

CONTENTS

| | |
|---|-----------|
| About the author | xiii |
| Acknowledgements | xv |
| Introduction | xvii |
| How to use this book | xix |
| | |
| PART 1: CLASSICAL LEARNING THEORIES | 1 |
| Introduction to Part 1 | 3 |
| Section 1.1: Educational Philosophy | 5 |
| 1 Socrates: The unexamined life is worthless | 8 |
| 2 Plato: Shadows of reality | 10 |
| 3 Aristotle: The self-fulfilling prophecy | 12 |
| 4 Descartes vs Locke: The nature-nurture debate | 14 |
| 5 Rousseau: Progressivism and education | 16 |
| 6 Dewey: Experience and education | 18 |
| 7 Freire: Critical consciousness | 20 |
| Section 1.2: Behaviourism | 23 |
| 8 Thorndike: Connectionism (trial and error) | 26 |
| 9 Watson: The principles of stimulus-response | 28 |
| 10 Pavlov: Classical conditioning | 30 |
| 11 Skinner: Operant conditioning - radical behaviourism | 32 |
| 12 Tolman: Latent learning | 34 |
| 13 Gagne: Nine levels of learning | 36 |

| | |
|---|------------|
| Section 1.3: Cognitivism | 39 |
| 14 Dewey: Intelligent action | 42 |
| 15 Köhler: Insight theory | 44 |
| 16 Vygotsky: Scaffolding - the zone of proximal development | 46 |
| 17 Piaget: Constructivism | 48 |
| 18 Bandura: Role modelling | 50 |
| 19 Ausubel: Reception learning (subsumption theory) | 52 |
| 20 Bruner: Discovery learning | 54 |
| Section 1.4: Humanism | 57 |
| 21 Knowles: Andragogy | 60 |
| 22 Montessori: The absorbent mind | 62 |
| 23 Neill: The freedom to learn - Summerhill School | 64 |
| 24 Rogers: Facilitation | 66 |
| 25 Maslow: Hierarchy of needs | 68 |
| 26 Mezirow: Transformational learning | 70 |
| Section 1.5: Neurolism | 73 |
| 27 Hebb: Associative learning | 76 |
| 28 Miller: Chunking and the magical number 7 | 78 |
| 29 Festinger: Cognitive dissonance | 80 |
| 30 Broadbent: Artificial intelligence | 82 |
| 31 Gardner: Multiple intelligences | 84 |
| 32 Doidge: Brain plasticity | 86 |
| 33 Caine & Caine: The 12 principles of meaningful learning | 88 |
| Summary of Part 1 | 91 |
| PART 2: CONTEMPORARY THINKING ON TEACHING AND LEARNING | 93 |
| Introduction to Part 2 | 95 |
| Section 2.1: Professionalism | 97 |
| 34 Petty: Creativity and the ICEDIP model | 100 |
| 35 Burch: Competency and the conscious-unconscious model | 102 |
| 36 Bryk & Schneider: Caring and relational trust | 104 |
| 37 Purkey: Communication and invitational education | 106 |
| 38 Berne: Confidence and the values model | 108 |
| 39 Covey: Consideration and the emotional bank account | 110 |
| 40 Thomas & Kilmann: Conflict and the resolution model | 112 |
| Section 2.2: Learning Styles | 115 |
| 41 Herrmann: The brain dominance instrument | 118 |
| 42 Fleming: The VARK model | 120 |
| 43 Kolb: Learning style inventory | 122 |

