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What We Know about Block Scheduling and Its Effects on Math Instruction, Part I.

NASSP Bull. 81, No. 586, 18-42 (1997).

Although research has confirmed block scheduling's nonacademic benefits, effects on academic achievement are mixed. Teachers do not always replace lecturing with more effective participatory teaching methods. To work best under an intensive or alternating block schedule, schools should adapt the math curriculum to reduce course redundancy and cover fewer topics with more depth. (ERIC)

Classification: C73

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