

Create an annotated bibliography on the following topics:

- 1) Child-centered teaching
- 2) The impact of self-perception on learning
- 3) Non-competitive learning environments
- 4) Service-learning

Each subject should have at least 10 references.

The bibliography below is organized into topic, medium, citation, and annotation as such:

Topic
Medium
Citation
Annotation
Citation
Annotation
Medium
Citation
Annotation
Topic
Medium
Citation
Annotation

For each topic I include books, internet resources (websites or web pages), scholarly journal articles, and sometimes a video, even when one or the other isn't so terribly interesting when compared to the others.

Child-centered teaching
Books
Fried, R. (2001). <i>The Passionate Learner</i> . Boston: Beacon Press.
This popular, inspiring, and practical book describes how parents and teachers can return the joy of discovery to learning. The book also puts a lot of joy into the prospect of teaching, at least for me. Children begin life with ample curiosity and a will to learn, but for many, these traits do not survive the classroom experience. The author explains how to rekindle that flame, largely with child-centered techniques. I would like to make this book a prerequisite for all of my own teachers and peers. The one reservation I have is his argument's reliance on language acquisition. Children seem predisposed to language learning in a way that might not extend to other areas.
Loewen, J.W. (1996). <i>Lies My Teacher Told Me</i> . New York: Touchstone.
This is an unusual book for this bibliography. It is not included for the lies. History in particular suffers from student disinterest; there is little passion for it. One cause is the subject- or teacher-centered orientation that many history textbooks and curricula use for its instruction. The author suggests activities involving independent research into topics of contemporary debate and importance to students, rather than presenting a whitewashed view of history as

received knowledge. Applying the technique to math may be difficult, but it should readily apply to liberal arts courses. The book provides lots to think about to anyone who remembers converting a handprint into a turkey or intends to teach that lesson and others like it.

Walsh, K.B. (1997). *Creating Child-Centered Classrooms: 8-10 Year Olds*. Washington, DC: Open Society Institute.

I have included this book because it directly addresses child-centered teaching and does so in a very practical way. The other two books are more theoretical and use child-centered learning and teaching to some extent as a stepping stones on the way to other goals. This book focuses on the stones. It covers math, literacy, social studies, science, and visual arts in over 400 pages. Example thematic units are included. There are similar titles for several different age groups by the same publisher. This particular book may be difficult to acquire. A substitute can likely be found among the many other titles with child-centered in their names.

Internet

[California Teacher Training Bias Puts Politically Correct Methods Over Proven Methodology, Study Finds](#)

I include one naysayer in the list for contrast, although I can't take this one seriously. It is a press release from a "free-market think tank" describing a "study" regarding child-centered (politically correct) vs. teacher-centered (proven) teaching. It is really a selective literature review which claims to show that Dewey, Piaget, Vygotski, and others were all wrong; it doesn't. It argues, for example, that since children show signs of preoperational thought earlier than Piaget observed, his theory is completely invalid. These early signs don't refute child-centered learning; they support it. The same institute has an article entitled "Don't Worry, Be Happy" about climate change. It seems that "free-market think tank" means that they will draw whatever conclusion someone wants to buy.

[John Dewey](#)

John Dewey had a strong influence on progressivism, one of the child-centered educational philosophies. Some of the statements in his pedagogic creed are downright inspiring. One among many, this emphasizes child-centered teaching: "The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences." The present emphasis on standards and testing seems to encourage a teacher-centered approach, but Dewey's statements provide inspiration to meet the standards and while still focusing on the student.

[Learner-Centered vs. Curriculum-Centered Teachers](#)

This article appears on one of my lesson plan sites which I don't often visit because of the popup ads. Avoid clicking on the "learn more..." links, which lead only to inaccessible paid content anyway. The article is a reasonable one-page description of the difference between learner- or child-centered instruction and curriculum-, teacher-, or subject-centered instruction. Psychologists Piaget and Vygotsky are mentioned as well as Montessori and Kohn who appear elsewhere in this list. No recommendations are given one way or the other. The tabular comparison contains useful terms for further investigation and references are provided.

