

**“Alerta de Educación”
Artículos recientes y
Sitios en Internet
02/03
Octubre 3, 2003**

Estimado(a) señor(a):

Tenemos el agrado de presentarle una bibliografía en EDUCACION como parte de nuestro Servicio de Alerta, que esperamos sea de su interés.

CALIDAD DE LA EDUCACION:

1. TRADITIONAL VERSUS PROGRESSIVE EDUCATION: USING BOTH TRADITIONS.

David B. Ackerman. “Current” – July/August 2003

The author finds valid ideas on both sides of the traditionalism-progressivism debates and synthesizes them into a new “10 commandments” of education. He finds that these two traditions represent the best that we know about teaching and learning.

2. HARNESSING TECHNOLOGY IN THE CLASSROOM. Ellen Ficklen and Carol

Muscara. “American Educator” – Fall 2001

For teachers who are relative newcomers to technology and who worry about how they can use it wisely and well in their classrooms, here is an anatomy of a school computer system and some advice on how to take advantage of educational technology without getting thrown, say the authors.

3. ATTRACTING WELL-QUALIFIED TEACHERS TO STRUGGLING SCHOOLS. Cynthia D. Prince. "American Educator" – Winter 2002

For decades, America's teachers accepted equal pay for unequal work. It is time to recognize and compensate those who commit to the nation's toughest schools, argues the author.

EDUCACION AMBIENTAL:

4. ENVIRONMENTAL EDUCATORS ON THE WEB: RESULTS OF A NATIONAL STUDY OF USERS AND NONUSERS. Joe E. Heimlich. "The Journal of Environmental Education" – Spring 2003

To better understand the needs of environmental education (EE) related to technology, it is important to know how those in the field currently use the technology. The author describes and compares users and nonusers of the World Wide Web in terms of use of the Web, comfort level, perceived barriers, and familiarity with dominant EE sites. A clear majority of the sample are Web users and has moderate levels of comfort with it, primarily concerning basic communications tasks. The findings provide insight into the development of training programs and resources for environmental educators in using the Web and offer opportunities for additional research that focuses on specific technology and pedagogical use questions, explains the author.

5. THE EFFECT OF ENVIRONMENTAL EDUCATION ON SCHOOL-CHILDREN, THEIR PARENTS, AND COMMUNITY MEMBERS: A STUDY OF INTERGENERATIONAL AND INTERCOMMUNITY LEARNING. Christopher Vaughan, Julie Gack, Humberto Solorazano and Robert Ray. "The Journal of Environmental Education" – Spring 2003

The authors examined the hypothesis that children learn and retain conservation principles in school environments and transfer them to their parents. Elementary school students in a Costa Rican village received a 1-month environmental education course on Scarlet Macaw conservation and natural history. Students, their parents, and an adult control group were given a 21-question pretest and the same test upon conclusion of the course and 8-months later a posttest. The authors compared questions and correct responses. They theorize that parents learned from children and both groups transmitted course information to neighbors resulting in an increase in control group learning.

EDUCACION CIVICA:

6. RECONNECTING EDUCATION TO DEMOCRACY: DEMOCRATIC DIALOGUES. Joel Westheimer and Joseph Kahne. "Phi Delta Kappan" – September 2003

Mr. Westheimer and Mr. Kahne note the lack of consensus regarding the means and goals of civic education in the U.S. While there is an increasing tendency to view democratic citizenship in terms of service and patriotism, the authors in this article argue that there are many more dimensions of civic engagement for which schools should be preparing students.

7. SO WHAT DOES IT TAKE TO BUILD A SCHOOL FOR DEMOCRACY? Deborah Meier. "Phi Delta Kappan" – September 2003

The goal of the public schools should be to prepare all students – regardless of race, gender, or class – to participate equally in a democratic way of life. Ms. Meier presents five

propositions that can guide schools in carrying out this function and then details how several exemplary schools have done about putting those propositions into practice.

8. PRACTICING DEMOCRACY IN THE MARGINS OF SCHOOL: THE TEENAGE PARENTS PROGRAM AS FEMINIST COUNTERPUBLIC. Deirdre M. Kelly. "American Educational Research Journal" – Spring 2003

Many barriers to realizing a vision of inclusive and deliberative democracy exist. But even in stratified societies, one can find relatively safe discursive arenas within schools where members of subordinated groups can explore who they are and want to become and can prepare to voice their needs, concerns, and issues in wider public realms, says the author. Drawing on ethnographic data, this article analyzes the Teenage Parents Program as a feminist counter public within a public high school. It argues that youths need to learn to recognize the power of dominant as well as alternative or oppositional discourses and to articulate and strategically pursue their needs and interests.

