

A Good Educational Read

Maurice Galton

8 (9!) *Good and important reads*

Wednesday 27th January 2016

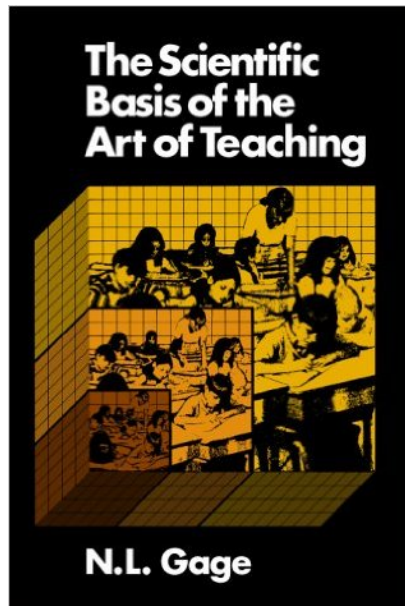
A Brief History of Pedagogy 1970 - 2015

The Art of Teaching (1951)

Gilbert Highet

“ The book is called the *Art of Teaching* because I believe that teaching is an art and not a science... Teaching involves emotions, which cannot be systematically appraised and human values which are quite outside the grasp of science. A ‘scientifically’ brought up child would be a pitiable monster.”

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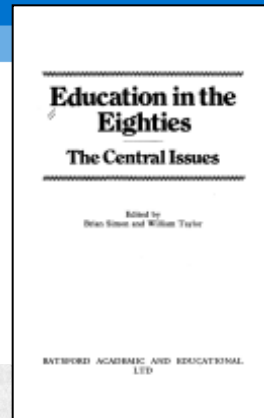
The Scientific Basis for the Art of Teaching (1978)

N.L. Gage

Pedagogy is a science in the sense that it applies certain principles, mostly psychological but is also an art in that each teacher needs to apply these principles in ways that match their particular situation.

A Good Educational Read – Maurice Galton – January 2016

2a



4

Why No Pedagogy in England?

The term 'pedagogy' is used here in the sense of the 'science of teaching' (OED). The title of this paper is meant to imply that no such science exists in England; the fact that the term is generally shunned implies that such a science is either undesirable or impossible of achievement. And such, it is argued, is the situation.

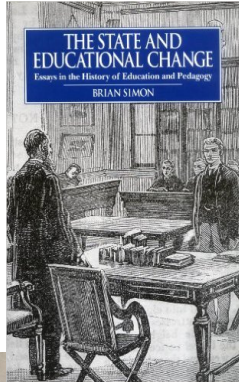
The contrast here with other European countries, both west and east, is striking. In the educational tradition of the Continent, the term 'pedagogy' has an honoured place, stemming perhaps particularly from the work and thinking of Comenius in the seventeenth century, but developed and elaborated in the nineteenth century through the work of Pestalozzi, Herbart and others. The concept of teaching as a science has strong roots in this tradition.

'Why no pedagogy in England?' **Education in the Eighties** (1981) B.Simon

Following the 5-year Oracle study (*Inside the Primary Classroom* by Galton, Simon and Croll, 1980), Simon wrote two papers. In the first of these, *Why no Pedagogy in England?*, he attributes this to public school ideology, and to selection which provides an explanation for pupil failure other than the teaching.

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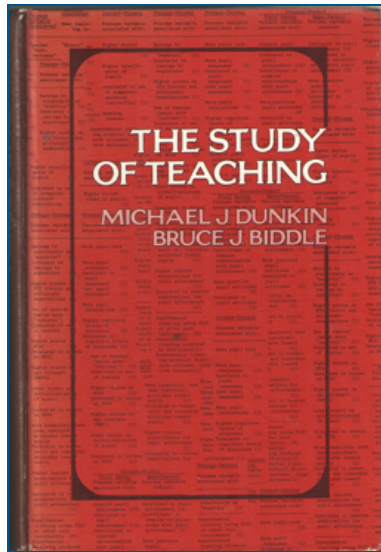
9: Some Problems of Pedagogy, Revisited*

