

## Book Reviews

*Beyond Monet: The Artful Science of Instructional Integration.* Barrie Bennett and Carol Rolheiser. Toronto, ON: Bookation, 2001, 388 pages, \$52.00, ISBN 0-9695388-3-9.

Reviewed by: *Anthony H. Normore*  
*Florida International University in Miami*

In their book *Beyond Monet: The Artful Science of Instructional Integration*, Bennett and Rolheiser have taken a groundbreaking perspective on how "knowledge of instruction" can assist in responding to the never-ending press to create meaningful and powerful learning environments. In other words, they have gone beyond the core politics of education and focused on the importance of deep understanding for instructional organizers. These organizers include multiple intelligences, learning styles, ethnicity, gender, at-risk students, learning disabilities, critical thinking, and brain research. The authors assert that "The meaningless and superficial application of any instructional process does not do justice to that process nor does it value the learner" (p. 4)

Bennett and Rolheiser discuss myriad creative instruction devices for classroom teaching and learning. They focus on intelligent instruction for facilitating deeper understanding of subject knowledge. At the same time they do not underestimate the importance and appreciation of what might be effective for one teacher and a group of students may be ineffective for another. The book contains a compilation of ideas brought on by current research as to what makes a difference to student learning. In addition, the authors present ideas and views of instructional intelligence based on their own experiences as former schoolteachers and school administrators as well as their current practices as consultants and university professors. Although the book is aimed at effective teaching practices for school teachers, it might be of benefit to all stakeholders in all learning institutions to review these innovative practices and perhaps use them as a consumer guide to adopt and/or replicate some of them.

This book delivers teaching practice highlights and some strategies introduced in schools to give educators, evaluators, and researchers comprehensive

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Anthony (Tony) Normore is an assistant professor of educational administration in the Department of Educational Leadership and Policy Studies in the College of Education. Before this he was in K-12 education for 20 years as a teacher, a school administrator, and a district office implementation specialist. He has presented at various local, state, provincial, national, and international conferences in Canada and the US. He has served as a Canadian representative to Nepal as an education facilitator for teacher and headmaster training sponsored by the Canadian Teachers' Federation. He has conducted inservice training and workshops for teachers and administrators on school improvement, the change process, organizational planning, and effective schools. He is currently writing in the areas of leadership development; leadership succession planning; professional and organizational socialization of school administrators; and recruitment, selection, and accountability of school administrators.

evidence found on the best instructional strategies schools could use to improve student outcomes significantly. As indicated in the book, no two teachers are quite alike, and no single teacher is a perfect representation of the strategy designs suggested by the authors. Therefore, they are not selling any particular type of approach or philosophy. Rather they assert the importance of understanding how educators can evolve continually as effective teachers and possibly teach differently and be equally effective. Although many of the instructional strategies for effective teaching depicted sound attractive, consumers really want to know how well such instructional approaches work. In many ways this book can serve as a consumer guide for beginning and veteran schoolteachers and administrators as well as an instrument for recruitment and selection patterns used in school districts.

The format of the book is clear and easy to follow, with 12 chapters. Each chapter consists of a series of interconnected ideas followed by a short series of thought-provoking questions that lead to the specific area of teaching and learning. Through a colorful kaleidoscope of lesson designs, Venn diagrams, charts, drawings, cartoons, and pictographs in every chapter, the authors integrate and provide practical activities, research anecdotes, teaching scenarios, instructional processes, and other issues that encourage critical thinking and problem-solving strategies: useful teaching mechanisms for teachers, school administrators, and college professors.

Chapter One introduces teaching by describing it as an art informed by science and personal experience. The main focus here is to create an understanding that teachers can teach differently and be equally effective. Chapter Two moves beyond the description to the application and integration. The authors identify some of the instruction concepts, skills, tactics, strategies, and organizers that represent the science component in the art of teaching. In other words, they clarify the instructional language of the teaching profession. In the design of the structural component, the authors integrate a set of working definitions that describes and compares the teacher's instructional repertoires.

Chapter Three engages the reader with a brief review of literature as it relates to the ideas presented in the book. The reader is encouraged to use the means of information and communication technology to gain access to the Internet by placing this chapter in its entirety on the Internet. They provide a Web site for the access. Chapter Four delves in more depth into instructional components: instructional concepts and instructional skills with focus on three concepts and the related skills. These concepts are active participation, levels of thinking, and motivation. There is a huge and necessary focus on the eight instructional tactics in Chapter Five, the focus of which is to shift to the next level of instructional complexity and to show how it connects to student learning. These tactics include terrific action research agendas such as Think/Pair/Share, Positive, Minus, Interesting, Examine Both Sides, Fish Bone, Venn Diagram, and Walk About.

Chapter Six presents a lesson design or strategy, which is then used throughout the remainder of the book. The authors use this strategy to illustrate how important it becomes to select and integrate instructional processes through the needs and inclinations of the learner. More specifically, the chapter illustrates how instructional components can be organized in a variety of

configurations to assist in making wise decisions in the design of a learning experience. Chapter Seven shifts its focus to the concept of cooperative learning. The authors look at the literature on cooperative learning strategies and demonstrate how aspects of cooperative learning weave into teaching and how these strategies integrate with other processes to create a synergistic effect on learning.