9) USE MANNERS TO TEACH CIVILIZED BEHAVIOR. Michael T. Burns. "The Education Digest" – May 2003

A growing number of children simply do not have appropriate manners and social skills or proper respect for adults. We are being negligent as a society if we do not strive to develop more appropriate social behaviors in these children, says the author.

10. GIVING STUDENTS THE HEROES THEY NEED. Peter H. Gibbon. "The Education Digest" – April 2003

Human beings are deeply divided, eternally torn between apathy and activity, nihilism and belief. We wage a daily battle between a higher and lower self. The hero stands for our higher self. To get through life and permit the higher self to prevail, we depend on public models of excellence, bravery and goodness, explains the author.

EDUCACIÓN A DISTANCIA:

11. DESIGN AND USE OF A RUBRIC TO ASSESS AND ENCOURAGE INTERACTIVE QUALITIES IN DISTANCE COURSES. M.D. Roblyer and W.R. Wiencke. "The American Journal of Distance Education"- Vol. 17, number 2, 2003

Distance learning theory and research holds that interaction is an essential characteristic of successful distance learning courses. However, the lack of definition as to what constitutes observable, measurable interactive qualities in distance learning courses has prevented transfer from theory and research to design practices and has hindered research on ways to improve interactive qualities of courses. In this article the authors describe how findings from theory and research were used to develop a rubric for assessing interactive qualities in distance courses. They present the rubric along with data from formative uses of the instrument in distance learning courses.

12. A COMPREHENSIVE LOOK AT ONLINE STUDENT SUPPORT SERVICES FOR DISTANCE LEARNERS. Maria LaPadula. "The American Journal of Distance Education" – Vol. 17, number 2, 2003

A survey of online students at the New York Institute of Technology was conducted to determine satisfaction with existing online student services to find out what types of

services would be desirable in the future. Although the online students were generally satisfied with many of the student services they were receiving, there was room for improvement, says the author. The institute's students wished to have additional services (e.g. book clubs, a student newspaper, academic clubs, online tutoring, seminars on parenting and time management, and access to an online psychologist) similar to those offered at other schools, explains Ms. La Padula.

EDUCACION PRIMARIA Y SECUNDARIA:

13. SINGLE-SEX EDUCATION: THE ISSUES INVOLVED. Leonard Sax. "Current" – January 2003

More and more research is investigating the impact of single-sex schools on children's learning and development. Some studies done in England and in the United States considering not only education but also genetics, illuminate gender difference evident in childhood and persisting into adulthood. The author believes that the public schools should offer the option of single-sex education.

14. STUDYING EDUCATION: THE POVERTY OF CLASSROOM RESEARCH. E. H. Hirsch, Jr. "Current" – February 2003

There is little dependable educational research that can provide guidance for public policy. Instead, the term "research" is used more as a rhetorical weapon especially in election campaigns. The author explains why this is the case and urges us (and researchers) to change our models to emphasize principles and allow teachers to adapt them to their unique classroom environment.

15. AMERICAN HIGH SCHOOLS: THE WEAK LINK. Thomas Toch. "Current" – July/August 2003

The author points out that high schools don't produce headlines in the education debate but they in fact are the weak link in American education. He evaluates the movement among school reformers who argue that size is the enemy of excellence in America's high schools and that breaking them into smaller units is the key to improving them.

16. READING COMPREHENSION REQUIRES KNOWLEDGE OF WORDS AND THE WORLD. E.D. Hirsch, Jr. "American Educator" – Spring 2003

With a scientific consensus established on how best to teach decoding, we have reached the next reading frontier: increasing reading comprehension. Among poor children, low comprehension is ruining their chances for academic success. Among all children, comprehension scores are stagnant. Convincing research tells us that key to both problems is to systematically build children's vocabulary, fluency, and domain knowledge, says the author.

17. AT THE STARTING LINE - EARLY EDUCATION IN THE 50 STATES. Darion Griffin and Giselle Lundy-Ponce. "American Educator" – Summer 2003

The educational odds are against children who enter kindergarten already far behind. What are states doing to help equalize children's chances at the starting line? Which states provide preschool? Which prioritize enrollment for the most needy children? AFT's new

report on the status of states' early education efforts offers answers. Plus, a sidebar on the content that all early education programs should offer, say the authors.

EDUCACION UNIVERSITARIA:

18. CLINGING TO TRADITION, WELCOMING CIVIC SOLUTIONS: A SURVEY OF COLLEGE STUDENTS' ATTITUDES TOWARD CIVIC JOURNALISM. Jennifer Rauch, K.D. Trager and Eunseong Kim. "Journalism and Mass Communication Educator" – Summer 2003

Civic journalism has been a particular thorny issue for higher education, which counts practitioners and scholars among its ranks. Many educators believe that the profession has lost its moral compass and that curriculum reform might foster a journalism more accountable to the public interest, say the authors.