Montessori Schools ([The Montessori Foundation](#) or [The International Montessori Index](#))

Montessori schools are well known and respected for their child-centered educational philosophy and practices, at least among parents I know. Both sites offer a large collection of materials describing many aspects of the schools and the ideas upon which they are based. Montessori schools in Tucson appear to be charter schools, but in some U.S. locations they are private, and in some countries, such as the Netherlands, they are one of the many public school options. Certain practices can doubtless be adapted to the public school classroom. These particular two sites are short on details, preferring to sell lesson manuals rather than to give them away. Nevertheless, they are good starting points for more information. Tucson also

supports a Waldorf school. Visit the [Association of Waldorf Schools of North America](#) for more information.

Journal articles

Bloem, P.L. (2004) Correspondence journals: Talk that matters. *Reading Teacher*, 58(1), 54-62.

This article describes a program in which fifth graders corresponded weekly with adult preservice teachers, much like pen pals. The enthusiasm it was reported to have generated exceeds that of any writing prompt I have observed. Approximately ten years ago I was involved as the adult in a similar literacy pal program in Berkeley, CA, which recruited from the general public. We would write monthly specifically about what the student had been reading. The correspondence journals in this article were more open ended, changed hands more frequently, and leveraged education students. Journals involved reflection (self-perception) and were non-competitive. Teachers in training engaged in service-learning. The activity covers each area in this bibliography.

Stone, S.J. (1995). Integrating play into the curriculum. *Childhood Education*, 72(2), 104-107.

Young children readily learn through play, but play is abandoned in higher grades despite it being deemed beneficial for all children by many psychologists. The article describes Piaget's classification of play into functional, constructive, sociodramatic, and rule-based categories and gives very brief examples of incorporating play into science, art, social studies, and math. The author recommends an integrated curriculum and construction of a curriculum web centered around a topic and branching to subject areas with appropriately playful learning experiences for each area. This journal includes many child-centered articles, so it's worth looking for more when it can be found.

Szecs, T. & Giambo, D.A. (2004). ESOL in every minute of the school day. *Childhood Education*, 81(2), 104.

ESOL (English for Speakers of Other Languages) is a very important topic of current interest. The authors avoid much of the controversy and suggest very practical methods of teaching LEP (Limited English Proficient) students physical education, music, art, math, science, and language arts while at the same time furthering their fluency of English. The focus is on five to eight year olds, but I wish that my high school German teacher had read this article. Studies are cited that recommend authentic situations, familiar contexts, concrete objects, and low pressure situations. In other words, instruction is adapted to the student.

Video

[Alfred Kohn](#)

Alfred Kohn has produced several books and videos which fall into the child-centered category. *The Schools Our Children Deserve* is often cited and on my reading list. *Unconditional Parenting* does not address teachers specifically, but I have watched it and can report that much of the same advice applies to teaching. To encourage responsible behavior, we must give students responsibility and let them practice. To help them make good decisions, we must give them the freedom to make them. Both teacher and parents issue punishment and rewards. Kohn recommends "working with" rather than "doing to" and thus a child-centered approach.

The impact of self-perception on learning

Books

Golden, B.J., & Lesh, K. (2001). *Building Self-Esteem: Strategies for Success in School and Beyond (Third Edition)*. Prentice Hall College Division.

There are many books about self-esteem, but this seems to be one of a very few that specifically addresses school. Judging from its features of majors exploration, career advice, and faculty resources, it is intended for a secondary school audience. Low self-esteem can be a barrier preventing achievement of goals, such as attending college, with a significant effect on learning. An updated third edition contains a section on media influence and also a response to

