

## HIGHER EDUCATION

Inlow, F. H., & Chovan, W. **Another Search for the Effects of Teaching Thinking and Problem Solving Skills on College Students' Performance.** *Journal of Instructional Psychology*, 1993, 20 (September) pp. 215-223.

In an undergraduate course at a small southern university, 86 students were divided into experimental groups taught with an emphasis on problem-solving and thinking skills or a control group taught by the traditional lecture method. Analysis of covariance, controlling for scores on the Watson-Glaser Critical Thinking Appraisal, showed no differences in posttest critical thinking scores between the experimental and control groups. Watson-Glaser scores were moderately related to the students' grade-point averages. (25 ref)—*Second author is at Western Carolina University.*

1128-30/GMT

Karsenti, T. P., & Thibert, G. **The Relationship Between Teaching Style and Within-Term Changes in Junior-College Student Motivation.** Research report, University of Montreal, Canada, 1994, 6 pp.

At a junior college in the Montreal, Canada, area, 2,434 students completed during the first week of the term and again three months later a measure of educational motivation. The instrument consisted of five subscales measuring intrinsic motivation, three types of extrinsic motivation (external, introjected, and identified regulation), and amotivation. In addition, 35 teachers completed the Teaching Style Inventory, which assesses four styles: outcomes-oriented, empathic and people-oriented, intellectually oriented, and innovatively oriented. The results revealed that the majority of the teachers followed a mixed teaching style consisting of an equal mix of outcome and intellectual orientations. Analysis of variance revealed that, after three months, student motivation declined except for students whose teachers adhered to the outcomes-oriented or mixed teaching styles.—*Department of Education, University of Quebec, Canada.*

1129-30/GMT

Kothare, Umesh. **The Effects on Students of Pre-Announced Learning Objectives and Immediate Performance Feedback.** *College Quarterly*, 1993, 1 (Fall) pp. 11-15.

In a first-semester introductory psychology curriculum, students in an experimental group were given preseminar reading assignments, specific learning objectives, and information concerning the grading system during an orientation session. The experimental-group students were also given regular performance feedback, including quizzes, before and after each weekly seminar. Mann-Whitney U tests revealed that, in comparison to a control group of students attending the seminars, the experimental-group students showed greater improvement in Personal and Social Self scores, greater ego strength, and bisexual external locus of control. (2 ref)—*School of Liberal Studies, Seneca College.*

1130-30/GMT

**Opening the Classroom Door.** *Change*, 1993, 25 (November/December) pp. 8-58.

The ten articles in this theme issue suggest ways to make teaching an intellectual adventure. The articles call for improving teaching through conversation and community and the use of cases to promote active learning. Four articles present examples of the use of cases to teach introductory physics and social science and provide the responses of faculty members in these fields to the examples. Three articles examine the use of case discussions to