19. INFORMATION LITERACY ACROSS THE WIRED UNIVERSITY. Beth Bloom and Marta Deyrup. "Reference Services Review" – Vol. 31, number 3, 2003

Librarians at a private Catholic university utilized a grant enabling them to team up with members of other campus constituencies to create an information literacy program aimed toward incoming students, in order to actuate a quality educational experience while improving students' ability to do research. The participants employed various pedagogues and assessments designed to address diverse learning styles. A combination of fortunate elements: a university of optimum size, a ubiquitous computing environment, a desire to improve information literacy across the curriculum, and enthusiastic partners have promised to make this project a success, explain the authors.

20. ACADEMIC DEANS AND DIRECTORS: ASSESSING THEIR EFFECTIVENESS FROM INDIVIDUAL AND INSTITUTIONAL PERSPECTIVES. Vicki J. Rosser, Linda K. Johnsrud and Ronald H. Heck. "The Journal of Higher Education" – January/February 2003

The intent of this study is to present a systematic approach for evaluating the leadership effectiveness of deans and directors. We demonstrate the utility of multilevel structural equation modeling to examine variance in faculty and staff assessments of effectiveness and discuss the relevance of our model from individual and institutional perspectives, say the authors.

21. FACULTY AND ADMINISTRATIVE SUPPORT FOR INSTITUTIONAL EFFECTIVENESS ACTIVITIES: A BRIDGE ACROSS THE CHASM? John F. Welsh and Jeff Metcalf. "The Journal of Higher Education" – July/August 2003

This study compares faculty and administrative perspectives on the importance of institutional effectiveness activities in higher education and measures the impact of four control variables related to perceptions about the role and importance of institutional effectiveness activities. The study suggests some strategies institutions may use to cultivate both faculty and administrative support for institutional effectiveness initiatives.

22. WHAT YOU DON'T GET OUT OF A COLLEGE EDUCATION. Richard L. Weaver. "Vital Speeches of the Day" – July 15, 2003

Address by Richard L. Weaver II, Author, Communicating Effectively. Delivered to Student Colloquium, Concordia University, Mequon, Wisconsin, June 12, 2003.

REFORMA EDUCATIVA:

23. DIVERSITY IN EDUCATION: NEED FOR INNOVATION. Gail O. Mellow, Phyllis Slyck, and Bret Eynon. "Current" – June 2003

The astoundingly complex student body of LaGuardia Community College exemplifies how the profile of the "typical" college student is changing. But at LaGuardia, "diversity has inspired innovations that create community and stimulate faculty introspection." To be successful, reform needs to be comprehensive, rather than ad hoc, and must include student participation, explains the author.

24. REDESIGNING SCHOOLS: GETTING SMALL SCHOOLS. Paula M. Evans. "Current" – June 2003

The author, principal of a large urban high school, reflects on the effort to create five smaller schools from one large one. Her challenges included trying to accommodate students who were in advanced classes in the large school to smaller schools with students less interested in academic achievement. More challenges came from newly assigned teachers and from parents who were happy with the larger school. The author offers an up-close look at the dynamics of a school community and the insights she gained from her experience.

25. ORGANIZING OUR SCHOOLS: MEETING STUDENTS' NEEDS. William Patterson. "Current" – September 2003

For too long we have been boxed in by an approach to education that does not meet students' needs. The author urges us to "think differently about the most basic ways that schooling is organized and conducted in order to bring about truly substantive change." To do this requires teachers and administrators to reach a consensus on what they believe regarding the education of students.

26. INNOVATION IN EDUCATION MARKETS: THEORY AND EVIDENCE ON THE IMPACT OF COMPETITION AND CHOICE IN CHARTER SCHOOLS. Christopher Lubienski. "American Educational Research Journal" – Summer 2003

Charter schools elevate choice and competition to foster educational innovations. Indeed, these market-style mechanisms are intended to challenge standardized practices associated with district administration of schools. However, a comprehensive review of practices in charter schools indicates that, although some organizational innovations are evident, classroom strategies tend toward the familiar, explains the author. Drawing on organizational and economic theory, this article considers the forces shaping educational innovation in market-oriented reforms. Although reformers assume that competition and choice necessarily lead to innovations within schools, a more complex examination of competitive institutional environments suggests that mechanisms employed by reformers may actually undercut their intended purposes. The discussion highlights the potential for choice and competition to constrain opportunities for educational innovation and to impose pedagogical and curricular conformity.

27. TEACHING DEMOCRACY: WHAT SCHOOLS NEED TO DO. Joseph Kahne and Joel Westheimer. "Phi Delta Kappan" – September 2003

The authors studied 10 educational programs whose objective—to develop democratic citizens—is largely ignored by school reform policy. Schools can fulfill this mission, they discovered, through specific strategies that promote civic commitments, capacities, and connections.

