A Survey of Analytic Teaching Students

Philosphy for Children was brought to Fort Worth and the surrounding school districts in 1979 by Texas Wesleyan College. From that time until the summer of 1982, Wesleyan's program, which has come to be called Analytic Teaching, has trained over 100 teachers to use materials and techniques which are designed to help children improve their thinking skills. In order to get a sense of what those teachers who had been through training in Analytic Teaching thought about the program, the following survey was devised. Ninety-seven of the teachers who had taken Analytic Teaching at Wesleyan for six hours of graduate credit were located. Three separate solicitations of the questionnaire produced responses from 41 of those teachers. Although a greater number of responses would be necessary for any real conclusions to be drawn concerning the teachers' views of the worth of the program, the responses we received proved to be quite interesting.

Analytic Teaching Survey

1. When did you take Analytic Teaching?

Fall '79 — Spring '80	12
Fall '80 — Spring '81	13
Fall '81 — Spring '82	8
Summer '80	3
Summer '82	4
No Answer	1

2. How did you find out about the class?

Principal	10
Inservice	10
Another teacher	4
Notices to schools	5
Professor at Wesleyan	6
Personal inquiry	2
Brochures, newsletters	2
Requirements of Gifted program, Ft. Worth ISD	1
Gifted Students Institute	1

3. What significance did Analytic Teaching have for you as a teacher?

No answer	2

Comments:

I hope it will make me more aware of what my students say.

I found it to be challenging and absorbing. The questioning techniques were most valuable.

I enjoyed it. It showed me how to teach thinking skills.

Many of the exercises can be used in regular classroom activities as well as implementation of thinking skills.

It was the first graduate course I had taken in 26 years. It introduced me to a higher level of thinking.

Analytic Teaching has introduced me to an exciting, thorough, and innovative way to teach thinking. It represents a challenge.

Probably made my children think more for themselves.

It challenged me to work with children in areas new to me — abstract thinking.

I am now more aware of how the child thinks and I am able to develop more thinking skills in children.

It made me more knowledgeable about the thinking process.

I had independently come to the conclusion that thinking skills should be taught systematically, that logic should be integrated into teacher training and classroom teaching. The course sharpened my awareness of teaching opportunities I could find to emphasize straight thinking.

It helped my students improve their thinking and reasoning skills and therefore it has great significance for me.

Helped to develop thinking skills in my students.

It improved my approach to teaching.

I have not used Analytic Teaching because I teach foreign languages.

It is a new and different strategy. Any new methods a teacher learns can be significant.

Analytic Teaching made me more aware of the process of thinking and of how children are involved in the process.

Provided ideas to use in the classroom.

New ways of working with children — helping them to think.

It provided a time for my students and me to listen to one another.

It helped me to think through situations more thoroughly and to ask students probing questions.

I like the program because I am relaxed and so are my students. We have a good time.

It made me begin to think more analytically and it reflects in my teaching.

Provided new approaches to teaching.

It helped me to make teaching and learning more exciting.

It is the thing that is missing in most classrooms. Children are too often fed facts continuously with little thought given to how they will use those facts.

I loved it from the first and have enjoyed using it with varying degrees of success. My students enjoy the sense of equality with me that it gives them. We enjoy tackling questions together. I like the sense of ease it gives us and the importance of the questions we consider.

Utmost importance.

It helped me to use logic and reasoning in developing my own style of teaching.

It gave me a new way of thinking about things.

A systematic way to teach proper thinking.

I found this an exciting new approach to use with my

class. Children began to think for themselves instead of being "spoonfed."
It introduced me to graduate work at TWC and gave me the incentive to pursue my master's degree. As a teacher, it helped me probe for a deeper level of thinking with my students.
Children were excited about class discussions. Helped me to identify "thinkers."
Gave me a technique for getting my kids to think.
One can teach how to think, not just what to think. Changed my philosophy of education.
I am a better thinker and listener and thus, a better teacher because of it.
I was impressed with the method and eager to implement it. I always keep the techniques in mind when making plans.
I felt more sure of myself with some of the ideas I was already using.

4. In terms of implementation, how would you rate Analytic Teaching with other methods with which you are familiar?

Easier to implement	13
In between	1
About the same	18
More difficult to implement	9

5. Has Analytic Teaching helped you become a better teacher?

Yes	31
No	1
Not used	2
Unsure	1
I hope so	3
No answer	3

How?
Inquiry method.
More open minded.
Use of logic.
Questioning techniques.
Awareness of children's abilities.
Stimulating children to think.
Better listener.
Allowing discovery to take place.
Investigate problems better.
Use A.T. in all subjects.
Taking time for kids to probe.
Stress reasoning more.
Know myself and my kids better.
Skills in motivation and questioning techniques.
Listening more, asking the right kinds of questions.
Less rigid.
Improved my thinking skills.
Letting children's ideas flow.
Helping students listen to each other.
Reasoning skills.
Questioning techniques.
Discovery method.
Use of logic.

6. Do you use Analytic Teaching in your class?

Yes	36
No	5
grade level:	
Pre K	1
K	3
1st	3
2nd	4
3rd	3
4th	13
5th	6
6th	2
7th	1
frequency:	
Once weekly	3
Twice	11
Three times	3
Four times	5
Five times	2
Only as time permits	5
Integrated	4
No answer	3

7. Have you used Analytic Teaching in more than one grade level?

Yes	15
No	23
No answer	3

If so, which ones

Pre K, 1st	1
3rd-5th	1
4th, 5th	8
5th, 6th	2
4th, 6th	1
6th, 7th	2

Have you noticed any difference in the effectiveness of the method with regard to grade level?