negative press about the self-esteem movement, which probably apply across the age range.
Marone, N. (1998). <i>How to Father a Successful Daughter</i> . Ballantine Books.
Lacking a daughter and any sisters myself, I would appreciate a book on how to teach a successful female student. Lacking that, this book on parenting seems reasonable. Male teachers are often expected to be role models and sometimes surrogate fathers. So, I had better be prepared. The book does address mediocre school performance, learning blocks, and nurturing self-esteem, so it is right on topic. Self-respect and boldness, it says, can prevent fear and underachievement.
Internet
Feeling Good and Grades
This short article presents arguments (really just arguers) both for and against efforts to build up self esteem in children in an attempt to encourage academic success. First, anecdotal supportive evidence from a principal is presented. Next, findings of a large literature review conducted by a psychologist are summarized. Not enough information is provided to find the report. Lastly, there is a short rebuttal by a former school superintendent. I'm including this source because it includes a dissenting opinion. The page has a useful link to a story about self-esteem that is written at a child's language level.
The International Council for Self-Esteem
Although this website is small and self-esteem affects people's entire lives, school, education, and broader learning are quite prominent. Particularly applicable (but full of typos) are the article collection and the research and materials pages. Some very long articles can be downloaded in their entirety as PDF files. There is a decidedly UK orientation to the site. A link to the Society for Effective Affective Learning leads one to that organization with its very positive attitude. There they promote learning strategies which value people as individuals, holding them in high-esteem.
National Association for Self-Esteem (NASE)
Self-perception and self-esteem are not the same, but many educators believe that healthy self-esteem is a prerequisite for a successful education. Children should perceive and conduct themselves as individuals worthy of high esteem. The "What is Self Esteem?" link leads to a good overview of the many ways esteem affects education. The author addresses topics ranging from responsibility, motivation, and challenge to low academic achievement and school dropouts. Links are provided for educators, parents, and general web surfers and a self-esteem self-guided tour helps visitors rate their esteem. Self-esteem is not just for students; teachers need a healthy dose as well.
Journal articles
Coplan, R.J. & Armer, M. Talking yourself out of being shy: shyness, expressive vocabulary, and socioemotional adjustment in preschool. <i>Merrill-Palmer Quarterly</i> , 51(1), 20.
Self-perceptive people should logically be self-conscious. If you aren't conscious of something, it usually cannot be perceived. However, self-conscious is often a synonym for shy and shy in my experience often implies poor communication skills. This study finds no significant relation between shyness and expressive vocabulary. As a teacher I would therefore not expect less learning from a shy student. The authors do find that shyness and lack of expressive vocabulary interact to predict maladjustment (Columbine by lengthy extension), which is something to watch out for. "Use your words" is an admonition I hear for ever older students.
Dangwal, R. & Mitra, S. (1999). Learning styles and perceptions of self. <i>International Education Journal</i> , 1(1), 61-71.
This is an interesting paper because the self-perception is not of the perceiver's worth, but of his or her own learning style. <i>Those Who Can, Teach</i> lists four different learning styles: mastery, understanding, self-expressive, and interpersonal. This particular study uses dynamic, imaginative, precision, and analytical dimensions. It finds that the learner's self-perception and

