

Forces which shape the implemented curriculum in high school science and mathematics.

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Forces which shape the implemented curriculum in high school science and mathematics

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Abstract

A synthesis of five studies of high school science and mathematics classes indicated that the ability of teachers to manage student behavior effectively was a major driving force on the implemented curriculum. Other factors which influenced what happened in classrooms were tests and examinations, and textbooks. Most teachers endeavored to cover the curriculum in the planned time whether or not learning occurred and the cognitive demands of the work were low. During whole-class activities a few target students dominated interactions with the teacher. These higher ability students, who usually were males, asked most questions, answered most teacher questions, and received most feedback from the teacher. The results suggest that teachers' knowledge and beliefs are the potent forces which influence academic work in science and mathematics classes.



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