

*Continuation of Report 2062 -*

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REC #  
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GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY

Course Proposal

I. Identification of the Proposal

- A. Name - Teaching Strategies - Taba  
Part I - 0827.680 Part II - 0827.681
- B. Sponsor - Stan Cohen, Educational Administration Department

II. Statement from the Department Chairman

This course is proposed as a graduate elective course. It is anticipated the course will appeal to both practicing teachers, supervisors, and administrators at any level of the educational spectrum. The course is designed to develop teaching strategies that promote the thinking process and will be utilizing tested materials developed by Hilda Taba and her staff over a fifteen year period.

The course will not place any unusual demands on library holdings since most of the written materials used are purchased by the participants through the Taba Program.

III. Outline of the Proposal

- A. Essence of the Proposal
1. Course Title: Teaching Strategies - Taba
  2. Semester hours of credit granted: A two semester sequence is required. The first semester Part I will be granted three credits and the second semester Part II, six credits, which will include a practicum experience in the schools.
  3. Course level: graduate, no prerequisites except that Part II will require that Part I be taken first.
  4. Current curricula pattern into which it falls: Free Elective
  5. Enrollment: 15 per section (a great deal of lab work is involved necessitating a lower maximum).
- B. Details of the Proposal
1. Uniqueness of the Course - The course is a necessary addition for graduates of our teaching educational program. According to Taba's research, the most single influence in cognitive performance of children depends on the expertise of the teacher in asking questions.  
The content of the program is organized into four units each dealing with the strategies associated with a set of thinking tasks. The units include concept development, interpretation of data, application of generalizations, and the interpretations of feelings, attitudes, and values.

- a. Concept Development - participants learn to use teaching strategies which help students become more flexible in their thinking by organizing and reorganizing data; by forming, clarifying, and extending concepts; and by seeking out a variety of relationships among different items of information.
- b. Interpretation of Data - through the use of strategies in this unit, participants are able to help students retrieve, organize, and analyze data from a variety of sources; make and support inferences about the data; and formulate warranted conclusions and generalizations based on their inferences.
- c. Application of Generalizations - these teaching strategies enable students to apply previously learned generalizations to new situations which are similar to those upon which the generalizations were originally based. Students predict consequences of the new situation, support their predictions, identify conditions necessary to validate their predictions, predict further consequences, and ultimately verify, clarify, extend, or modify their generalizations in the light of supported predictions.
- d. Interpretation of Feelings, Attitudes, and Values - this unit deals with teaching strategies and question sequences useful in helping students learn to observe and interpret human feelings and actions by making inferences and forming generalizations about social situations in terms of people's feelings, attitudes, and values. Another objective of this unit is to help students apply their observations to their own experience.

2. Objectives of the Course:

Teacher Behavior, ability to:

- a. state their teaching objectives clearly
- b. plan a teaching strategy to achieve objectives
- c. incorporate thinking skills objectives into their unit plans
- d. conduct class discussions
- e. get students involved in learning activities
- f. listen to student's ideas
- g. evaluate their own teaching

Student Behavior, ability to:

- a. participate in class discussions
- b. recall data
- c. express ideas
- d. listen to each other
- e. react to and accept another's ideas
- f. identify relationships among data
- g. make supportable inferences
- h. work in small groups
- i. develop expanded vocabulary
- j. read with greater comprehension

Generalized Course Outline

1. The main purpose is to equip teachers with the skills and theory necessary to implement any inductive, concept and process-oriented content curriculum.

2. Texts:

Unit Manuals, I, II, III, IV, Hilda Taba Teaching Strategies Program

Selected Readings'. Siegel, McNaughton, Thelan, Taba, Corey, Walden, Hawkinshise, Durkin, Watson, and Eisman.

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#### IV. Importance of the Class

This class has been formulated on the basis of a country-wide, voiced need for teachers to become more skilled in working with children in an inductive, concept-and process-oriented curriculum that will develop higher level thinking skills. To provide a retraining program that will have a major impact on education requires a new concept of organization that can more effectively bring the College into the field. In such a cooperative, working relationship with teachers, school districts, and the Institute for Staff Development (which trains local leadership and provides the instructional materials), the College can serve in a more effective role in providing school districts with an inservice program within the limits of the resources available to the districts.

