

**On Becoming an Effective Teacher:
Person-centered Teaching, Psychology,
Philosophy, and Dialogues
with Carl R. Rogers and Harold Lyon**

Harold Lyon

Resource Guide

Harold Lyon



Harold Lyon is former US Director of Education for the Gifted, project officer for the development of Sesame Street, assistant to the president of Ohio University, has served on the faculties of Georgetown, Antioch, Dartmouth Medical School, Notre Dame College, Universities of Massachusetts, and Munich where he currently teaches physicians to be more effective teachers. He received the Gold Medal in the 32nd International Film & TV Festival of New York, a CINDY Award, and the Blue Ribbon in the American Film & Video Festival.

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A CATALYST FOR ACHIEVEMENT A PRESCRIPTION AGAINST VIOLENCE

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Harold C. Lyon, Jr.

In a perceptive article in the January 19, 2015 New York Times, “Small, low-cost steps to better education,” Susan Dynarski cites several “small, effective ways to improve education...that can make a big difference in learning,” all supported by research evidence. I applaud her efforts to seek empirically proven methods to improve teaching and I offer more. At a time when schools are plagued with violence and student test scores are distressingly low in the US, UK, and in Germany, we seem stuck on the sandbars of apathy, avoidance, and inertia. But it’s not as if we don’t know what works. We do know some things that can make a huge difference in teaching and we have hard research evidence to prove it, though we have ignored it for decades. Schools everywhere seem stranded in spite of this largest collection of data ever accumulated to test a theory in the field of education which shows that something quite simple works as a catalyst for achievement and a prescription against violence. This research has never had the visibility it deserves.

These huge field studies in 42 US states and 7 countries document that person-centered teaching methods result in the following impressive positive student outcomes:

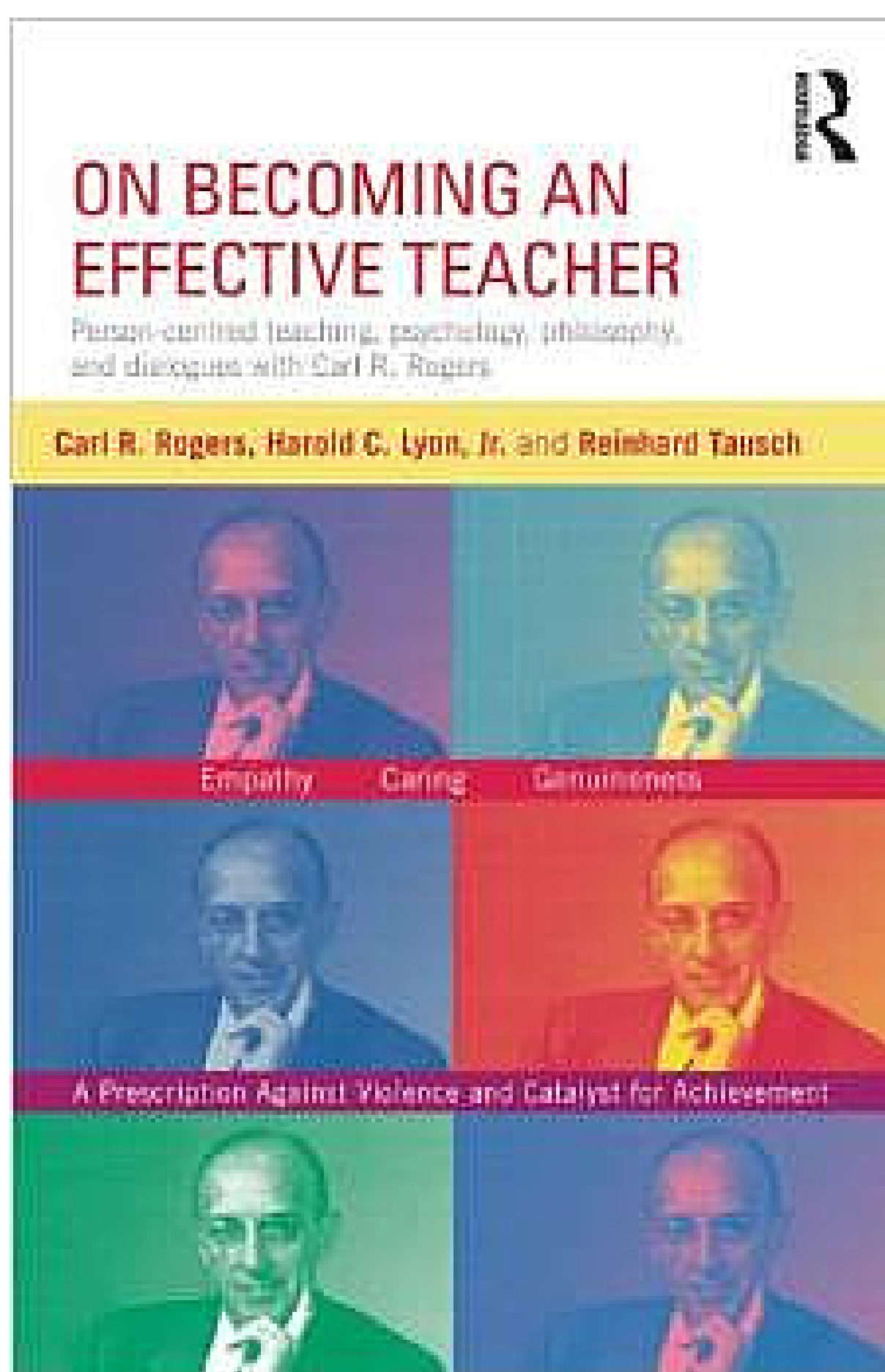
- Increased standard achievement scores
- Less absenteeism
- Fewer discipline problems
- Less violence
- Increased IQ scores (if the students are young children)
- Increased self-concept scores
- Improved attitudes toward learning
- Greater levels of cognitive functioning
- Higher levels of creative responses
- Increases in teacher energy and satisfaction levels.

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BOOK

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