| | | |
|--|--|------------|
| 44 | Honey & Mumford: Learning style preferences | 124 |
| 45 | Gregorc: Mind styles | 126 |
| 46 | Myers & Briggs: Type indicator | 128 |
| 47 | Sternberg: The mental self-government model | 130 |
| Section 2.3: Motivation | | 133 |
| 48 | Alderfer: The ERG model | 136 |
| 49 | Vroom: Expectancy theory | 138 |
| 50 | McGregor: X and Y theory | 140 |
| 51 | McClelland: Needs theory | 142 |
| 52 | Curzon: Fourteen points for motivation | 144 |
| 53 | Dweck: Mindsets | 146 |
| Section 2.4: Behaviour Management | | 149 |
| 54 | Canter: Assertive discipline | 152 |
| 55 | Kounin: Classroom management | 154 |
| 56 | Hattie: The rope model | 156 |
| 57 | Willingham: Why students don't like school | 158 |
| 58 | Cowley: Getting the buggers to behave | 160 |
| 59 | Hare: The psychopathic checklist | 162 |
| Section 2.5: Coaching and Mentoring | | 165 |
| 60 | Whitmore: The GROW model | 168 |
| 61 | Bates: The COACHING model | 170 |
| 62 | Bell: The mentor scale | 172 |
| 63 | Costa & Kallick: The mentor as a critical friend | 174 |
| Section 2.6: Teamworking | | 177 |
| 64 | Tuckman: The group development model | 180 |
| 65 | Wheelan: The group maturity model | 182 |
| 66 | Buckley: Team teaching | 184 |
| | Summary of Part 2 | 187 |
| PART 3: PLANNING, DELIVERING AND ASSESSING LEARNING | | 189 |
| | Introduction to Part 3 | 191 |
| Section 3.1: Curriculum planning | | 193 |
| 67 | Tyler: The rational objective model | 196 |
| 68 | Taba: The grassroots model | 198 |
| 69 | Stenhouse: The interactive model | 200 |
| 70 | Wheeler: The rational cyclical model | 202 |
| 71 | Walker: The naturalistic model | 204 |
| 72 | Grundy: The praxis model | 206 |

| | | |
|--|--|------------|
| 73 | Bruner: Spiral curriculum | 208 |
| 74 | Jackson: Hidden curriculum | 210 |
| 75 | Dewey: Flexible curriculum | 212 |
| Section 3.2: Lesson Planning | | 215 |
| 76 | Bloom: Levels in the cognitive domain | 218 |
| 77 | Dave: Levels in the psychomotive domain | 220 |
| 78 | Krathwohl & Bloom: Levels in the affective domain | 222 |
| 79 | Biggs & Collis: The SOLO Model | 224 |
| 80 | Pritchard: The lesson checklist | 226 |
| 81 | Doran: SMART objectives | 228 |
| 82 | Clarke, Timperley & Hattie: Learning intentions | 230 |
| Section 3.3: Delivering Learning | | 233 |
| 83 | Hattie: Visible learning | 236 |
| 84 | Carroll & Bloom: Mastery learning | 238 |
| 85 | Reece & Walker: Techniques to provide extrinsic motivation | 240 |
| 86 | Shayer & Adey: Cognitive acceleration | 242 |
| 87 | Goldschmied: Heuristic learning | 244 |
| 88 | Alexander: The dialogic classroom | 246 |
| 89 | Tomlinson: Differentiation | 248 |
| Section 3.4: Assessment and Feedback | | 251 |
| 90 | Black & Wiliam: Inside the black box | 252 |
| 91 | Brown, Race & Smith: The ten-point assessment manifesto | 254 |
| 92 | Clarke: Peer assessment | 256 |
| 93 | Luft & Ingham: Johari Windows | 258 |
| 94 | Gould & Roffey-Barentsen: Six stages of feedback | 260 |
| 95 | Shute: Using feedback to enhance learning | 262 |
| Section 3.5: Evaluating Teaching and Learning | | 265 |
| 96 | Schön: The reflective practitioner | 268 |
| 97 | Brookfield: Reflecting through critical lenses | 270 |
| 98 | Bolton: Looking through the mirror | 272 |
| 99 | Tummons: Evaluation of lifelong learning | 274 |
| 100 | Argyris & Schön: Triple-loop learning | 276 |
| 101 | Bush & Middlewood: The role of leaders and managers | 278 |
| 102 | Barber, Moffit & Kihn: Deliverology | 280 |
| 103 | Crosby: Quality is free | 282 |
| | Summary of Part 3 | 285 |
| A final word on TEACHING | | 287 |
| | Index | 289 |