#### V. Objectives of the Class

The objectives of the class are:

1. To utilize in the inservice program the same type of inductive teaching strategies that the participating teachers will use in their own classrooms.
2. To demonstrate and give practice in basic teaching strategies which the teachers will be able to effectively implement in their own classrooms.
3. To present a model of well-structured yet open-ended inservice program which a school district may implement using as training leaders the teachers who participated in this program. This concept builds local leadership for continuity and follow-up so often missing in other inservice programs.

#### VI. Procedures

The classes will be conducted in different locations throughout New Jersey by Taba Training Leaders who have been trained by the Institute for Staff Development, in an intensive four-week training program utilizing specially constructed resource materials supplied by the Institute for Staff Development. The program is divided into two sequential courses conducted over a one year period comprising direct instruction and field application containing independent and group follow-up activities by the Staff Instructor.

## VII. Requirements and Evaluation Criteria

Each teacher is expected to participate in the instructional activities during each class session. The teacher will gather information from lectures; motion pictures; tapes especially prepared for this program; participate in guided discussion; conduct analyses of practice sessions; and develop skill-building activities related to the four basic areas enumerated. Above all, the teacher will learn by doing. Each participant will have repeated "on their feet" presentations and tryouts to perform for formal evaluation.

Each teacher will prepare a pre-taping and post taping of a classroom discussion for evaluation. In addition, each teacher will complete a Discussion Leader Profile and a Discussion Analysis Form for the pre-taping and post-taping as well as Unit Evaluation Forms and End-of-Unit Survey Forms signed by the participant (on color-coded originals from manuals) and will turn them in to the Staff Instructor for evaluation.

Participants are encouraged to do one taping per week for self-evaluation. Instructors will spot check these tapings and make appropriate suggestions.

### COURSE OUTLINE

#### FIRST SEMESTER

##### Introduction Phase - Concept Development

- Orientation for Participants
- Awareness Activity
- Analysis of Awareness Activity
- Presentation of Rationale
- Assigned Readings
- Assigned Pre-taping
- Phase Evaluation

##### Preparation Phase - Concept Development

- Discussion of Readings
- Review of Awareness Activity Plan
- Step-by-Step Planning
- Walk-Talk Through
- Assigned Readings
- Review Rationale
- Develop Sample Discussion Plan
- Develop Cognitive Map

##### Preparation Phase - Concept Development (Tryout Phase)

- Team Planning
- Team Tryouts
- Critique
- Introduction to Discussion Leader Profile
- Preparation for Classroom Tryouts

(Continued)

Assigned Reading  
Classroom Tryout  
Tape Class Discussion  
Develop Discussion Leader Profile of Pre-Taping  
Analyze Tape  
Develop Discussion Analysis Form of Pre-Taping

Tryout Phase - Concept Development

Review Classroom Tryouts  
Discuss Tappings  
Analyze Discussion Leader Profile  
Review Homework  
Demonstration: (Film, Audio Tape, Students)  
Assigned Readings  
Develop Sample Discussion Plans  
Develop Cognitive Map

Refinement and Extension Phase - Concept Development

Discussion of Classroom Tryouts  
Critique  
Analysis of Demonstration Lessons  
Introduction to Discussion Analysis Form  
Analysis of Tapescripts  
Analysis of Sample Discussion Plans  
Skill Exercises  
Assigned Readings

Refinement and Extension Phase - Concept Development

Review of Rationale  
Observation of Theory Film  
Evaluating Students' Thinking  
Assigned Readings  
Selections from Bibliography  
Listening to Audio Tape #8  
Evaluation of Groups and Labels  
Exercise for Measuring Flexibility in Grouping and Labeling

Evaluation Phase - Concept Development

End-of-Unit Survey  
Unit I Evaluation  
Assigned Readings  
Problem Clinics

Refinement and Application Phase - Concept Development

Discussion of Readings  
 Application of Strategies to Curriculum  
 Sample Discussion Plans  
 Applications to Reading Supplement  
 Curriculum Guides  
 Instructional Materials  
 Assigned Readings  
 Supplementary Readings from Selected Bibliography

Introduction Phase - Interpretation of Data

Awareness Activity  
 Analysis of Awareness Activity  
 Presentation of the Rationale  
 Phase Evaluation and Assignments  
 Assigned Readings  
 Review Rationale  
 Read Discussion Plan  
 Readings from Selected Bibliography