28. THERE IS ANOTHER WAY: A DIFFERENT APPROACH TO EDUCATION REFORM.

Ben Levin and John Wiens. "Phi Delta Kappan" – May 2003

Education reform is a long-term project. Mr. Levin and Mr. Wiens argue, and the Manitoba Education Agenda for Student Success will not meet the immediate political need to demonstrate "bold action." However, by focusing on teaching and learning, respecting all participants, building capacity, and making use of research, it just might achieve the goals we want for all our children, say the authors.

VARIOS:

29. BACK TO BASICS: THE ROLE OF READING IN PREPARING YOUNG PEOPLE FOR THE INFORMATION SOCIETY.

Gayner Eyre. "Reference Services Review" – Vol. 31, number 3, 2003

Living in the information age, with its emphasis on information and communications technologies, poses special challenges. This paper raises discussion about the important role of reading in society, and examines its place in the acquisition of information capabilities among young people.

30. ELECTRONIC PUBLISHING: RESEARCH ISSUES FOR ACADEMIC LIBRARIANS AND USERS.

Carol Tenopir. "Library Trends" – Spring 2003.

Increased reliance on electronic resources requires examination of the roles of librarians in several key ways. This paper addresses the need for further research into three important areas of electronic publishing. How is the change to digital information sources affecting the scholarly work of college and university students? Previous research shows that students rely on Web and online resources and ask for less help from librarians. We do not know, however, how these changes will affect the learning and scholarly work of college and university students. Research is also needed to determine how the differences between separate article and full journal databases affect the way research is done. What are the implications for scholarship of decisions being made about what publishers publish and what librarians purchase? Finally, are librarians—as intermediaries to the search process—still necessary in a digital age? Online systems are designed to be used independently but that may not always yield the best results, explains the author.

31. COMPUTERS AND KIDS: PULLING THE PLUG CAN PROTECT THE PLANET.

Martha Moll. "Phi Delta Kappan" – April 2003

There are clear indications that young people are spending more and more time in the virtual world. Despite the claims that Internet use is replacing TV watching, a 1999 survey found that American children between 2 and 17 who had computers, video games, and a television spent on average four hours and 48 minutes a day in front of some type of screen, compared to three hours and 40 minutes for children who had only televisions. Clearly, access to more screens increases, rather than decreases, the total time spent in front of screens, says the author.

Sitios en Internet para buscar información sobre Educación:

U.S. Department of Education

<http://www.ed.gov>

The U.S. Government's Official Web Portal

<http://www.firstgov.gov>

U.S. Department of State International Information Programs - Education

<http://usinfo.state.gov/usa/infousa/educ/educate.htm>

U.S. Department of Education – Promoting Educational Excellence for all Americans

<http://www.ed.gov/nclb/landing.jhtml>

The Center for Education Reform

<http://www.edreform.com>

Center for Law and Education

<http://www.cleweb.org>

The Learning Web

<http://www.usgs.gov/education>

Council for Advancement and Support of Education

<http://www.case.org>

Environmental Education Center - EPA

<http://www.epa.gov/teachers>

The Cooperative State Research, Education, and Extension Service - USDA

<http://www.reeusda.gov>

Education Policy Institute

<http://www.educationpolicy.org>

Ethics Resource Center

<http://www.ethics.org>

Institute for Educational Leadership

<http://www.iel.org>

National Center for Education Information

<http://www.ncei.com>

National Humanities Institute

<http://www.nhinet.org>

New American Schools

<http://www.newamericanschools.org>

Academy for Educational Development (AED)

<http://www.aed.org>

American Educational Research Association

<http://www.aera.net>

Ethics and Public Policy Center

<http://www.eppc.org>

American Association for Higher Education

<http://www.aahe.org>

American Council on Education

<http://www.acenet.edu>

Association for Childhood Education International

<http://www.acei.org>

National Society for Experiential Education

<http://www.nsee.org>

National Association for Bilingual Education

<http://www.nabe.org>

American Printing House for the Blind

<http://www.aph.org>

National Technical Institute for the Deaf

<http://www.ntid.edu>

National Association for Equal Opportunity in Higher Education

<http://www.nafeo.org>

Teachers of English to Speakers of Other Languages

<http://www.tesol.org>

Reading is Fundamental

<http://www.rif.org>

The American Association for Adult and Continuing Education

<http://www.aaace.org>

The Distance Education and Training Council

<http://www.detc.org>

AED National Institute for Work and Learning

<http://www.niwl.org>

Indiana K-12 School Data

<http://ideanet.doe.state.in.us/htmls/education.html>