<p>an observer's perception of learning style differ and that the "real" learning style is in between. The more accurately that instruction can be geared to the "real" style, the more effective learning will be. It is worthwhile for both student and teacher to get a second opinion, the other person's.</p>
<p>Field, T., Harding, J., Yando, R., et al. (1998). Feelings and attitudes of gifted students. <i>Adolescence</i>, 33(130), 331.</p>
<p>This article combines with the following one to cover a broad range of student ability. Gifted students perceive themselves to be more intimate with friends, to assume fewer family responsibilities, to take more risks, and to be more socially precocious, etc. Teachers, however, rated them being less happy than they rated themselves. Gifted students were surprisingly more likely to feel closer to friends than family. This is dangerous in light of the higher risk taking tendency. It would seem that gifted students are often gifted with esteem as well as ability.</p>
<p>Gross, A.H. (1997). Defining the Self as a Learner for Children with LD. <i>Their World 1996/1997</i>, 54-57.</p>
<p>This article explores how learning disabled students perceive themselves as learners including how they experience themselves, how others see them, and how the LD student compares him or herself to others in learning ability. It then goes on to ask how their perceptions influence their continued learning. Some students with varying abilities can conclude that they are not good at anything, resulting in a learned helplessness. A more accurate assessment is important. Students with abilities too high (possibly general education students) may forego exploration of the learning process and not reach their full potential.</p>
<p>Spinath, B. & Spinath, F.M. (2005). Development of self-perceived ability in elementary school: the role of parents' perceptions, teacher evaluations, and intelligence. <i>Cognitive Development</i>, 20(2), 190-204.</p>
<p>This study compares children's perceptions of their own ability, parents' perceptions of that ability, intelligence, and teacher-rated school achievement. These were all found to converge within approximately four years of schooling. The report finds that teachers gain in influence over parents as students get older. The authors point out that students use teachers and peers as sources of feedback and don't necessary perceive by internal reflection, but by observing how others perceive them. This relates to the self fulfilling prophesy of the teacher not expecting much ability and (consequently?) not getting much.</p>
<p>Non-competitive learning environments</p>
<p>Books</p>
<p>Lantieri, L., & Patti, J. (1996). <i>Waging Peace in Our Schools</i>. Boston: Beacon Press.</p>
<p>Non-competitive often means collaborative or cooperative. The most difficult collaborative or cooperative activity may be working together to resolve an interpersonal conflict. The book describes the Resolving Conflict Creatively Program (RCCP), which began in the latter 1980s in and around New York to address increased school violence, gang activity, and increasingly deep ethnic division. It describes concrete conflict resolution skills, including cooperation, communication, decision making, active listening, mediating, etc. I especially appreciated the distinction made between logical and punitive consequences of breaking rules.</p>
<p>MacGregor, C. (1998). <i>Everybody Wins!: 150 Non-Competitive Games for Kids</i>. Adams Media Corporation.</p>
<p>I include this book for several reasons: it is one of the few with "non-competitive" explicitly in its title, it is recommended by at least one teacher; gaming is usually child-centered, which is another category in this bibliography; and non-competitive seems to connote more inclusion of people with disabilities than are either collaborative or cooperative, and disabilities have not received enough attention in this bibliography. The book's description specifically mentions</p>

learning and physical disabilities. The book is pricey and not available at local libraries, so I can't verify its quality. At the very least it remains here to represent similar titles.

Internet

[Cooperative Learning Center](#)

If non-competitive means cooperative, then this website hits the target right on and in a big way. This center is affiliated with the University of Minnesota, my alma mater, and emphasizes research and training. The content is therefore fairly formal; lesson plans for your kindergarten classroom aren't here. It provides a good overview and analysis; describes not just a cooperative classroom, but an entire cooperative school; includes a question and answer page; and provides links or documentation for many other cooperative learning materials. It is not obvious how to get to one important article, [Cooperative Learning, Values, and Culturally Plural Classrooms](#), so I include a link here.

[The International Association for the Study of Cooperation in Education](#) (IASCE)

This is another organization and complete website dedicated to cooperative learning. The IASCE is also the parent organization of [Mid-Atlantic Association for Cooperation In Education](#) (MAACIE), which has its own web presence. The parent organization has a useful resource page which links to other sites, but does not add any content. The MAACIE site does include its own content on team building, social and group skills, classroom management, applications, and assessment. Short articles describe very simple and practical activities: *Nineteen Scripts for Paired Activities*, *Paired Reading Strategy*, and *Simultaneous Stand and Share*. These are by no means lesson plans, but rather strategies for working together during a lesson.

[The Jigsaw Classroom](#)

To the same extent that the Cooperative Learning Center site is theoretical, this site is practical. The jigsaw classroom is a cooperative learning technique that makes many promises from reducing racial conflict to increasing learning enjoyment. An overview page explains the technique and another page itemizes the ten easy steps. Basically material is divided into N sections. M groups (jigsaw groups) are formed of N people each. M people, one from each group, are assigned to read one section and then get together to into an expert group to discuss it. The jigsaw groups then reconvene and each of the N experts presents a section to their group so that all material is covered. Many useful links are provided including troubleshooting tips and advice on application at various grade levels.

[What is the Collaborative Classroom?](#)

This online article is part of the North Central Regional Educational Laboratory (NCREL) website with no link to it that I can find other than through the search page. Collaborative qualifies as non-competitive, I assume. The article is taken out of context so that the Guidebooks it refers to are not to be found. The article covers four characteristics of a collaborative classroom, three roles each for teachers and students, interactions, and challenges. Next, research is discussed with reference to Vygotsky, Piaget, and others. Finally, example programs in Hawaii, Illinois, and Minnesota are described. The journal references are very thorough.

