Four Book Reviews

Carlisle Sheridan  
*Edith Cowan University*

Ann Crittenden  
*Edith Cowan University.*

Bruce Haynes  
*Edith Cowan University.*

M. Wild  
*Edith Cowan University.*

A. M. Blackmore  
*Edith Cowan University.*

Follow this and additional works at: https://ro.ecu.edu.au/ajte

Part of the Educational Psychology Commons, and the Teacher Education and Professional Development Commons

**Recommended Citation**


http://dx.doi.org/10.14221/ajte.1995v20n2.6

This Book Review is posted at Research Online.  
https://ro.ecu.edu.au/ajte/vol20/iss2/6
NOTES

For those interested in developing a similar programme for secondary schools or adults, all the activities are among those to be published in Talking With Confidence by Cambridge University Press, July 1995.

The contribution of the La Trobe University DipEd students who agreed to take part in this pilot trial is acknowledged with gratitude.

REFERENCES:


BOOK REVIEWS


Mem Fox's "passionate opinions" are introduced to us as "ammunition" for teachers and parents "who are, this minute, engaged in fighting against the still current skills-and-drills mentality in the teaching of language arts". Her style is lively and anecdotal and her arguments are completely convincing. As the author of the best selling children's book ever in Australia, Possum Magic, as a sought after story-teller and performer, as a teacher educator and an academic, Mem Fox is uniquely and powerfully placed to attacked poor practice in language arts teaching, and this is a timely publication. The book challenges educators to think again about how and why we learn. It is most valuable for teacher trainees to read such a passionate and knowledgable account of language teaching and learning as an antidote to the often purely academic and joyless approach to teaching language offered in schools and tertiary institutions.

The book is a collection of articles and presentations on various aspects of language arts teaching which retain the charismatic quality of her live addresses. She has a valuable refreshing and irreverent approach to teaching and learning which is people oriented, not "intellectual", which affirms the all important affective aspects of learning, not just the academic ones. For example, she says, "we know intellectually that we should trust our students to learn - after all that's what we preach - but we only human ..." (34). It is the humanity in the approach which shines through the book, inspiring the reader to "trust our students to learn". It is an affirmation of the role of significant people, ideas, books, words and excitement for effective learning. In "Notes from the Battlefield" she presents the strongest and best argued affirmation of the fun and the power of writing, and compares this with the lack of power in much school writing. "It seems to me a supreme arrogance on our part as teachers not to see that the granting of power to our children is politically and socially essential". (21) She attacks the "skills and drills" approach to teaching reading with energy and conviction in 'A Fox in Possum's Clothing", comparing her own significant experiences sharing books and her own writing with the dry and joyless experiences children have with basal readers. In "There's a Coffin in my Office" Mem Fox buries "past mistakes in the teaching of English" (34) in the coffin in her office - "dead ideas, dead theories, and dead practices", and describes how she uses the coffin as a footstool. She is irreverent, too, about current academic research, suggesting that "a great Ph.D. dissertation topic would be 'The Role of Love in the Mastery of Reading'". I hope someone tackles it soon (52). Many other aspects of teaching and learning are covered in the articles, from the detailed affirmation of "read" writing experiences which are shared with significant people to issues of politics and sexism in literature. All topics are presented with conviction and enthusiasm which make the book a powerful and memorable addition to current writing about teaching, and I highly recommend it for teacher trainees and young teachers.

Carlisle Sheridan

Edith Cowan University


Much of the spectacular reform effort over the past decade in Australian schools systems has been directed to increasing efficiency with much less done to improve effectiveness or to make the lives of those involved in schooling more satisfying. Valuing Teachers' Work, like the ACER's 1989 publication by J Lokan and P McKenzie, is an important resource for teacher educators who seek to stimulate classroom teacher's thought and action on matters related to teacher evaluation. Many classroom teachers in Australia have not given informed thought to teacher evaluation since they began teaching. Many have not experienced satisfactory systematic teacher evaluation since they commenced their career. They have little idea of how appropriate teacher evaluation may help them become more effective teachers and make the experience of schooling
more satisfying, both for themselves and the children in their classrooms.

