

Common Recommendations of National Curriculum Reports

- LESS whole-class, teacher-directed instruction, e.g., lecturing
- LESS student passivity: sitting, listening, receiving, and absorbing information
- LESS prizing and rewarding of silence in the classroom
- LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
- LESS student time spent reading textbooks and basal readers
- LESS attempt by teachers to thinly "cover" large amounts of material in every subject area
- LESS rote memorization of facts and details
- LESS stress on the competition and grades in school
- LESS tracking or leveling students into "ability groups"
- LESS use of pull-out special programs
- LESS use of and reliance on standardized tests
- MORE experiential, inductive, hands-on learning
- MORE active learning in the classroom, with all the attendant noise and movement of students doing, taking, and collaborating
- MORE emphasis on higher-order thinking; learning a field's key concepts and principles
- MORE deep study of a smaller number of topics, so that students internalize the field's way of inquiry
- MORE time devoted to reading whole, original, real books and nonfiction materials
- MORE responsibility transferred to students for their work: goal setting, record keeping, monitoring, evaluation
- MORE choice for students; e.g., picking their own books, writing topics, team partners, research projects
- MORE enacting and modeling of the principles of democracy in ' school "
- MORE attention to affective needs and the varying cognitive styles of individual students
- MORE cooperative, collaborative activity; developing the class-room as an interdependent community
- MORE heterogeneously grouped classrooms where individual needs are met through inherently individualized activities, not segregation of bodies
- MORE delivery of special help to students in regular classrooms
- MORE varied and cooperative roles for teachers, parents, and administrators
- MORE reliance upon teachers' descriptive evaluation of student growth, including qualitative/anecdotal observations

(Anderson, et al., 1985; Bybee, *et al.*, 1989 and 1991; Harste)

Best Practice, Zemelman, Daniels & Hyde, 1992.