

# EDS-544

Week 13

Final Face to Face Meeting

# Emphasis on philosophical concerns

- Froebel, Dewey, Montessori, Pestalozzi, etc.
  - Emphasis on philosophical concerns
  - Expression of opinions and conjecture
  
- Rather than detailed principles of educational practice.

Early 1900s



Psychology is applied  
to education;  
education is recipient  
of psychology

“The period running from the beginning of this century to the onset of World War II has sometimes been described as the **golden age of empiricism** in education. Certainly it was marked by a serious effort to move from a priori dogmas and principles of education to consideration of empirical results and even experimental design of inquiries to test the relative efficiency or power of different approaches to a given part of the curriculum.”

Suppes, 1974

Early 1900s



Psychology is applied  
to education;  
education is recipient  
of psychology

To some extent, the **overenthusiastic empiricism** of the 1920s promoted a negative reaction from teachers, administrators, and parents. Opposition to achievement tests, to standardization, and to too much 'objectivity' in education became rife.

Suppes, 1974

1950s



Programmed instruction,  
educational objectives, &  
Systematic instructional principles

- Beginning in the 1950s and especially since Sputnik, we have had a new era of a return to research.
- With the advent of Skinner's focus on programmed instruction gave way to a focus on validated prescriptions—  
Scientific testing of opinions and conjecture through research

1960s



Classroom Interaction  
Analysis System and  
Instructional  
Principles

- Growth in observational systems specifically designed to describe what teacher and student do in classroom situations.
- Teacher behavior, classroom interaction, classroom behavior

1960s



Educational Media and  
Instructional Technology

- Audiovisual and other devices were used for instructional purposes.
- All of these devices were broadly named educational media.
- Educational technology, instructional technology,

1960s



Curriculum Reform  
Movement, Curriculum  
Theory, and Instructional  
Theory:

- The interest in theory construction emerged during the curriculum reform movement of the 1960s.
- There developed an interest in having some more systematic basis for planning and updating math and science curriculum.
- There was a need to formulate instructional and curriculum theory.
- Rather than loose and generally speculative theory would no longer be adequate.
- There emerged an interest in using scientific means for testing principles of curriculum construction and instructional design.



# Association for Supervision and Curriculum Development (ASCD) Criteria for Instructional Theories(1968)

- Include a set of postulates and definition of terms involved in these postulates;
- Make explicit the boundaries of its concern and the limitations under which it is proposed;
- Have internal consistency;
- Be congruent with empirical data;
- Be capable of generating hypotheses;
- Contain generalizations that go beyond the data;
- Be verifiable;
- Be stated in such a way that it is possible to collect data to disprove it;
- Not only explain past events, but predict future events;
- Represent qualitative synthesis (for now) but ultimately express quantitative relationships among variables.

# Learning theory related instructional theories

- Behavior modification approach (Pavlov, Skinner etc.)
- Cognitive construct instructional theories (Bruner, Ausubel' Piaget)
- Task Analysis Instructional Theories (Bloom, Gagne)
- Humanistic psychology and Instructional Theory (Rodgers)
- Constructivism
- Situated Cognition: Cognitive apprenticeship & anchored instruction

# Theories that had an impact

- Multiple intelligences
- New paradigms in instructional theories:  
Merril's principles of Instruction & Reigeluth's  
elaboration theory

Either bare empiricism or bare intuition leads not only to triviality, but also to chaos in practice if each teacher is left only to his or her own observations and intuitions.

“The resulting ‘theory-practice gap’ means that—I would argue—educational theory has been largely ineffectual in improving educational practice. Major ‘reform’ movements are frequently grounded in ideology rather than in educational research, at least partly because research is not seen as influential on practice.”

GEELAN, 2003. The Death of Educational Research

# Q & A Discussion Session

# Comparison Activity

# Comparing Instructional Theories

- Three working groups
  - A: Hatice E. Dincer, Sinem, Defne, Burcu
  - B: Canan, Nasim, Abdullah, Bilge, Erdem
  - C: Gamze, Hatice C. Sercan, Saime
- Give a name to your group
- Create another Google Docs for your group
- Copy and paste the table from the initial Google Docs.
- Finalize the comparison table
  - Consult your readings and all the materials in Moodle
- Share the final link on Diigo by Dec. 31st.



# FINAL REMARKS

What will you do with the things  
you get out of EdS-544 course?

WHAT'S NEXT?