The papers in Valuing Teachers' Work provide a sound basis for challenging teacher's thinking on children in their classrooms.

The editors offer a career development model of teacher evaluation which entails vertical mobility through various levels of teaching, graded. While the career development model offers implementation hinges upon identifying and establishing a knowledge base for teaching. As the editors acknowledge, many researchers are raising another pertinent question: 'how does one set standards for different teaching situations?'

This question and others relating to the difficulties in actually setting standards for teaching are addressed by W Louden's paper: Recognising the importance of context, together with subject content and personal experience, Louden advocates a probabalistic competency framework to provide for progression along a continuum of competence.

The politics of teacher evaluation are set out by D McRae in a paper which provides the background of Australian national developments. Chapters on developments in England and some Australian systems provide the context for the school level papers presented in Part 3.

This book has been used with success in teacher education courses during 1995. It has helped teachers develop their thinking about their teaching as well as the need for school systems in which they work to provide a system of fair teacher evaluation.

Ann Crittenden and Bruce Haynes

Edith Cowan University.


This is the book of the project. The project was set up by Dr Lawrie Shears, former Director-General of Education in Victoria, together with the Australian Council for Educational Research (ACER), and Toshiba Australia Pty Ltd. Dr Shears was responsible for both the project (as director) and the book (as editor and main author); Toshiba provided financial assistance and ACER provided office-space for Dr Shears as well as publishing the book. So what was the project about? No less than to describe the place and value of computers (or at least, 25 Toshiba laptop computers) in schools. An uncontentious, if somewhat ambitious intention.

Let me say at the outset that the book is mistitled and misconceived—it says little of consequence about the place of computers in schools, and it does not succeed in describing the place of computers or even laptop computers, in teaching and learning. In short, the book offers little of substance to the teacher educator searching for current information on the place, role or value of computer technologies in schools.

This is a book that would have read better as a project report. The larger part of the text is given over to local and somewhat anecdotal stories (case studies) about how laptop computers were introduced to individual schools; it is generally starkly written (methodically descriptive, yet unengaging); and overall, it fails to define an obvious readership (beyond the members of the original project). Even as a project report it has problems. At best, the cases reported here (ten in total) are brief and superficial; at worst, they either read like a teacher's daily diary; or are riddled with irrelevant padding (e.g. "xxx high school is a large dual campus coeducational school situated in xxx. Founded in 1924, it was the first government postprimary school on the...", p. 41).

The reporting of case study research, investigating computer use in education, has limited value for a wider audience unless the results of the research can be synthesised and projected as meaningful to those who are likely to read it. Case studies are of great interest and value when they are able to draw in the readers, allowing them to empathise with situations being described, and furnishing individuals with viewpoints, questions and ideas that help them reflect on and act on certain situations. Perhaps applying the same analytical frameworks mapped out by the author. However, in this book, we have a series of short reports (6-7 pages each), each written by an individual teacher (and sometimes only a single page); they are bound together simply because they originated in the same project. The reports are hardly case-studies in an ethnographic sense (i.e. detailed naturalistic studies of particular cases over a long period of time) neither do they bear any coherent relationship, one to another; and, none transcend anything more than an adhoc report of the use of 25 laptop computers. Furthermore, the reports and particularly the editorial sections of the book, are filled with the usual hyperbole that accompanies enthusiasm: descriptions of the value of computers, peppered with the usual cries for greater amounts of funding to put more computers in schools, to train more teachers in their use and to allow for more children to reap more of the rewards from their application. Quite simply, the book lacks originality, analysis, coherence, depth and meaning.

The book is organised in three parts, reflecting the development of the original project. The first part reports the findings of a survey of computers and their use, which was estimated to be completed by principals. Where answers provided as a result of detailed surveys of children in each school; were they informed estimates, perhaps based on random samples, or were they simply principals' best guesses?

