subjects. Until it is determined that work-based learning can be extended and replicated in college-bound students, efforts to promote work-based learning in high school will be academic, and achievement in these programs may feel segmented as less academically able (Contains 16 references) (SLD)

ED 414 345

UD 031 766

Bryant, Daronne

School Safety and the Legal Rights of Students: A Review of ERIC Digest, Number 121: ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Report No.—EDO-UD-97-2; ISSN-0189-1040

Pub Date—1997-05-00

Contract—IRK-3002016

Note—dp: Based on “School Violence and the Legal Rights of Students: Selected Issues” by Darorraine Bryant, published in the monograph “Preventing Violence in Urban Schools: An Essay Collection,” available from the ERIC Clearinghouse on Urban Education (SLD)

ED 414 268

UD 032 123

Weiler, Irene

The Athletic Experiences of Ethnically Diverse Girls: ERIC/CUE Digest, Number 131: ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Report No.—EDO-UD-98-1; ISSN-0189-1040

Pub Date—1998-01-00

Contract—IRK-3002016


EDRIS Price - MFIP/PC1 Plus Postage

Identifiers—ERIC Digests

This digest discusses how race and ethnicity, socioeconomic status, and related factors influence whether urban, suburban, or rural, impact girls’ sports experiences. The social context of girls’ lives shapes their sports choices and opportunities, with financial constraints often restricting African American girls’ opportunities. When access to sports is possible, all girls appear to derive positive benefits from exercise and athletic involvement, although they perceive the benefits differently based on their socioeconomic and social class. Because income levels of girls color their sports opportunities through schools, recreation departments, and nonprofit agencies, their participation is usually limited to the stereotypical popular sports of basketball and track and field, in which African American girls are over-represented. Economic class and racial and gender stratification also significantly impact the participation of women of color in sports leadership positions, including coaching and sports administration. In general, girls who participate in sports experiences higher than average levels of self-esteem, and research suggests that higher rates of athletic participation or exercise were significantly related to perceptions of female sexual activity and pregnancy. There is also a positive academic relationship between sports involvement and academic achievement, although there are great differences among groups. Sports participation reduced dropping out for rural Latinas and suburban and rural white athletes, but not for urban female athletes or African American girls from any area. Nor was there any correlation between occupational aspirations and sports participation. Overall, the benefits of participation in athletics indicate that schools, community organizations, and sports organizations need to take steps to increase and improve the sports experiences of young women. (Contains 8 references) (SLD)

