

## Index

- ABIS / agency-based in-service, 10  
 action research, 56–7, 78  
 active processing, *see* processing  
 ad-hoc approach to observation, *see*  
     classroom observation  
 admission requirements, 142  
 Ahrens, P., 103  
 aims and objectives, 143–5  
 Allwright, D., 167  
 Altet, A., 167  
 Andrews, R., 96  
 appeals procedures, 163  
 applied science (model), 6, 7, 8–12, 16,  
     55, 56, 93, 102, 108  
     *see also* craft model, reflective model,  
         technical rationality  
 appreciative systems, 119  
 assessment  
     in teacher education, 126–40  
     of professional action, 130–1,  
         134–40  
     schedule, 134, 156  
     *see also* assignments, professional  
         action observation schedules  
 assignments  
     grading by criteria, 158–60  
     types of, 127–8  
 Atkin, J.M., 7  
 Atkins, M., 168  
 Atkinson, P., 66, 76, 77  
 audiovisual method, 11  
 Ausubel, D.P., 36  
 autonomy, 19  
  
 Barnett, R.A., 4  
 Bartley, D.E., 93  
 Bassey, M., 57  
 Beard, R., 27, 129, 168  
 Becher, R.A., 4  
  
 behaviourism, 11  
 Bellack, A.A., 66, 67, 70, 75  
 Biddle, B.J., 75, 94  
 Bligh, D.A. 32, 35  
 Borg, W.R., 94  
 Borich, G.D., 75  
 Boud, D., 167  
 Bowers, R.G., 66, 70, 72, 78, 111, 120,  
     121  
 Bramley, W., 31, 42  
 briefing (microteaching), 93  
 block school experience, *see* school  
     experience  
 brainstorming (definition), 44  
 Bright, J.A., 95  
 Britten, J.D., 167  
 Brown, G., 168  
 Brown, R., 64, 66  
 Bruner, J.S., 38  
 buzz groups (definition), 44  
  
 CAL, *see* computer assisted learning  
 case study (definition), 44  
     as a training technique, 31, 39, 40  
     of teacher education course design  
         and assessment, 141–64  
 Chomsky, N., 11  
 Clarke, M.A., 16  
 classroom interaction, 13  
 classroom observation, 60–86  
     ad-hoc approach, 66, 77–80, 81, 83  
     ethnographic approach, 66, 76–7, 82  
     key parameters in, 60–2  
     key parameters in (diagram), 61  
     system-based approaches, 66–76  
 Cogan, M.L., 108, 109, 117, 118  
 coherence, 153–5  
 clinical supervision, *see* supervision

*Index*

- collaborative supervision, *see* supervision
- communicative methodology, 12, 19
- computer assisted learning (CAL) (definition), 44
- conceptual schemata, 50–1
- construct, 50
- Copeland, W.D., 111, 114
- Cork, N.M., 4
- Coulthard, M., 66, 70–1
- course design, 141–64
- course evaluation, 163
- course structure, 148–9
- Cousin, W.D., 105
- craft model, 6–7, 15, 16  
*see also* applied science (model), reflective model
- Cripwell, K., 99, 100
- criterion-referenced assessment (case study) 158–60
- criterion-referencing, 132–3
- critique (microteaching), 93, 101
- Croll, P., 69
- cross-group activities, 38
- cross-over groups (definition), 44
- cue-conscious, cue-deaf, cue-seekers, 20
- Curran, C.A., 109
- deep (active/passive) processing, *see* processing
- Delamont, S., 66, 75, 76
- demonstration lesson, 16
- distance learning (definition), 44
- documented recall, 63
- Doff, A., 39, 167
- Dunkin, M.J., 75, 94
- Edge, J., 3
- eight-phase supervision cycle, 117, 118
- Elbaz, F., 63
- elicitation, *see* Socratic technique
- Ellis, G., 165
- Entwistle, N., 20, 23, 24, 40, 168
- ethnographic approach to observation, *see* classroom observation
- evaluation, 42
- examinations, 128, 129–30
- experiential knowledge, 13, 15, 17–18, 52–6, 59  
*see also* received knowledge
- extended microteaching, 105
- Fanselow, J.F., 62, 66, 70, 71, 168
- feedback session (definition), 45
- FIAC, 68–9, 74, 82
- field study (definition), 45
- field supervisors, 117
- Flanders, N.A., 66, 67, 68–9, 75
- FLint (Foreign Language Interaction analysis observation system), 73–4
- formal lecture, 30 (definition), 45
- Freeman, D., 109, 111
- Furlong, V.J., 123
- games, 39–40 (definition), 45
- gapped lecture (definition), 45
- Gebhard, J.C., 109, 111
- Geddes, M., 100
- general supervision, 107, 108
- Gibbs, G., 27
- Goldhammer, R., 108
- grading systems, 131–3
- Greene, J., 65
- Gregory, T.B., 102
- group mode, 37–42, 43
- group work (definition), 45
- guided reading (definition), 45
- Habeshaw, S., 36
- Habeshaw, T., 36
- Halliday, M.A.K., 39
- Hammersley, M., 66, 76, 77
- Handal, G., 167
- Hart, W.A., 97
- Hartley, J. 27, 129, 168
- Hasan, R., 39
- Heath, R., 24, 26
- holists, 21
- Hopkins, D., 63, 167
- HORACE (supervision pattern), 120–1
- Hudson, L., 20
- Hustler, D., 57
- ‘hustlers’, 24