Journal articles

O'Byrne, B. (2003). The Paradox of Cross-Age, Multicultural Collaboration. *Journal of Adolescent & Adult Literacy*, 47(1), 50-63.

This article describes a collaboration between ninth graders and K-2 students, the cross-age component, involving students from China, Iran, Somalia, Sri Lanka, the multicultural component. It was expected that the older students could transfer reading and writing skills to younger students, but would anything flow in the other direction? The author says yes, although it wasn't necessarily cultural information being transferred. Older "students learned that reading is as much a social as it is a cognitive activity..." and similar lessons about working together. The paradox is that diversity can lead to community and that's a good lesson to learn.

Fawcett, L.M., & Garton, A.F. (2005). The Effect of Peer Collaboration On Children's Problem-Solving Ability. *British Journal of Educational Psychology*, 75(2), 157-169.

This is an interesting paper describing an experiment comparing Vygotskian and Piagetian learning models. In the former, zone of proximal development (ZPD) and more knowledgeable other (MNO) drive learning, while in the latter, the cognitive conflict is key. The authors make a useful distinction between peer collaboration and peer tutoring or cooperative learning. In collaboration there is a single, unified task for peers to work on. The collaborators performed better together, but when separated, only those with lower ability who had been paired with a more able partner improved their performance. Even then the lower performers improved only if they had explained the task to their more able partners. Verbal interaction is critical.

Topping, K.J. (2005). Trends in Peer Learning. *Educational Psychology*, 25(6), 631-645.

This article reviews development of peer learning over the last 25 years. Peer learning includes peer tutoring and cooperative learning. Peer tutoring is reported to benefit both members of the group, tutor along with the tutee. Both forms yield gains in academic achievement, social and communication skill, self-esteem, and in liking of partner or subject area. They are reported "to be among the most cost-effective of learning strategies." Peer mediation, counseling, monitoring, and assessment are subsequently described, including application to exceptional learners and information technology. The article gives a good overview of the possibilities.

Video

[Choosing Community: Classroom Strategies for Learning and Caring](#)

This is a collection of four video tapes by Alfie Kohn, in which he "describes pivotal choices that promote community and avoid coercion and competition in classrooms." The set is extremely expensive and therefore likely limited to professional development programs. It is available from some university libraries and therefore possibly via an interlibrary loan. An alternative book is *What to Look for in a Classroom*, which includes an essay entitled "Resistance to Cooperative Learning: Making Sense of Its Deletion and Dilution."

Service-learning

Books

Kaye, C.B. (2003) *Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action*. Free Spirit Publishing, Inc.

This book offers activities, ideas, quotes, reflections, resources, recommendations, and interviews. The frequently asked question collection answers just what teachers want to know. Curricular content is organized by theme: AIDS education, animals in danger, community safety, elders, the environment, gardening, hunger and homelessness, immigrants, literacy, social change, and disabilities. Each topic includes sections on preparation, connections, scenarios, a bookshelf, and interviews. Many reproducibles are included. Before I saw this book, I had intended to use only web-based sources. This book changed my mind. Look for the related CD-ROM.

Lewis, B.A., & Espeland, P. (1995). *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. Free Spirit Publishing, Inc.

This book is the child-centered learning equivalent to the previous one. Students should have a major say in their service project and if they lack for ideas, then this book can fill in the gap with 500 suggestions. The learning aspect is not emphasized, so the teacher needs to pay special attention. Ideas are arranged alphabetically into topics from animals, through literacy, to transportation. Especially empowering are the project how-tos on creating fliers, petitions, press releases, proposals, surveys, etc. "How to Initiate an Ordinance or Law" could be a lesson in itself. This book is inspiring enough to make one want to be a child again.