ED 416 271

UD 032 132

Cristofer T. W. Jr., Sheria, Sonali M


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

Pub Date—1997-12-00

Contract—IRK-3002016

Note—dp: Available from—ERIC Clearinghouse on Urban Education, 525 West 120th Street, Box 40, Teachers College, Columbia University, New York, N.Y. 10027; phone: 800-601-4488; fax: 212-960-9200.
ED 416 272  UD 012 133
Flannery, Daniel J
School Violence, Risk, Preventive Intervention, and Policy, Urban Diversity Series No. 189.
ERIC Clearinghouse on Urban Education, New York.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—1997-12-00
Contra cts—RR9900016
Note—ERI C Clearinghouse on Urban Education, 525 West 120th Street, Box 40,
Teaneck, New Jersey 07666-0645, New York, NY 10027; 800-601-4868. fax: 212-678-4012; e-mail: eric-cut@columbia.edu
Pub Type—ERI C Publications (071) — Reports (Eval uative)—(142)
EDRS Price—MF16/PC04 Plus Postage
Descriptors—School Violence, Risk Prevention Intervention, Policy, Urban Diversity
This monograph examines the issue of school violence and the ways to eliminate it. The goal is to return schools to the status as safe havens for children to learn, achieve, and acquire the skills they need to become successful and productive adults. Section I defines school violence and reviews data on its prevalence. Section II discusses various risk factors for violent behavior among youth. An understanding of risk, particularly within a developmental framework, is essential to forming and implementing effective school-based prevention and intervention programs. The next section examines children's reactions to violence, including the mental health consequences of exposure and victimization. Section IV discusses the impact of victimization from a developmental perspective and the special case of bullying at school. Section IV discusses bullying itself as a setting that promotes violent and aggressive behavior. This includes a discussion of student diversity, issues of safety and security, and the presence of gangs at school. Section V examines the role of education in understanding what works in violence prevention, and Section VI presents examples of different types of school-based interventions designed to address youth aggressive and violent behavior. Programs at the primary, middle, and high school levels are reviewed. The final chapter focuses on what is known about youth violence and the implications of school-based violence prevention and social policy. (Contains 4 tables, 1 figure, and 189 references.) (Author/SLD)
ED 417 244  UD 012 185
Flannery, Daniel J
Improving School Violence Prevention Programs, Middle and High School Violence. ERI C/CUE Digest Number 132.
ERIC Clearinghouse on Urban Education, New York.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-UD-98-2; ISSN-0889-8049
Pub Date—1998-02-00
Contra cts—RR9900016
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Columbia University, Box 40, Columbia University, New York, NY 10027 (free)
Pub Type—ERIC Publications (071) — ERI C D igests in Full Text
EDRS Price—MF16/PC01 Plus Postage
Descriptors—School Violence, Prevention, Intervention, Policy
This digest discusses some of the major trends and changes that are taking place in school desegregation. One of the most important trends is the increasing number of court cases that raise school districts from court supervision of their desegregation efforts. Several pivotal Supreme Court cases during the 1990s have spelled out procedures for court approval of the desegregation of school attendance plans. These include: (1) Board of Education of Oklahoma v. Dowell (1991); (2) Freeman v. Pitts (1992); (3) Moss v. Jefferson (1992); and (4) the Connecticut state case Sheff v. O'Neill (1996). When a school district is freed from court supervision, it is often free to send students back to their neighborhood schools. Although many people believe in the concept of the neighborhood school, the reality is that many urban students return to schools that are segregated and inferior. Researchers with the Harvard Project on School Desegregation have found that school segregation has increased steadily over the past 15 years, particularly in nonsouthern states. It is clear that desegregation has little relevance for many of the nation's largest cities. A number of urban districts are one-half or less white, and lack enough white students to desegregate meaningfully. Even within desegregated schools, many argue that segregation still exists under the guise of tracking. Concern about the achievement gap between minority and white students will probably lead to a new era of desegregation cases that focus on within-school integration. Effective integration in schools has been difficult, and has sparked interest in measures of equity, including those of achievement, access to special education, grade retention, access to services, and other institutional characteristics. The best hope for participants who wish school districts to continue under court supervision is to focus on the issue of "educational vestiges," such as within-school segregation and the academic performance gap between minorities and white. Efforts to improve the education of students of color must focus on effective school reform regardless of whether or not a school is physically desegregated. (Contains 17 references.) (SLD)
ED 419 030  UD 032 274
Baker, Amy J & Suden, Lauri M
The Challenges of Parent Involvement champ; ERIC/CUE Digest Number 134.
ERIC Clearinghouse on Urban Education, New York.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-UD-98-4; ISSN-0889-8049
Pub Date—1998-04-00
Contra cts—RR9900016
Note—6p. Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027, toll-free
phone: 800-601-4869 (free).
Pub Type — ERIC Publications (071) — ERIC Digests in Full Text (073).
EDRS Price — MF01/PC01 Plus Postage.

Most practitioners and researchers support the educational policy director of increased parent involvement, but few agree about what constitutes effective involvement. This digest, based on a critical evaluation of over 200 research studies, briefly reviews findings from parent involvement research to date, discusses their validity and utility, and proposes critical questions for future researchers in the field to consider. While methodological limitations are prevalent in the majority of parent involvement research, the sound studies that do exist have consistently found strong parent involvement effects. The methodological limitations include use of non-experimental design, lack of isolation of parent involvement effects, inconsistent definitions of parent involvement, and nonobjective measures of parent involvement. The literature does suggest the importance of these specific types of parental involvement, among others: (1) provision of a stimulating literacy and material environment; (2) high expectations and moderate levels of parental support and supervision; (3) appropriate monitoring of television viewing and homework completion; (4) participation in joint learning activities at home; (5) emphasis on effort over ability; and (6) autonomy promoting parenting practices. Recommendations are made for future research that overcomes the methodological limitations cited and focuses on better definitions of parental involvement and its effects. (Contains 21 references.) (SLD)

**ED 419 031**

UD 032 275

Gilles, Hollee C

Parent Engagement as a School Reform Strategy, ERIC/CUE Digest Number 135.
ERIC Clearinghouse on Urban Education, New York, NY.

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

Report No — ED0-UD-98-6; ISSN-0889-0949

Pub Date — 1994-05-00

Contract — R8R900016

Note — 8p.