No difference	10

Comments:
Rebecca difficult for 1st graders.
Easier with older kids.
4th grade Vanguard best.
Higher grades accomplished more.
Easier with younger kids.
Older kids have deeper thoughts.

8. Does your principal know you use Analytic Teaching?

Yes	32
No	0
No answer	9

Does he approve?

Yes	31
No	0
No answer	9
Shows no interest	1

9. Do you use the program as much, more, or less than when you first implemented it?

More	9

Less	8
As much	12
No answer	8
Just began	2
Don't use materials, but use principles more	2

10. Do the children enjoy the program?

Yes	30
No	1
No answer	6
Some do, some don't	4

How do you know?

- They participate freely.
- They tell me.
- They cheer when books are passed out.
- They're disappointed when we can't have class. They ask when the next class is.
- They question a lot.
- They show enthusiasm.
- Depth of questions.
- Participation.
- They discuss topics outside class.
- They want it every day.
- They enjoy interacting, reading aloud.
- Conduct.
- They're anxious to read next chapter.
- Kindergartners always let you know if they dislike something.
- They continue discussions during lunchtime.
- Sharing with parents.
- Spontaneous enthusiasm.
- They're disappointed when class is over.
- They appear happy to be there and they participate.
- They ask a lot of questions in other areas.
- They refer to it in other subjects.
- They remember it from day to day.

11. Do you enjoy the program as much, more or less than when you first implemented it?

As much	10
More	14
Less	3
Yes	2

(I have no idea what they meant — R. G.)

No answer	12

(most said they had just begun)

12. Do you use Analytic Teaching methods in teaching other subjects?

Yes	34
No	5
No answer	1

If so, how?

Good reasons	Math.
Inquiry method.	Science.
Language Arts.	Geography.
Reading	Literature.
Social Studies.	Logic.

13. Do you think the training you received in Analytic Teaching has prepared you adequately to implement the program?

Yes	35
No	1
Uncertain	1
No answer	4

14. Have your students' scores on standardized tests improved since you began using the program?

Yes	9
No	2
Information unavailable	17
No answer	13

15. Have their grades on their report cards improved?

Yes	9
No	6
Information unavailable	14
No answer	12

16. Have their attitudes toward things that are academic changed?

Yes	12
No	3
Uncertain	14
No answer	12

How?

- Interested in learning.
- Ask more questions.
- Listen better.
- More cooperative.
- More respect for self and others.
- More enthusiastic.
- Share class discussions with parents — parents delighted.
- Realize importance of thinking rather than memorizing.
- Excited about learning new things.
- More motivated.
- Learning is less oppressive.
- Students feel their ideas matter.

17. Were you involved in the Analytic Teaching Practicum?

Yes	26
No	14
No answer	1

If so, where?

Wesleyan	25
Weinstein	1

Schools mentioned:

Logan.	Sagamore Hill.
Sellars. (x5)	Moore.
Hamilton.	White Lake.
Meadowbrook.	Arlington.
Carlson.	Wycliff.
Dillow.	Short.
McDonald.	E. Handley. (x2)

18. Was the tuition waiver an important factor in your decision to take Analytic Teaching?

Yes	38
No	1
Not offered then	2

19. Have you taken additional graduate level courses at Wesleyan?

Yes	23
No	18

If so, were these taken before or after you took Analytic Teaching?

Before	1
After	19
Before and after	3

20. Do you plan further graduate studies at Wesleyan?

Yes	16
Possibly	7
No	18

Elaborate:

Planning to get master's at Wesleyan	9
Receiving master's at Wesleyan	6

21. Have you received a master's Degree from Wesleyan?

Yes	11
No	26
No answer	4

If so, what (if any) incentive did the Analytic Teaching Program provide in choosing Wesleyan for your degree?

Great incentive.
The main incentive.
Tuition made it affordable.
Wouldn't have gone back without this incentive.
The program was the reason I pursued my master's.
A.T. spurred my interest in graduate studies.
Gave me a great start.
Tuition break was great.
It was the reason I chose Wesleyan.
Got me enthused and started.
Was *the* deciding factor.

22. Do you read *Thinking*?

Yes	16
No	19
No answer	6

23. Do you read *Analytic Teaching*?

Yes	20
No	18
No answer	3

24. Do you tell others about Analytic Teaching?

Yes	38
No	3

Although we hope this survey speaks for itself, some comments are noteworthy:

We found the answers to question 3 to be quite interesting. Most of the teachers who responded to the questionnaire seemed to find the program to be significant in both enhancing their teaching strategies and improving the reasoning skills of their students. On question 5, an overwhelming majority of the teachers seemed to think that the Analytic Teaching Program helped them become better teachers.

Question 7 produced an interesting contrast of opinion. Some teachers found the program easier to implement with older students while others felt that Analytic Teaching works best with younger groups. We suspect that the contradictions here are not based on the effectiveness of the program, but rather on the expertise of the teacher in dealing with various age groups.

Question 10 showed us that most of the kids involved in the Program seemed to enjoy it. We found that not only did a majority of the teachers enjoy the program, but they also make use of Analytic Teaching techniques in other classroom endeavors (question 11 & 12). Question 13 told us that Wesleyan's training program seems to adequately prepare the teachers to implement the program.

Questions 14-16 produced a great many blank responses. Many of the teachers were unable to obtain tools to adequately assess improvement on standardized tests and attitude changes. Still others felt it was too early in the school year to identify these changes.

The tuition waiver offered by Wesleyan not only played an important factor in these teachers' decision to take Analytic Teaching, but it seemed to motivate many to pursue further graduate studies (questions 18-21).

Although a significant number of the teachers do not read *Thinking* or *Analytic Teaching*, they do seem to be eager to tell others about the program (questions 22-24).

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