Internet

[The Big Dummy's Guide to Service Learning](#)

This is an excellent frequently asked questions (FAQ) page about service-learning. It is part of a larger site, [Service-Learning Resource Library](#), which offers even more resources, although most links to external pages are stale. The definition for service-learning is front and center and it is clearly distinguished from community service, internships, cooperative education, etc. Service-learning is not just a way to get free labor out of students; it must reinforce learning and help the student meet academic goals. Many volunteer groups neglect this component.

[Learn and Serve America](#)

This is an official U.S. government website related to the Corporation for National & Community Service. It adds the learning aspect to service. The site offers different resources for organizations and individuals, whether students, educators, or parents. For organizations there is a page of grant opportunities; for students, ten tips on volunteering wisely (with a slightly broken link); and for educators, a "K-12 How to Get Started Kit" free for the downloading. Reports are available for each state. In Arizona, 8,600 people are involved in 96 national service projects across Arizona.

[National Service-Learning Clearinghouse \(NSLC\)](#)

Enter "service-learning" into Google. This is the first hit, and rightly so. The organization has compiled a huge collection of resources: a-z topics, effective practices, fact sheets, funding sources, hot topics, lesson plans and syllabi, links collection, online documents, program directory, starter kits, tool kits, and ten others not listed in the menu, but on the page. Many of the lesson plan links unfortunately point to generic, non-service-learning lesson plan collections, many of which have been collected for a different artifact. The listserv and newsletter links are a great idea and will get you connected to real people in the wider service-learning world.

[National Service-Learning Partnership](#)

This site is foundation-funded and emphasizes resources for teachers rather than for the student or organization. There are links to curricula, lesson plans, standards, professional development opportunities (teachers have to learn, too), and resources for guiding students while they are involved in service-learning. Teacher resources are easier to find here than at the busier sites. Some of the resources are borrowed from elsewhere, but the link coloring scheme masks that information. The graphic designers got carried away with all the red, white, and blue

[Volunteer Center of Southern Arizona](#)

This is an elusive organization whose website seems to be down. From this page, however, volunteer opportunities can be found in Tucson for people of all ages. The opportunities link at the top presently leads to a list of 51 opportunities, while the one on the right shows only five. These aren't necessarily for students and don't necessarily include the important learning aspect, but they are local. Learning might be added on. There are also many opportunities for adults to work with students. The Experience Corps Tutors program looks interesting. Teachers should be aware of where they can get classroom volunteers.

Periodicals

Bremer, J., & Clark, M. (2005). Filming compassion. *Learning and Leading with Technology*, 32(7), 39-41.

This article describes how students in a video production class used their skills and equipment to help nonprofit organizations by, for example, producing a training video. It caught my attention because it turns service-learning around into learning-service. In service-learning there is often a service need which can be turned into learning: feed these people and then learn about social problems. In learning-service they first had learning, basics of video production, and then wanted an opportunity to practice and apply that learning in the wider world. They contacted organizations offering a service, not the other way around. It leads me to wonder how the material we're already learning can be turned into a service.

Lewis, A.C. (2005). Washington Commentary: Unusual Career Opportunities. *Phi Delta Kappan*, 86(7), 483.

In addition to learning, service-learning offers potential future employment opportunities for students, which is something I had not considered before. An example is given of a twelve-year-old in Florida starting a service for seniors. That student and 60 others are now enrolled in AmeriCorps*VISTA and committed to service as a career. The service sector is very large and experience gained by volunteers in service-learning projects can later be put to use by employees in service organizations.

Manley, T., Buffa, A.S., Dube, C., & Reed, L. (2006). Putting the Learning in Service Learning: From Soup Kitchen Models to the Black Metropolis Model. *Education & Urban Society*, 38(2), 115-141.

As previously mentioned, service-learning isn't just service, but also learning. The authors write that it is denied legitimacy because of "the perception that [it] lacks educational quality and merit." The soup kitchen exemplifies the service only model. The Black Metropolis Model (BMM) is supported by a complete curriculum emphasizing nine learning methods including writing intensive experiences, quantitative methods, active learning pedagogies, cooperative learning group projects, original research, reflection, and interdisciplinary perspectives. The authors recommend this curriculum to assure the success of learning and of the service.

Keith AIC