Twelve years ago I published an article which aimed to highlight the historical neglect of pedagogical studies in England. Entitled 'Why No Pedagogy in England?' this set out to analyse the reasons for this neglect. I argued that these were linked with the traditions, practice and outlook of the dominant schools historically, the 'public' schools, on the one hand, and those of the elementary schools on the other. The public schools placed their major emphasis on character formation rather than on intellectual or cognitive development, a standpoint clearly reflected in their scepticism as regards teacher training (which they rejected). Their objective was to produce leaders for a country with an imperial role. The elementary schools, on the other hand, were primarily concerned with inculcating elementary literacy and

'Some Problems of Pedagogy Revisited'
The State and Educational Change:
Essays in the History of Education
and Pedagogy (1994)
B. Simon

It brings the earlier argument up to date in the context of a conservative government under Mrs Thatcher attempting for the first time to enter the *secret garden* and dictate the way teachers should teach.

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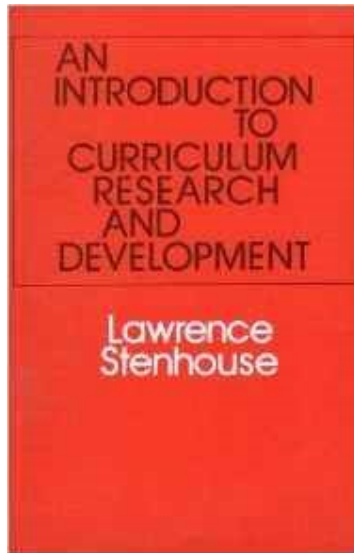


The Study of Teaching (1974)

M.J. Dunkin & B. J. Biddle

Published in 1974, it was the first meta analysis of classroom studies overwhelmingly consisting of the use of the **F**lander's **I**nter**A**ction **C**ategory system (FIAC) mainly measuring direct (telling) vs indirect (asking).

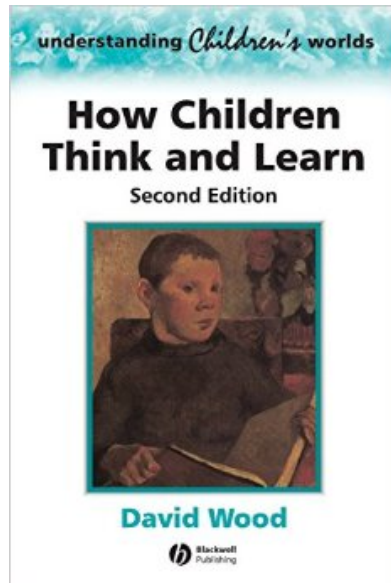
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An Introduction to Curriculum Research and Development (1975) L. Stenhouse

First published in 1975, this critiqued the 'black box' framework for curriculum development and its evaluation. Rejecting both the RCT model (Scriven, 1967) and the specification model of Cronbach, 1963) he offers instead a process approach.

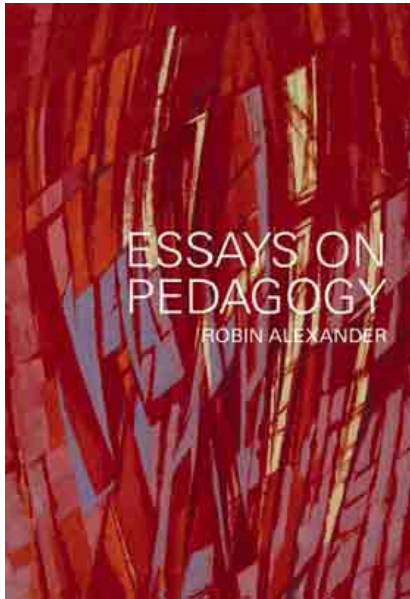
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How Children Think and Learn (1998) D. Wood

Published in 1998. It develops Vygotsky's notion of *readiness* (the capacity to learn with the help of others) to support cooperative teaching approaches.

