Cambridge University Press 052184343X - The Art of Educating with V Diagrams D. Bob Gowin and Marino C. Alvarez Index More information

Name Index

Abrams, Max H., 13, 221 Adams, Gladys A., 115, 221 Adeva, Jennifer, 89 Albert, Jr., T.J., 169, 225 Allgood, Whitney Pitts, 126, 221 Alvarez, Marino C., 15, 21, 106, 125, 133, 146, 221–225 Alvarez, Christopher M., 222 Alvermann, Donna E., 223 Antes, Richard L., 126, 224 Ausubel, David P., 15, 24, 67, 68, 69, 169, 223

Baker, Linda, 25, 223 Bandura, Albert, 27, 223 Barron. Richard F., 15, 224 Berra, Yogi, xi Best, John W., 126, 223 Bethune, Nikki, 147, 223 Biesta, Gert J.J., 201, 223 Blake, E., 69, 223 Boger-Mehall, S., 221 Burbules, Nicholas C., 201, 223 Britain, L., 25, 223 Brown, Ann L., 25, 223 Busby, Michael R., 172, 222 Burks, Geoffery, 146, 169, 222

Camperell, Kay, 222 Caverly, David C., 221 Chaille, C., 25, 223 Cook, C.L., 15, 224 Cormier, William H., 128, 224 Cortes, C.E., 21, 223 Cuban, Larry, 172, 173, 223

Davidson, Bobby, 222 Davis, N., 222 Dewey, John, 17, 21, 22, 74, 202, 223 Donham, W.B., 21, 223 Earle, Richard A., 15, 224 Erickson, F., 21, 224 Fairbanks, Marilyn M., 126, 221 Flippo, Rona F., 221 Franklin, Benjamin, 157 Goodman, Yetta M., 21, 224 Gowin, D. Bob, xiv, xvi, 4, 25, 47, 61, 106, 133, 224, 225 Gragg, Charles I., 169, 224 Graham, Adelicia, 145, 146, 222 Graves, M.F., 15, 224 Green, Thomas, 61, 224 Guzzetti, Barbara J., 222 Hall, Nigel, 21, 224 Haussler, M.M., 21, 224 Hayes, Bernard L., 222 Hennessey, John, 201 Herber, Harold L., 224 Hopkins; Charles D., 126, 224 Huck, Schuyler W., 128, 224 Hughes, M., 21, 225 Hullan, Bobby, 145, 146, 222 Irvin, Judith L., 221

James, William, 49–53, 202, 224

CAMBRIDGE

Cambridge University Press 052184343X - The Art of Educating with V Diagrams D. Bob Gowin and Marino C. Alvarez Index More information

228

Name Index

Kahn, James V., 126, 223 Kelly, George A., 24, 224 Kharif, Sharia, 90 Kieffer, R.D., 225 King, Terry, 146, 222 Kirkpatrick, H., 173

Labbo, Linda D., 225 Laberge, M.J., 15, 224 Langer, Ellen, 26, 224 Leahy, Robert, 224 Leedy Paul D., 126, 127 Linek, Wayne M., 222 Lipman, Matthew, 21, 224

Mayer, Richard E., 24, 224 McKenna, Michael C., 225 McNeil, S., 221 Millman, Jason, 224 Mintzes, Joel J., 225 Morris, William

Neate, Bobbie, 221 Neumann, Anna, 21 Novak, Joseph D., 15, 25, 29, 106, 121, 133, 222, 225

O'Neil, Harold F. Jr., 224 Ormrod, Jeanne E., 126

Pauk, Walter, 133, 222 Peck, C., 173 Perez, Ray S., 224 Peterson, Penelope L., 21 Pickney, Bekki Price, J.D., 221

Reinking, David, 168, 225 Rinner, Allison, 86 Risko, Victoria J., 15, 126, 147, 221, 222 Robin, B., 221 Robbins, L.C., 69, 223 Rodriguez, William J., 169, 174, 222 Rogers, Susan, 93 Russell, David H., 174, 225 Rycik, James A., 221

Sarason, Seymour B., 21, 225 Swartz, Katie, 222 Scriven, Michael, 98, 225 Smith, Michael, 62 Sotoohi, Goli, 146, 222 Stockman, Stephanie A., 169, 225 Sturtevant, Elizabeth G., 222

Telfer, Richard, 222 Tizard, B., 21, 225

Wandersee, James W., 121, 225 Wertheimer, M., 24, 225 Whitehead, Alfred North, 26, 49, 52, 75, 202–203, 225 Willis, D.A., 222 Willis, J., 221 Word, Elizabeth, 83 Cambridge University Press 052184343X - The Art of Educating with V Diagrams D. Bob Gowin and Marino C. Alvarez Index More information