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


A growing number of urban school reform initiatives seeking to transform failing schools engage significant numbers of parents. Many such initiatives have succeeded in improving student academic achievement and transforming the culture of schools. This digest describes common characteristics of such projects. While the best among these projects is James Comer's School Development Program, another example is highlighted, the Industrial Areas Foundation (IAF), a national organization that operates locally in many communities around the country with notable success in many low-performing schools. The IAF is a network of broad-based multicultural organizations in poor and moderate-income communities. The most successful reform initiatives are collaborations between parent and school. The following characteristics have been seen as vital to school reform success: (1) viewing the school and community as an ecology; (2) building relationships based on common concerns; (3) acknowledging the role of power in school-community relationships; (4) fostering the collaborative leadership of principals; (5) developing and training parents and educators as leaders; and (6) monitoring and evaluating progress. It is important to recognize the impact of the local educational bureaucracy on a reform initiative. The mixed results of the plethora of reform initiatives implemented over the past several years suggest that urban schools alone cannot solve the societal problems that address the obstacles often presented by educational bureaucracies. However, reform processes such as those implemented by the IAF, have had significant positive impacts on schools. Initiatives that mobilize community resources and institutions, engage parents and educators, and use power effectively offer the best possibilities for addressing the serious problems faced by schools and communities. (Contains 10 references.) (SLD)

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Cheng, Li-Rong Lill

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This digest focuses on meeting the educational needs of recent Asian Pacific American (APA) immigrants. Newcomers usually have various levels of English proficiency, and many find school rules incomprehensible because they differ so widely from their previous experiences. In addition, American teachers expect children to be interactive, creative, and participatory, while APA parents teach their children to be quiet and obedient, and not to question teachers. Adding to the communication problems between teachers and students are the personal challenges that many newcomers face. Teachers, administrators, and counselors need to understand students' home culture and discriminate rules and the similarities and differences between Asian and American schools. They must guard against stereotyping children and work to make them comfortable in the classroom. Teachers can improve APA students' discourse skills by making no assumptions about what they know or do not know, while anticipating possible challenges. They should encourage students in social activities and facilitate their transition into mainstream culture while nurturing their bicultural identities. Schools need to work hard to encourage the participation of newcomer parents. Although educators can find it hard to learn about the language, culture, and social background of every student, they can develop the ability to communicate effectively across cultures and form effective partnerships with immigrant families. (Contains 10 references.) (SLD)
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Office of Special Education and Rehabilitation Services (ED), Washington, DC.

Reducing the Disproportionate Representation of Minority Students in Special Education. ERIC/OSEP Digest #E566
ED 417 501 (EC)

School-Wide Behavioral Management Systems
ERIC/OSEP Digest #E563
ED 417 515 (EC)
Appendices


2. ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19)

3. ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6)

4. ERIC Document Reproduction Service (EDRS) — Order Form
EDERIC Program Office

ED 410 969  IR 056 463
Eisnerle, Mike Hansen, Jane Holm, Craig Craig, Nancy Ramirez, Bruce Rupprech, Dianne


Spons Agency—Educational Resources Information Center (ED), Washington, DC.

Pub Date—1997-08-01

Note—15p.

Pub Type—ERIC Publications (EDR) — Reports—Descriptive (411)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC, National Library of Education, DC.

This report describes the work that the ERI System must do in the future in order to accommodate the need for expanding the National Library of Education in the world. The report highlights two dilemmas that compromise ERI's continued ability to deliver what patrons expect. The first dilemma concerns ERI's legacy of remarkable efficiency. While per pupil expenditures have doubled and federal education expenditures have quadrupled (in constant dollars), ERI's resources have been cut by 80% through the years.

The second dilemma is that ERI is a paper-based system in an emerging electronic age. This report recommends four principles of a new operations framework for ERI: (1) sustain and increase ERI's capacity to meet rising expectations in the information age; (2) think of ERI as a key, low-borrowing wall as the National Library of Education is built; (3) foster ERI as the main place for organizing, linking, describing, and making accessible all education resources in all formats; and (4) develop to a much higher level ERI's historic capacity to create useful and authoritative syntheses, analyses, and interpretations—in other words, the substantive intellectual capacity of each of the 16 ERI Clearinghouses (Authors/ERIC).

ACCES SS EERIC

ED 413 886  IR 018 647

The Path to College: Making Choices That Are Right for You

ACCESS EERIC, Rockville, MD

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

Pub Date—1997-06-00

Note—62p.

Journal Cit—ERIC Review; v51 n03 Fall 1997

Pub Type—Collected Works—Serials (022) — ERIC Publications (071)

EDRS Price—MF01/PC03 Plus Postage.


The "ERIC Review" announces research results, publications, and other activities relevant to the issues theme topic. This issue is a compilation of resources, advice, and research to help guidance counselors plan to plan for college. The first section, "Starting Out on the Path to College," contains the following articles: "How to Get on the Path to College" (Annaduzi Kerla), "Common Mistakes: Narrowing Your Choices Too Early" (Annaduzi Kerla), "Which Is the Right Path?" (Annaduzi Kerla), and "The College Experience" (Sandra Kerla).


