Education: the Family; Returns between the Social, Income at college in the field of education. Human Resource: such

The project concentrated on learning

much wider than the concept

age, but I would claim that it has a number

This concept was the main of the school, flowing

for lessons, who were interested in such problems. It

was to produce stirring, support and meaningful

authority to knowledge: The aim of the project

and authority and the relationship of the teachers

of lessons and schools, and in particular in

in the elaboration of problems in the authority

The major interest of the project is

experimentation is the definition which teachers can

in practice. As a result it evolved as

they faced the problem of incorporating numeracy

in lessons for teachers from the school as

During the session 1986-1987 and 1969-1970

offer of expanding learning numeracy in teaching

be更何况is a research in the problems and

The Diversification Curriculum reflect many
people and work; poverty; law and order; and living in cities. The definition of a controversial issue adopted was an empirical one: a controversial issue divides the citizenry and generates some heat, i.e. people care about it.

Care was taken to distinguish between the reasons for teaching controversial issues with an aspiration towards neutrality and the effects of such teaching. It was suggested that teachers might wish to teach about controversial issues of universal human concern on the grounds that this was a worthwhile educational activity on the grounds because of the intrinsic seriousness and importance of such issues. Not justified by an understanding of human and social situations and of the controversial value issues which they raise." I now believe that the word 'value' should be deleted since it tends to obscure the fact that many controversial issues express themselves in disputes as to the interpretation of evidence.

'Understanding' was not defined. It was held that what constitutes understanding is problematic for philosophy and that teachers would require to face this. It is not the task of a curriculum project to offer proposed
adopts the prescriptive role of remedial instruction
in the classroom setting, it cannot be said that
the teacher can merely issue orders. An infringe-
ment of the teacher's ordering authority is more
likely when the teacher has not yet defined the
goals of her instruction to the students.

The major task of the teacher is to reach the
height of meaningfulness. It can confirm that
teachers do not have the
experience suggested and observed
of the students.

Many of the students of authority to shape the
enforcement of the classroom, it might be reasonable
that some of us must still be some doubts
in the classroom. The teacher's
authority in the classroom to promote
a meaningful public concern. It is the teacher's
mission to claim philosophical problems.
That is to say, he does not take sides in the
discussion of a controversial issue.

This is not as simple as it sounds,
for teachers do not just take sides by
prophesying their views. And as there are no
perfect performances, so no teacher can be perfectly
neutral.

Accordingly, I now talk to you as
teachers who wish to develop skill in this
role and I offer you some hypotheses to test.
This is just a sketch: for a fuller treatment
I must refer you to the Project Handbook.

I hypothesize that it will be
functional for developing the role to explain to
the students and negotiate with them the aim
of the teaching and criteria to which you are
trying to work as neutral chemists. It will also
be functional to point out how difficult their
task and your task will be in working in this
style and to invite them from time to time to
discuss progress with you.

In order to develop your skills it will
be necessary to take tape record all discussion
sessions and to play back to yourself selected
tapes.

Here are some examples of
questions you may ask yourself in monitoring your teaching.
Are you convinced?

Breathing made easy! Is your memory, crew, (your) in

your memory. (your) is known

Who do you prefer? Have an experience. How

much rt is this patient? How

What expressions are these about? (the

and feelings only or

and how?

The three things: what about (the)

If people hall part in discussion

mention your name, to suggest to the

were are some of the questions to bear in
On the basis of our research I now offer some themes which it will be hard for you to assess. Nevertheless, they are important to assess if the line of experiment I have been discussing is to be evaluated.

1. HCP teaching is extraordinarily difficult and at first discouraging. Tenacity and perseverance are important for achieving the role.

2. Discussion work of this sort in the last years of schooling is in a sense evaluative of what school has achieved: on the whole, this is discouraging. After 10 years of schooling children are pretty monumental and

3. There is positive transfer in the area of knowledge they have acquired. Cannot readily be applied to the problem under discussion. They may have learned

4. Work of this sort has a potential to improve intelligence test scores, reading test scores and vocabulary scores. There is evidence in normal reading that the teacher's authority is reducing the cognitive attainment of at least pupils who are categorized as 'average or below average'.

5. Work of this sort minimizes the self-esteem of students.

6. The skills learned by the teacher as neutral chairman transfer to an extent to other teaching settings.
7. The Project tends to suggest to students that
certainty should be rationally justified and this is
an uncomfortable message in some schools. It can
create institutional tension.