Preparation Phase - Interpretation of Data

Review of Awareness Activity Plan  
 Step-by-Step Planning  
 Walk-Talk Through  
 Assigned Readings "Guidelines"  
 Readings from Selected Bibliography  
 Review

Preparation Phase - Interpretation of Data (Tryout Phase)

Team Planning  
 Team Tryout and Critique #1  
 Team Tryout and Critique #2  
 Preparation for Classroom Tryouts  
 Classroom Tryout  
 Taping of Discussion  
 Analysis of Tryout  
 Develop Discussion Leaders' Profile  
 Develop Discussion Analysis Form

Refinement and Extension Phase - Interpretation of Data

Discussion of Tryouts  
Analysis of Demonstration Lessons  
Evaluating Students' Thinking  
Skill Practice on Evaluation Generalizations  
Assigned Readings  
Review of Discussion Leaders' Profile  
Review of Discussion Analysis Form

Refinement and Extension Phase - Interpretation of Data

Analysis of Tapescripts  
Analysis of Sample Discussion Plans  
Skill Exercises  
Strengthening Rationale  
Additional Team Planning  
Team Tryouts  
Critique  
Assigned Readings  
Retrieval Charts  
Review Plan for Drug Use  
Review Curriculum Units  
Classroom Instructional Materials

Refinement and Extension Phase - Interpretation of Data

Theory Film  
Tapescript Analysis  
Criteria for Evaluating Generalizations  
Review Rationale Unit I  
Review Rationale Unit II  
Review Discussion Leaders' Profile  
Review Discussion Analysis Form  
Review Tapescripts  
Assigned Readings Related to Units I and II  
Readings from Selected Bibliography

Refinement and Extension Phase - Interpretation of Data

Incorporating Strategies into Learning Units  
Learning Units  
Assigned Readings  
Curriculum Units  
Classroom Instructional Materials  
Use of Retrieval Charts

Refinement and Extension Phase - Interpretation of Data

Problem Clinic on Units I and II  
Assigned Readings  
Readings from Selected Bibliography

Refinement and Expansion Phase - Interpretation of Data

End-of-Unit Survey  
Unit Evaluation II

SECOND SEMESTER

Recycling of Units I and II

Team Planning  
Team Tryouts  
Critique  
Concept Development and Interpretation of Data Strategies  
(Based on One Topic)  
Assigned Readings (related)  
Supplementary Readings from Selected Bibliography  
Review Rationale for Units I and II

Introduction Phase - Application of Generalizations

Awareness Activity  
Analysis of Awareness Activity  
Presentation of Rationale  
Phase Evaluations  
Assigned Readings  
Review Rationale

Preparation Phase - Application of Generalizations

Review of Awareness Activity Plan  
Step-by-Step Planning  
Walk-Talk Through  
Assigned Readings  
Review of Step-by-Step Planning  
Review of Awareness Activity Plan

Preparation Phase - Application of Generalizations and Tryout Phase

Team Planning  
Team Tryouts  
Critique  
Preparation for Classroom Tryouts  
Classroom Tryouts  
Analysis of Tryouts  
Taping of Discussions  
Developing of Discussion Leaders' Profile  
Developing Discussion Analysis Form

Refinement and Extension Phase - Application of Generalizations

Discussion of Classroom Tryouts  
Analysis of Demonstration Lessons  
Demonstration Tapes  
Demonstration Films  
Live Demonstrations  
Analysis of Wapescripts  
Analysis of Sample Discussion Plans  
Skill Exercises

Refinement and Extension Phase - Application of Generalizations

Strengthening the Rationale  
Procedures for Evaluating Student Progress  
Assigned Readings  
Develop Breakdown of Higher Level Thinking Skills for:

Concept Development  
Interpretation of Data  
Application of Generalizations

Refinement and Extension Phase - Application of Generalizations

Team Planning  
Team Tryouts  
Critique  
Observation Analysis Forms  
Review

Refinement and Extension Phase - Application of Generalizations

Incorporating the Strategies into:

Learning Units  
Curriculum Units

Classroom Instructional Materials  
Assigned Readings

Refinement and Extension Phase - Application of Generalizations

End-of-Unit Survey  
Unit Evaluation  
Assigned Readings

Introduction Phase - Feelings, Attitudes, and Values

Awareness Activity  
Analysis of Awareness Activity  
Presentation of Rationale  
Phase Evaluation  
Assigned Readings  
Supplementary Readings from Selected Bibliography  
Review of Rationale