Identifiers—ERIC, Education, Education Information, ERI.
Document Resumes

ED 414 633 EA 028 809
Striving for Excellence: The National Education Goals, Volume III.
ACCESS ERIC, Rockville, MD: Educational Resources Information Center (ED), Washington, DC.

Pub Date—1997-00-00
Contract—MR9318801
Note—1995, For volume II (1994), see ED 363 932

Pub Type—ERIC Publications (ED)
EDRS Price—$2.50/Reproduction Service


The Educational Resources Information Center (ERIC) is a nationwide information system sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). As part of the National Library of Education, ERIC maintains the largest education database in the world. This document consists of 82 ERIC Digests, which are 3-page research syntheses written by each of the 16 Clearinghouses that form the ERIC system. The digests in this volume provide an overview of issues, programs, and research related to the National Education Goals. They are grouped into eight sections corresponding to the goals and are organized alphabetically within each section. The introduction provides a history of the development of the National Education Goals and the passage of the Goals 2000: Educate America Act. It also describes the ways in which states are spending federal funds to achieve national goals and summarizes findings of the National Education Goals Panel's "1996 Goals Report," which concluded that the nation has advanced significantly in five areas and faltered in eight. References accompany each digest. (LMI)

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The ERIC network of organizations is comprised of the following major components:

- **ERIC Program Office**

  The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI), National Library of Education (NLE). Responsible for overall management of the ERIC network.

  Educational Resources Information Center (ERIC)
  National Library of Education (NLE)
  Office of Educational Research and Improvement (OERI)
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202
  Telephone: 202-401-3745
  FAX: 202-205-7759
  e-mail: eric@inet.ed.gov
  URL: http://www.ed.gov

- **ERIC Clearinghouses**

  Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

- **Adjunct ERIC Clearinghouses**

  Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

- **ERIC Support Components**

  Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (Current Index to Journals in Education (CIJE) and ERIC Thesaurus). (See list on p. 4.)
ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)
Ohio State University
Center on Education and Training for Employment
1930 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-7069; 800-848-4815
FAX: 614-292-1260
e-mail: ericacv@postbox.acs.ohio-state.edu
URL: http://ericacv.org

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). [Includes input from Adjunct ERIC Clearinghouse on Consumer Education]

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)
University of Maryland, College Park
1126 Shriver Hall
College Park, Maryland 20742-5701
Telephone: 301-405-7449; 800-484-ERIC (3742)
FAX: 301-405-8134
e-mail: erica@eric.net
URL: http://eric.net

All aspects of tests and other measurement devices. The design and methodology of education-related research, measurement and evaluation. The evaluation of educational programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. [Includes input from Adjunct ERIC Clearinghouse for the Test Collection]

ERIC Clearinghouse on COMMUNITY COLLEGES (JC)
University of California at Los Angeles (UCLA)
405 Hilgard Avenue, 3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90024-1521
Telephone: 310-825-3931; 800-832-8256
FAX: 310-206-8099
e-mail: ericcc@ucla.edu
URL: http://www.gse.ucla.edu/ERIC/eric.html

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions. [Includes input from Adjunct ERIC Clearinghouse on Entrepreneurship Education]

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)
University of North Carolina at Greensboro
School of Education
207 Ferguson Building, P.O. Box 26171
Greensboro, North Carolina 27402-6171
Telephone: 336-334-4114; 800-414-9709
FAX: 336-334-4116
e-mail: ericcg@uncg.edu
URL: http://www.uncg.edu/~ericcg2

Preparation, practice, and supervision of counselors at all educational levels and in all educational settings. Theoretical development of counseling and guidance, as it pertains to education, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work in education settings.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 20191-1589
Telephone: 703-264-9474; 800-328-2072
FAX: 703-520-2621
e-mail: eriec@cec.sped.org
URL: http://ericc.org

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)
University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 541-346-5043; 800-438-8841
FAX: 541-346-2334
e-mail: pplee@oregon.uoregon.edu
URL: http://eric.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)
University of Illinois at Urbana-Champaign
Children's Research Center, Room 13
51 Gerlty Drive
Champaign, Illinois 61820-7489
Telephone: 217-333-1386; 800-583-1326
FAX: 217-333-3767
e-mail: ericece@uiuc.edu
URL: http://ericcece.org/

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory and research; and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children. [Includes input from Adjunct ERIC Clearinghouse for Child Care]

ERIC Clearinghouse on HIGHER EDUCATION (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-286-2597; 800-773-ERIC (3742)
FAX: 202-452-6844
e-mail: eriche@eric-he.edu
URL: http://www.eric-he.org

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.); and professional continuing education.
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ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR)
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Telephone: 315-443-3640, 800-464-9107
FAX: 315-443-5448
e-mail: eric@ericir.syr.edu
URL: http://ericir.syr.edu/therme
AskERIC (Question-answering service via Internet) askeric@askeric.com

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)
Center for Applied Linguistics (CAL)
4646 40th Street, NW
Washington, DC 20016-1859
Telephone: 202-362-0700, 800-279-8334
FAX: 202-362-3740
e-mail: eric@cal.org
URL: http://www.cal.org/ericcll

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. [Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.]