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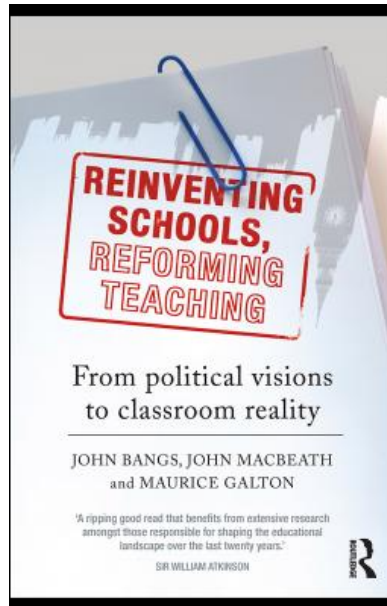


Essays on Pedagogy (2008)

R. Alexander

Alexander has devoted a lifetime's work to the study of primary education and, in this series of essays, he brings many of his early ideas up to date, such as the several versions of primary education with reference to the effect of globalisation and the political contexts within which teachers have to work.

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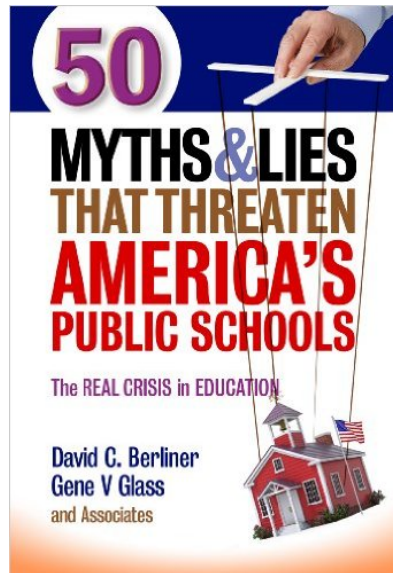


Reinventing Schools, Reforming Teaching: From political visions to classroom reality (2011)

J. Bangs, J. MacBeath & M. Galton

This tells the story of the decline in New Labour's support among teachers through interviews with those playing a major part in shaping educational policy. The research strategy- a good lunch with plenty of wine!

8



50 Myths & Lies That Threaten America's Public Schools: The Real Crisis in Education (2014)

D.C. Berliner & G.V. Glass

Using the latest research evidence, this is a masterly refutation of the arguments used by private sector forces and the right wing press in their attempts to undermine public education. Throughout the book there are clear parallels with what is happening in this country.

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Alexander, R. (2008) *Essays on Pedagogy*, London: Routledge.

Bangs, J., MacBeath, J. & Galton, M. (2011) *Reinventing Schools, Reforming Teaching: From political visions to classroom reality*, London: Routledge.

Berliner, D.C. & Glass, G. V. (2014) *50 Myths & Lies That Threaten America's Public Schools: The Real Crisis in Education*, New York: Teachers College Press.

Dunkin, M. J. & Biddle, B. J. (1974) *The Study of Teaching*, New York: Holt, Rinehart & Winston.

Gage, N. J. (1978) *The Scientific Basis for the Art of Teaching*, New York: Teachers College Press

Simon, B. (1981) 'Why no pedagogy in England?' In B. Simon & W. Taylor [Eds.] *Education in the Eighties, the Central Issues*, pp121-45, London: Batsford and Simon, B. (1994) 'Some Problems of Pedagogy Revisited' in Simon, B. *The State and Educational Change: Essays in the History of Education and Pedagogy*, pp147-161, London: Lawrence & Wishart.

Stenhouse, L. (1975) *An Introduction to Curriculum Research and Development*, London: Heinemann.

Wood, D. (1998) *How Children Think and Learn*, Oxford: Blackwell.