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BOOK REVIEW

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Bibliography: Marzano, Robert. J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree. 143 pages. \$27.

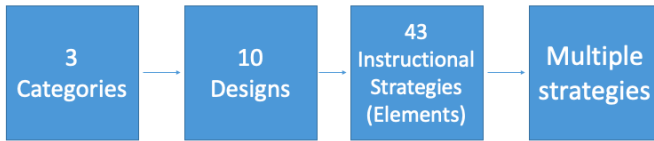
Dr. Robert John Marzano is a renowned researcher and scholar on instructional strategies, assessment, effective leadership, and classroom management. He is the “co-founder and chief academic officer of Marzano Research in Denver, Colorado” (p. vii). Besides researching on effective teaching practices, he writes books that bring the awareness of teachers to these practices, and provide practical ways for them to implement theories from research in their classrooms and schools.

In the book, Marzano expanded on a previous book: *The Art & Science of Teaching*. For a book filled with instructional strategies for effective instruction, in its introduction, the author mentioned that there is a “growing incorrect belief that research could ever produce a list of instructional strategies that would guarantee student learning” (p. 1). There was also a disclaimer due to the claim of people that the instructional strategies presented in the previous book are “high-yield instructional strategies” (p. 1). In reality, this disclaimer is to alert the readers of the efficacy of the book. In as much as it discusses effective instructional strategies, he wants the readers to put the book in context as well as discreetly choose combinations of strategies that would enhance students learning.

The author mentioned that the emphasis of the book was on student-outcomes as opposed to the teacher-outcomes approach of the previous book. The theme of the book, therefore, was on providing practical ways teachers can work towards seeing observable behaviors of students when the desired effects of the strategies recommended are produced. To produce those outcomes, however, there are three categories of students’ mental states and processes that can influence the outcome of any effective instructional strategy the teacher tries to use to enhance learning. These categories are feedback, content, and context.

Throughout the book, the three categories were discussed in the first 10 chapters. The 11th chapter described what changes need to be made in the school systems for the efficiency of the practical changes recommended in the book. The ten chapters are the 10 designs that refer to specific areas that help the teacher address the categories effectively. The instructional strategies (called elements in the book) related to the designs were discussed as well. There are a total of 43 elements with multiple strategies teachers can use to implement these elements in

their classrooms. The diagram below gives a visual representation of this organization.



As the diagram above explains the organization of the book, so does the author use tables and figures to help readers understand the ideas presented in word forms in the book. I find this method of writing useful to readers. They may read through the tables and still grasp what the chapter is about. This will help busy teachers who do not have time to sit and read lots of pages from a book to find the specific strategy they need to address a situation in their classroom.

The book is valid and effective because of the multiple sources used in its writing. There are five pages of references at the end of the book to show the source of data used in compiling the book. In addition, the book was written through lots of research studies such as (a) narrative & meta-analytic studies, (b) teacher-designed studies, (c) school-wide studies, and (d) teacher evaluation studies. These sources give enough credibility to the book in addition to the author's portfolio.

In conclusion, I believe that this book is worthwhile for any teacher who wants to improve practice. If there is not enough time to read the details, a look at the tables and figures in the book can give any reader the idea of what the author wants to convey in the book. Therefore, the style of writing works well for busy teachers who are interested in enhancing students' learning.

I find the author sincere as he stated that the ideas presented in the book may be impeded by the systems that teachers work with. He then provided suggestions on how to change the system. He knows that the ideas in the book are ideal, but the teachers that would use it are in less than ideal situations; thus, he proposed a solution to enable the effective use of the book in a better and improved context. Such an author deserves to be read.

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