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2598
Telephone: 812-855-8647, 800-759-4723
FAX: 812-855-4220
e-mail: erics@indiana.edu
URL: http://www.indiana.edu/~eric_rec

Reading and writing, English (as a first language), and communication skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems. Speech communication (including forensic), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theaterimrama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)
Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, Suite 807, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0400, 800-624-9120
FAX: 304-347-0487
e-mail: ericrc@aol.org
URL: http://www.ael.org/eric/

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)
Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-5717, 800-276-0462
FAX: 614-292-0283
e-mail: ericsc@osu.edu
URL: http://www.ericse.org

Science, mathematics, engineering, technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects, research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2398
Telephone: 812-855-3833, 800-268-3815
FAX: 812-855-0455
e-mail: ericsc@indiana.edu
URL: http://www.indiana.edu/~ssdso/eric_ssc.html

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education); international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics as they pertain to education. Also covered are music, art, and architecture as related to the fine arts. [Includes input from Adjunct ERIC Clearinghouses for U.S. Japan Studies, Law-Related Education, International Civic Education, and Service-Learning.]

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)
American Association of Colleges for Teacher Education (AACTE)
1307 New York Avenue, N.W., Suite 300
Washington, D.C. 20005-4701
Telephone: 202-293-2450, 800-822-9220
FAX: 202-457-8095
e-mail: query@aacite.org
URL: http://www.aacite.org

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, present and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreational, and dance education. [Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.]

ERIC Clearinghouse on URBAN EDUCATION (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-6696
Telephone: 212-678-3433, 800-601-4868
FAX: 212-678-4012
e-mail: eric-cue@columbia.edu
URL: http://eric-web.tc.columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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E-mail: info@nccic.org
URL: http://nccic.org

Adjunct ERIC CH on
Clinical Schools
American Assoc. of Colleges for
Teacher Education (AACTE)
1307 New York Avenue, N.W., Suite 300
Washington, DC 20005-4791
Tel.: 202-293-2450, 800-622-9229
Fax: 202-457-8005
E-mail: tadoresha@ncte.org
URL: http://www.aacte.org/meru2.html

Adjunct ERIC CH on
Consumer Education
National Institute for Consumer
Education (NICE)
Eastern Michigan University
5555 E. Jefferson, 3rd Floor
Ypsilanti, Michigan 48197
Tel.: 313-487-2262
Fax: 313-487-7153
E-mail: nce@online.emich.edu
URL: http://www.nce.emich.edu

Adjunct ERIC CH on
Entrepreneurship Education
Ewing Marion Kauffman Foundation
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Kansas City, Missouri 64110-2044
Tel.: 816-268-5000
Fax: 816-268-4280
E-mail: celcee@kunsel.edu
URL: http://www.celcee.edu

Adjunct ERIC CH for
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National Clearinghouse for
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Washington, DC 20016-1859
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Fax: 202-362-7204
E-mail: noe@tcl.org
URL: http://www.cale.org/node

Adjunct ERIC CH for
International Civic Education
Indiana University
Social Studies Development Center
2605 East 10th Street, Suite 120
Bloomington, Indiana 47408-2989
Tel.: 812-855-3838; 800-206-3815
Fax: 812-855-0455
E-mail: patrick@indiana.edu
URL: http://www.indiana.edu/sdcenter

Adjunct ERIC CH for
Law-Related Education
Indiana University
Social Studies Development Center
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College of Education
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Denton, Texas 76203-1337
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Fax: 940-565-2905
E-mail: cco@coe.unt.edu
URL: http://coe.unt.edu

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Collge of Education and
Human Development
VoiceTech Building, R-460
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St. Paul, Minnesota 55108
Tel.: 612-625-6270, 800-603-SERV
Fax: 612-625-6277
E-mail: servemaroon@umn.edu
URL: http://www.nitsl.coe.umn.edu

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URL: http://www.etseedu/testcol.html

Adjunct ERIC CH for
United States-Japan Studies
Indiana University
Social Studies Development Center
2605 East 10th Street, Suite 120
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