*Index*

- informal lecture (definition), 45  
 in-service, 9  
 internship, 122  
 interpretation, interpreter, 60, 61, 65–6  
  
 Jaques, D., 33, 168  
 jigsaw learning (definition), 45  
 Johnstone, R., 96  
  
 Keogh, R., 167  
 Kerry, T., 66, 81  
 Knights, S., 53  
 knowing-in-action, 13  
 Kurasawa, A., 62  
  
 Lauvas, P., 167  
 Lawless, C.J. 101  
 learning styles, 18, 28  
   (diagram), 22  
 learning strategies, 18, 25–6, 28  
 lecture mode, 29, 34–7  
   (definition), 45  
 lecturette (definition), 46  
 linked microlessons, 105–6  
 Liston, D.P., 109  
  
 McGarvey, B., 94, 97, 104, 112–16, 167  
 McIntyre, D., 13, 50, 94, 95, 97, 101–2,  
   122–3  
 McKnight, P.C., 101  
 MacLeod, G., 13, 50, 94, 95, 97  
 Madden, S.K., 75  
 Main, A., 20  
 Malamah-Thomas, A., 74, 167  
 Mallory, G., 82  
 Marris, P., 36  
 Marton, F., 20, 23  
 medium (classroom observation), 60–1,  
   63–4  
 methodology of teacher education, 156  
 microteaching, 54, 87–106  
   (definition), 92  
   skills for, 96–8  
   stages of, 93  
   underlying concepts in, 93  
   minilessons, 106  
 Miller, C., 20  
 Mitchell, R., 66, 74–5  
  
 Morris, S., 6, 7, 8  
 Moskowitz, G., 66, 73–4, 75, 168  
  
 ‘non-committers’, 24  
 norm-referencing, 132  
  
 objectives, *see* aims  
 observation schedule, *see* classroom  
   observation  
 open learning (definition), 46  
 overarching theories, 118  
  
 Parker, J.C., 33  
 Parkinson, B., 66, 74–5  
 Parlett, M.R., 20  
 Pask, G., 21, 23  
 passive processing, *see* processing  
 PCT (Practice for Classroom Teaching)  
   approach to supervision, 112–16  
   *see also* TCD  
 peer teaching, 100  
 Perlberg, A., 114–16  
 Perrott, E., 66, 81, 102, 167  
 placement, 121  
 ‘plungers’, 24  
 Politzer, R., 94  
 practical experience, 121–5  
 prescriptive supervision, *see* supervision  
 primary data, 60–3  
 principles of course design, 146–7  
 probationers, 122  
 processing  
   deep (active/passive) processing, 21  
   surface (active/passive) processing, 21  
 profession, professionalism, 2, 5, 121,  
   165–6  
 professional action observation  
   schedules  
   examples of, 135–40  
   (case study), 161–2  
 professional competence, 49, 58, 59  
 professional education, 14–16  
 professionalism, *see* profession  
 progression, 151–2  
 project (definition), 46  
 pyramid group (definition), 46  
  