Subject Index

action research, 125, 183 a study, 147-151 defined as, 125-126 strategy, 126 advance organizers, 15 analysis as philosophic, 107 as conceptual design, 108 assemblage, 75 anticipating learning, 75-76 gathering of, 76 commonplaces, xv, xvii, and passim communities of thinkers, 174 defined as, 174 developing of, 174 concept, 39, 56 conceptual growth, 56 defined as, 39, 56 percepts, 56 conceptualizing, 42 concept maps for, 42 revealing ideas, 42 concept maps, see also research making of, 133 notion of, 132 propositions of, 133 constructivist, xvi constructs, 55 connecting concepts, 55 criteria of excellence, xv, passim criticism as structure of claims, 123 curriculum, 12, 14 as structure of knowledge, 171

concept maps as, 16 criteria of excellence, 12-13 defined as, 12 educative materials, 13 five roles, 14 authority, 14–15 conceptual organizers, 15 multipliers of meaning, 15 records, 14 vehicles, 14 educating, 3, 5 changing the meaning of experience, 5 educative events, 3, 17 felt-significance, 8 four commonplaces plus one, 9, 81 science of, 199 theory of, 4 to happen, 5, 9 vs. education, 173 educational value, 95 utility for, 95 within context of educating, 96 worth of, 95-96 electronic educating, 170 as dialogic exchanges, 180 as journaling, 179 as metacognitive tools, 167 defined as literacy, 167 to inform teacher practice, 180 with electronic concept maps, 28, 185 with interactive V diagrams, 186 feature of, 186-190 email, 167, 200

CAMBRIDGE

Cambridge University Press 052184343X - The Art of Educating with V Diagrams D. Bob Gowin and Marino C. Alvarez Index More information

230

Subject Index

evaluation defined as, 108 "laying the V", 111-112 value in, 108 of claims, 123 of documents, 107 events, 38-39, 57 as conceptual claims, 123 as factual claims, 123 as happenings, 57 as methodological claims, 124 as units of experience, 70 as value claims, 123 as when they end, 160-163 defined as, 38 experiencing, 44-45 minding of, 62 monitored by, 57 point of V, 57 Exploring Minds, 175 network, 175 fact, 39 and ideas, 169 as anchors, 169 defined as, 39 felt-significance, 8 feeling, 44 focus/research questions, 50 functions, 50 foundationalist, xvi governance, 19 defined as human experience, 93 creating meaning of, 93-95 imagining, 43 in philosophy, 43 knowledge, 27 about learning, 18 characterized as, 47 claims, 60 comparing questions, 114 knowledge-making, 27 four tests of, 103 structure of, 46, 48 learners

as conceptual, 171

learning, 16 as creating power and freedom, 200 artificial, 22 constructivist, 24-25 defined as, 5 mindful, 26 vs. inquiry, 195 to mastery, 200 meaning as what we learn, x construction of, 20, 23-24, 95 educational episodes, 10 grasping the, 10, 23, 44 sharing of, 20, 23 thread of, 24 truth and, 24 meaningful learning, 67 anchors for, 67 conditions for, 68 externalizing anchors, 67 meaningful learning vs. rote memorization, 67 principles of, 68-69 metacognition, 25 minding, 26-27 mis-learning, 171 object, 39

defined as, 39

parade of Vs, 85 philosophy, xiv, 51 as when philosophy of education happens, 160 philosophy of education, 160 simplifying complexity, 51 principles, 54 conceptual guides, 54 of educating, 55

Q-5 technic as process and product, 137 question focus/research, 37 telling, 37

records, 58 monitor events, 58 process of, 58–59

CAMBRIDGE

Cambridge University Press 052184343X - The Art of Educating with V Diagrams D. Bob Gowin and Marino C. Alvarez Index More information

Subject Index

231

research as systematic inquiry, 126-127 concept maps for, 133, 135 conceptual design of V, 128 displaying facts in, 136 focus/research question, 128 four commonplaces plus one as guiding, 127 funding in, 151 making sense of events in, 135 methodological side of V, 129 ordering facts in, 136 parade of Vs in, 154 planning research with V, 129-132 practical, 127 proposals, 153, 156 program of, 153 program of action in, 154 strategy, 151 theoretical, 127-128 science of educating, 202 science of pedagogy, 199 self-efficacy, 27-28 in learning around the V, 200 self-empowerment, 22 simplifying complexity, 23 minding events, 26 sharing meaning tools for, 28, 185 societal learning environments, 21 strategic educational research, 199, passim survival, 201 teaching, 10 change in meaning of experience, 11 consummated, 11 defined as, 10 telling questions, 49 finding, 49-50 theory, 52 defined as, 53 in research, 53 purpose, 53 theoretical thinking, 53 theory of educating as a guide, 169

as explaining educative events, 196-197 not a theory of education, 195 not an educational theory, 195 thinking as a process, 174 thinking, feeling, and acting, 5 acting, 8 feeling, 7 thinking, 5-7 transformations, 59 factual judgments, 59-60 truth coherence theory of, 103 correspondence theory of, 103 two theories of, 103 unrealized possibilities, 49 V diagram a thinking tool, 62 as action plans, 83 as criteria of excellence, xv as generalization of case studies, 162 as interview instrument, 121 as small work of art, 163 as student study plan, 79 as symbol, xv changing meaning of experience, 64-67 coherence in, 200 for lesson planning, 79 making a, 70 procedures for, 76 as proposal writing, 200 scoring of, 121 theoretical/conceptual, 37 writing around the, 157 value as felt significance, 8 value claims, 60 as statements, 60-61 as value questions, 61 claiming, 44 value questions, 108 world view, 35, 50

a platform, 51