The survey and the results from it, are full of such holes. Let's take one such hole for closer inspection. In Tables 10 and 11 (p. 13), there is a summary of principals' estimates of the percentage of students using computers at home during school hours. So, for Victorian children, we are told that 18% of Year 9 to Year 2, are using computers 'daily' at home; 42% use computers 'occasionally'; and, 40% 'not at all'. Also, the vast majority of the same age-group are recorded as using computers during school hours, either 'occasionally' (75%) or 'daily' (21%); and, only 4% 'not at all'. The usual cries for greater amounts of funding to put more computers in schools, to train more teachers in their use and to allow for more children to reap more of the rewards from their application. Quite simply, the book lacks originality, analysis, coherence, depth and meaning.

The book is organised in three parts, reflecting the development of the original project. The first part reports the findings of a survey of computers and their use, which was estimated to be completed by principals. Where answers provided as a result of detailed surveys of children in each school; were they informed estimates, perhaps based on random samples, or were they simply principals' best guesses?

The survey and the results from it, are full of such holes. Let's take one such hole for closer inspection. In Tables 10 and 11 (p. 13), there is a summary of principals' estimates of the percentage of students using computers at home during school hours. So, for Victorian children, we are told that 18% of Year 9 to Year 2, are using computers 'daily' at home; 42% use computers 'occasionally'; and, 40% 'not at all'. Also, the vast majority of the same age-group are recorded as using computers during school hours, either 'occasionally' (75%) or 'daily' (21%); and, only 4% 'not at all'. The usual cries for greater amounts of funding to put more computers in schools, to train more teachers in their use and to allow for more children to reap more of the rewards from their application. Quite simply, the book lacks originality, analysis, coherence, depth and meaning.

The book is organised in three parts, reflecting the development of the original project. The first part reports the findings of a survey of computers and their use, which was estimated to be completed by principals. Where answers provided as a result of detailed surveys of children in each school; were they informed estimates, perhaps based on random samples, or were they simply principals' best guesses?
Let us take another pertinent example, as illustration of the difficulties inherent to this survey. The questionnaire asks principals to list the software used by teachers in their schools, for teaching purposes. The analysis of responses to this question, are tables (pp. 16–17, pp. 16–17) of titles and frequencies of software mentioned. For both primary and secondary schools, we find that generic software packages (Claris Works and Microsoft Works) are mentioned the most (apart from Carmen Dan Diego, a simulation). The questionnaire asks principals to list the software used in their schools, purely from questions that asked teachers to the available software applications in those areas” (p. 16).

Such a conclusion only serves to draw attention to the difficulties of concluding anything of value from data describing frequencies of software titles mentioned (and this not even from teachers but from principals, speaking for teachers). Generic software (with titles that is not limited to any one subject or curriculum area, but relevant to all. So the high frequency with which this type of software is mentioned suggests, if anything, potentially wide use of computers across subject areas. Indeed, Professor Heppell indicates that the Information Technology components across the entire England and Wales National Curriculum could be delivered with such generic, open-ended, typically content-free tools (Heppell, 1993, p. 231). Even more pertinent to reports on ten case-studies, each written, for administering the project in Victoria, is at a point now that other countries and states of the world might already have experienced. Different countries are likely to experience the same implementation cycles but at different times and for different durations; thus, the use of computers in Victoria in 1995 is likely to be at a different stage in implementation, than the use of computers elsewhere in the world. However, it would seem that Dr Shears misses this point altogether, preferring to focus on problems that are specific to the IEA software (somewhat irrelevant to schools), listed “insufficient numbers of computers available” as their number one problem (in a ranking of 28 problems). Remembering that the author of this book is comparing data obtained from an international survey conducted under the auspices of the IEA (International Association for the Evaluation of Educational Achievement), and with reference to some 21 educational systems (although Dr Shears, on page 17, reduces 21 to 19, for no apparent reason), (Pelgrum & Plomp, 1993).