 Ramani, E., 64, 66

*Index*

- rationale, 141  
 Raz, H., 100  
 'reasonable adventures', 24, 26  
 received knowledge, 12–14, 17–28, 43,  
     52, 54–6, 59  
     *see also* experiential knowledge  
 reflection, 13, 41, 43  
 reflective approach, *see* reflective model  
 reflective cycle, 15, 56, 60  
 reflective dialogue, 118–20  
 reflective model, 6, 12–17, 48–59, 108,  
     165–6  
     (diagrams), 15, 49  
     *see also* applied science (model), craft  
     model  
 reflective practice, 8, 115–16  
 reflective practitioner, 26  
 research, 8–10  
     *see also* teacher as researcher  
 resources, 142  
 Retallick, H., 109, 110  
 (the) reteach (microteaching), 102–4  
 role frames, 119  
 role play (definition), 46  
 Rowntree, D., 168  
 RSA (Royal Society of Arts), 121,  
     134–5, 138–40  
 Rubin, L.J., 33  
  
 Schön, D.A., 8, 10, 12–14, 87, 118–20,  
     167  
 school experience, 121–2  
     block/serial school experience, 122  
 Scott, B.C.E., 21  
 Sergiovanni, T.J., 108, 110, 119, 167  
 self-direction, 19  
 self-help group (definition), 46  
 seminar, 38  
     (definition), 46  
 serial school experience, *see* school  
     experience  
 serialists, 21, 22  
 simulation, 39–40  
     (definition), 46  
 Sinclair, B., 165  
 Sinclair, J.McH., 66, 70–1  
 Smyth, W.J., 108, 109, 111  
 snowball group, *see* pyramid group  
  
 Socratic technique (definition), 46  
 Starratt, R.J., 108, 119, 167  
 Stenhouse, L., 7  
 Stoddart, J., 94, 99, 100, 105  
 Stones, E., 6, 7, 8, 167  
 structural drill method, 11  
 Stubbs, M., 66, 75, 76  
 study process, 25, 27–8  
 study skills, 18, 26–8  
 styles of learning, 20–5  
 supervision, 107–25  
     and microteaching, 112–16  
     clinical supervision, 107, 108–25  
     collaborative supervision, 107,  
         109–11  
     prescriptive supervision, 110, 111–12  
     *see also* supervisor  
 supervisor (definition), 107  
     *see also* supervision  
 surface (active/passive processing, *see*  
     processing  
 Swallow, D., 94, 97, 104, 112–16, 167  
 syllabus-bound/syllabus-free, 20  
 system-based approaches to  
     observation, *see* classroom  
     observation  
  
 target population, 142  
 task-based learning (definition), 46  
 TCD (Teaching Concept Development)  
     approach to supervision, 113–14,  
     115, 116  
     *see also* PCT  
 (the) teach (micro-teaching), 93, 100  
 teacher as researcher, 56  
 teacher development, *see* teacher  
     education  
 teacher education  
     related to teacher development and  
         teacher training, 2–4  
     learning strategies in, 25  
     *see also* aims and objectives,  
         assessment, classroom  
         observation, course design,  
         grading systems, learning styles,  
         learning strategies, micro-  
         teaching, practical experience,  
         principles of course design,

*Index*

- professional education,
  - professionalism, reflective model,
  - school experience, supervision,
  - teaching and learning modes,
  - teaching practice
- teacher training, *see* teacher education
- teaching and learning modes, 30–43
- teaching and other professions, 4
- teaching cycle, 67–8, 70
- teaching practice, 55, 121
  - see also* school experience
- technical rationality, 8
  - see also* applied science (model)
- Theodor, E., 114–16
- Tomalin, B., 54
- transformational generative grammar (TG), 11
- Turney, C., 99
- tutorial, 29, 38
  - (definition), 47
- tutorless group (definition), 47
- UCLES (University of Cambridge Local Examinations Syndicate), 121, 134, 135–7
- value systems, 119
- variety, 29
- Walker, D., 167
- Walker, R., 53, 167
- Wallace, M.J., 27, 63, 66, 78, 92, 97, 100–2, 120
- Ward, B.E., 100
- Weller, R.H., 94
- Wilson, J.D., 40
- Wragg, E.C., 66, 73
- workshop, 38
  - (definition), 47
- Zeichner, K.M., 109