Chapter Eight introduces an inductive strategy known as Concept Attainment originally developed by Jerome Bruner (1986). Bennett and Rolheiser reiterate the importance of how this model has increased our understanding of how people construct meaning and how instruction affects learning. In essence, concept attainment helps to uncover brain patterns and to facilitate opportunities to talk. For the authors it is another way to respond to the diverse ways students learn. Chapter Nine moves into Concept Formation, another inductive instructional strategy of teaching. It encourages the reader to understand how the learner can and must process information to make sense of it in order to be analytical. The authors do not provide any in-depth knowledge on inductive thinking, nor is this their intent. Instead their point is to show how this strategy can be integrated with other instructional processes. They do this by providing several examples of datasets and lessons that integrate the process of Concept Formation. Chapter Ten demonstrates how two other strategies make connections to brain research and the value of working in small groups in the application of these two strategies: Buzan's (1993) Mind Mapping process and Novak's (1984) Concept Mapping process. The authors provide samples of mind maps and concept maps ranging from first-graders to university students for comparing, contrasting, and looking for key elements in understanding how the concepts are understood.

Chapter Eleven provides an overview of two learning strategies known as Academic Controversy and Team Analysis. Both depend on students having the necessary social, communication, and critical thinking skills and the teacher having the skills to structure group work effectively. The chapter weaves social and critical thinking theory through the integration of both strategies. A sample lesson is provided, followed by a brief explanation of critical thinking. Finally, several datasets are provided to illustrate how to introduce the social, communication, and critical thinking skills that are necessary for the successful implementation of the two strategies.

Chapter Twelve takes the reader on another journey and focuses more on the critical role that specific bodies of knowledge play in helping educators to make concrete and wise decisions about the design of the learning environment. Such bodies of knowledge include multiple intelligences, emotional intelligence, learning styles, brain research, children at risk, and gender. Bennett and Rolheiser consider these areas as lenses designed to extend teachers' understanding of how students learn, and from this understanding to make decisions about how and when to select, integrate, and enact them accordingly.

The intent here is to describe and examine the various teaching instructional strategies with a focus on instructional intelligence; more specifically, on how teachers demonstrate expert behavior in the design of powerful learning environments. The authors do not state, nor do they imply, that there is one best way to teach. Consequently, in reading the book it is imperative to bear in mind

that teachers are encouraged to assess the diverse needs of the learners and to make decisions as situations emerge over time. The authors advocate a “collective expertise that assures that all teachers and students are actively engaged in challenging, relevant, and interesting learning situations—situations that connect to their past experiences and engage them in constructing new experiences” (p. 4)

*Beyond Monet: The Artful Science of Instructional Integration* is one of the most valuable and recommended volumes of its time. It is presented insightfully and rigorously by two authors who have much experience in the field of education as practitioners and researchers. It is especially recommended for school district personnel, school administrators, teachers, and parents. The book could also be used as a credible resource among the university and college professoriate, especially those involved in preservice teacher education. Anyone who believes that the often dismal performance of many disadvantaged students is inevitable should look at the instructional strategies discussed in this book. As the authors clearly surmise, all students do not learn in the same way, and all teachers do not teach using the same methods. What works for one teacher and a group of students may not necessarily work for another.

*Citizenship in Transformation in Canada*. Yvonne M. Hébert (Ed.). Toronto, ON: University of Toronto Press, 2002, 289 pages, ISBN 0-8020-0850-X.

Reviewed by: *Jennifer Tupper*  
*University of Alberta*

*Citizenship in Transformation* is an interdisciplinary compilation of essays that reflects the complexities and ambiguities surrounding citizenship debates in the Canadian context. From personal experiences with the exclusive nature of citizenship to a quantitative analysis of the value of literacy for active citizenship, the essays in this book provide an eclectic insight into the diverse ways of thinking and talking about citizenship. However, it is also important to point out that although some of the essays are of marginal interest, others are worth revisiting repeatedly. In particular the essays of Veronica Strong-Boag, Marie Battiste, and Helen Semaganis, Celia Haig-Brown, and Cecille dePass and Shazia Qureshi are thoughtful, articulate pieces worthy of attention. In total there are 13 essays in this book as well as an appendix created by Yvonne Hébert and Lori Wilkinson that attempts to organize models of democratic citizenship.

Yvonne Hébert and Lori Wilkinson, in the opening essay, identify what they perceive as the primary challenge to models of Canadian citizenship. At the heart of citizenship is the need to respect differences while commonalities are identified and nurtured. Hébert and Wilkinson situate the citizenship debate in four dimensions: the conceptual foundations of citizenship and iden-

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Jennifer Tupper is a doctoral candidate in social studies education in the Department of Secondary Education. Her research interests include citizenship education and issues of race, culture, and gender in social studies curriculum.