This section provides some comparisons of interest. For example, we are told that both Victorian principals and those who responded to the IEA (International Association for the Evaluation of Educational Achievement) survey, among other things, should not be characterised as their number one problem in implementing educational innovation, it surely must be considered questionable to comment thus, “it (the project) has ‘forced’ teachers to confront the technology and, to their credit, they have responded well” (p.31). If we have learnt one thing about innovation and educational change, particularly in light of the implementation of computers in education, it is that innovation is not something that can be done to others but is first place, without also addressing the reasons for them (something which Dr Shears fails to even attempt), (Fuller, 1991). In this case, in the words of the researchers of the IEA study, we are not comparing like with like. The third and final section of this book is given over to ten case-studies, each written, as far as can be ascertained, by those individuals responsible for administering the project in respective schools. As already indicated, these are mixed in quality; but importantly, they lack overall coherence and meaning. They read as a series of short, unconnected, project reports (rather than detailed case-studies in an ethnographic sense), and consequently there is a strong need for an editor to distil the more salient and change theories point out all too readily—that it is dangerous to make such comparisons in the first place, without also addressing the reasons for them (something which Dr Shears fails to even attempt), (Fuller, 1991). In this case, in the words of the researchers of the IEA study, we are not comparing like with like.

“the influencing set of factors (on the implementation of computers) differs depending on the stage of implementation in which a school or a country finds itself at a certain moment. Therefore differences are found between countries when comparing reports on a certain point in time. These differences can, amongst other things, be explained by the countries’ policy on Information Technology in Education. Differences in stages of development are found when comparing the situation within one country over a period of time” (Reinen, Pelgrum & Plomp, 1995, p. 7) (my italics). Let’s move on. The second part of the book compares some of the survey data obtained from Victorian principals with data obtained from an international survey conducted under the auspices of the IEA (International Association for the Evaluation of Educational Achievement), and with reference to some 21 educational systems (although Dr Shears, on page 17, reduces 21 to 19, for no apparent reason), (Pelgrum & Plomp, 1993). This is not that Dr Shears himself refers to closely, further on (my italics). (Pelgrum & Plomp, 1993, p. 121).

Computer and Schools reads as an unpublished project report—and in all senses, would have served its authors better, if it had stayed as such.

REFERENCES


M. Wild
Edith Cowan University


This textbook in Educational Psychology is divided into five parts: (a) background, (b) student characteristics, (c) learning and motivation, (d) teaching skills and strategies, and (e) assessment, evaluation and testing.

The relatively brief section on background describes research approaches on which educational psychology is based, and the objectives of teaching.

Part 2, on student characteristics, begins with a chapter on intelligence discussing the ways it has been defined, conceptualised and measured, and the research evidence on a number of issues of interest in the area of intelligence. This is followed by a single chapter on the development of cognition, language and personality. The section ends with two chapters on human diversity and schools, which cover cultural factors, gender, and children with special needs.

Part 3, which discusses learning and motivation, begins with a chapter mainly on operant conditioning. This is followed by a chapter on cognitive processing which surveys a wide range of issues including short-term and long-term memory, schemata, problem-solving, metacognition, and transfer of learning. The final chapter in this section investigates motivation, factors related to it, and how it influences learning.

The fourth part, on teaching skills and strategies, contains three of the longest chapters in the book. The first is on lecturing and group discussion. The second is on individual instruction, independent learning and some of the less traditional forms of instruction now gaining popularity, such as distance education and computer assisted learning. The third chapter is about strategies that can be used in the classroom to encourage learning and to manage behaviour.

The final part of the book, on assessment, evaluation and testing, is a nicely integrated section by a single author beginning with a chapter which introduces some of the basic concepts such as norms, reliability and validity. The second chapter critically evaluates standardised tests — their use, abuse, and interpretation. The final chapter, and one of the largest in the book, discusses the use of formal and informal methods of assessment of how well students have attained curriculum objectives.

There are nine authors, each responsible for chapters within his or her own areas of interest. The book is attractively presented and easy to use. At the beginning of each chapter, at the beginning of each section, and at the beginning of the book, overviews are given of what is to follow. Each chapter also ends with a summary. Levels of headings are also given at the beginning of each chapter. These headings as well as marginal key terms help give you a sense of where you are the chapter. There is also quite a comprehensive glossary of terms at the end.

A. M. Blackmore
Edith Cowan University