

## Annotated PAIDEIA References

- Billings, L., & Fitzgerald, J. (2002). Dialogic discussion and the Paideia seminar. *American Educational Research Journal*, 39(4), 907-941. A case study of one teacher's learning how to facilitate Paideia Seminars. The data describes challenges for teachers in framing open-ended questions, allowing ample wait time, and sharing control of the talk and topic with students.
- Chesser, W. Gellatly, G., Hale, M. (1997). Do Paideia Seminars explain higher writing scores? *Middle School Journal*, 29(1), 40-44. An examination of student writing scores in schools implementing Paideia as compared to non-Paideia schools. Trends in student writing suggest that consistent participation in Paideia Seminar helps students' written articulation.
- Heipp, R.T. & Huffman, L.E. (1994). High school students' perceptions of the Paideia program. *The High School Journal*, February/March 1994, 206-215. A descriptive case study of students enrolled in Paideia classes and their perceptions of learning. Findings suggest students were positive about the seminar experiences and related discussion practice with critical thinking.
- MacPhail-Wilcox, B., Dreyden, J., & Eason, E. (1990) An investigation of Paideia program effects on students' critical thinking skills. *Educational Considerations*, 17 (2), 61-67. A comparison study of students' reasoning in two different classroom formats. Findings suggest that teachers used a Paideia curriculum with minimal effect on student thinking as measured by standardized questions.
- Polite, V. C., & Adams, A. H. (1997). Critical thinking and values clarification through Socratic seminars. *Urban Education*, 32(2), 23. An external evaluation of the implementation of Paideia Seminars in one middle school. Findings suggest need for operational definition of seminar, collaborative teacher planning, and follow-up training. Students' success in seminars were correlated with students' conflict resolution skills. More than 80% of students indicated early metacognitive activity stimulated by participation in Paideia seminars.

- Ross, S., Wang, L., Sanders, W. Wright, S., & Stringfield, S. (2000). *Fourth-year achievement results on the Tennessee Value-Added Assessment System for restructuring schools in Memphis*. Memphis, TN: University of Memphis, Center for Research in Educational Policy. A large collection of empirical data showing relationships between student achievement and teacher expertise. A few of the school sites with significant teacher expertise and high student achievement consistently implement the Paideia Program.
- Stringfield, S., Millsap, M. A., Herman, R., Yoder, N., Brigham, N., Nesselrodt, P, et al. (1997) *Urban and suburban/rural special strategies for educating disadvantaged children: Final report*. Washington, DC: U. S. Department of Education. A comparison of school reform programs showing outcomes and trends. Paideia requires teachers to analyze curriculum and challenges students to think critically while developing social skills.
- Waldrip, D. R., Marks, W.L. and Estes, N. (1993) *Magnet school policy studies and evaluations*, Austin, TX: International Research Institute on Educational Choice. An internal evaluation of Paideia implementation showing student writing steadily improving. Authors suggest consistent participation in Paideia Seminars help students formulate ideas that are manifested in writing tasks.
- Wheelock, A. (1994) Chattanooga's Paideia schools: A single track for all—and it's working, *Journal of Negro Education*, 63, (1), 77-91, 1994. A description of the Paideia Program as implemented with an emphasis on the single track curriculum. A radical change from traditional school structure was reportedly welcome by students and parents.
- Wortham, S. E. F. (1995). Experiencing the great books. *Mind, Culture, and Activity*, 2 (2), 67-80. Based on action research, students are given the opportunity to analyze textual content authentically during Paideia Seminars.

## Early criticism and speculation

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