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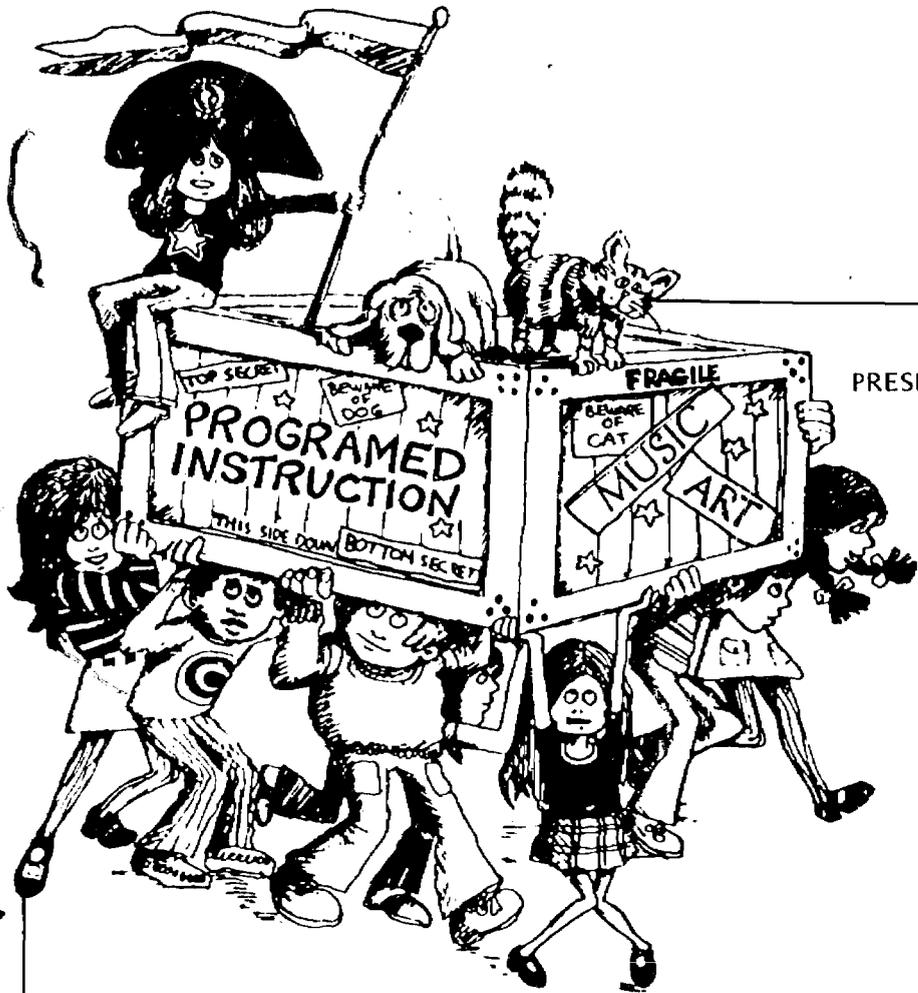
ABSTRACT

Programed instructional techniques have been attacked as dehumanizing, dull, and restrictive. The possibility, however, that these deficiencies of programed instructional techniques have derived from a lack of creativity in application, rather than from the inherent nature of the techniques. To test this hypothesis, an evaluation was made of the Achievement Competence Training instructional materials which were used in the 5th grade of a number of schools in the Philadelphia area. The following features were built into these materials: 1) they used music, art, and humor; 2) they required interaction with other learners; 3) they presented a variety of activities; 4) they permitted the learner to report and manipulate self-data; and 5) they provided open ended learning activities. An evaluation of the Achievement Competence Training program showed that programed instruction could be interesting and enjoyable, that it could promote content mastery, and that it could foster positive attitudes by the learner toward himself and his environment. In short, programed instruction can be humanizing if properly applied. (Author/PB)

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TITLE: PUTTING PIZZAZZ IN PROGRAMED INSTRUCTION



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ABSTRACT

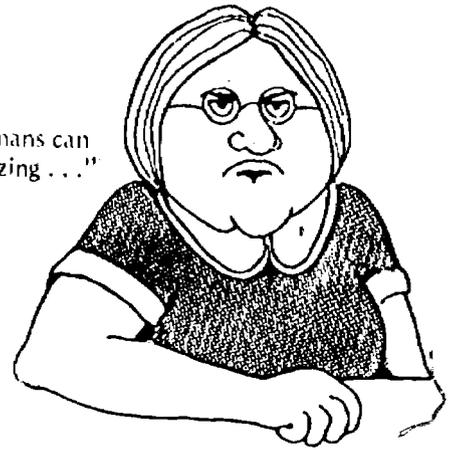
Programed instructional techniques have been attacked as dehumanizing, dull, and crippling restrictive. In response, this paper maintains that the deficiencies of programed instructional techniques derive from a lack of creativity in application rather than from the inherent nature of the techniques.

Five specific modes of enhancing programed instruction are described and illustrated. They are: (1) using music, art, and humor, (2) requiring interaction with other learners, (3) using varied activities; (4) requesting the learner to report and manipulate self-data, and (5) giving opportunity for instructional open-ended action. Data concerning the appeal and/or instructional effectiveness of each mode are presented.

Presented at American Educational Research Association annual meeting, 1974.

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"... only humans can
be humanizing ..."



CRITICISMS OF PROGRAMED INSTRUCTION

Programed instructional (PI) techniques are of low estate. They have been widely attacked as dehumanizing, dull, ineffective, restrictive, and boring. They have fallen from the pinnacle of educational panacea to the equally extreme position of being an example of technology's dehumanizing effect upon individuals. Consider the following:

"... we would like to point out a few arguments in favor of books over programs. . . a book can be enjoyable, a program never can. As soon as the novelty wears off, it is an incredibly tedious procedure." (Chambers and Schulte, 1964)

"... to the extent that programmed instruction is incorporated in the classroom schedule, the possibility of social interaction is removed." (Chambers and Schulte, 1964)

"The discontinuity of the programming method has led many programmers to forget the place of style in teaching." (Caulfield, 1963)

"The outstanding disadvantage to the teacher is the impersonal nature of self-instructional devices. . . For the student the main disadvantage indicated was the perceived narrow, shallow, mechanical or unintellectual nature of self-instructional devices." (Feldhusen, 1961)

"The biggest factor contributing to the lack of teacher acceptance of programmed learning is the rigidity and unimaginativeness of the programmed materials themselves." (Frey, 1965)

PUTTING PIZZAZZ IN PROGRAMED INSTRUCTION

It need not be so! Programed instruction need not be dull. Although negative aspects may well exist in many applications of programed instruction, these aspects arise from the limited and unimaginative application of programed techniques that have been used to date. This paper argues and illustrates that programing techniques, when imaginative, can be humanizing.

The following pages present five modes for enhancing the appeal and effectiveness of programed instruction. Illustrations for each mode are provided from the Achievement Competence Training (ACT) instructional materials. Data concerning the appeal and/or instructional effectiveness of each of the techniques are also presented.



DATA SOURCE

The data used in this presentation were gathered in the field test and evaluation of ACT during the 1972-73 school year. (Brandes, 1974.) Each sample used for the evaluation consisted of three or more fifth-grade classes drawn from thirty-two elementary schools in the Philadelphia area. In all, over one hundred classes and over three thousand children were involved. The evaluation compared a group using ACT with a group using a somewhat similar curriculum (Curriculum X), and with a no-treatment control group. The groups tested were equal in IQ and test anxiety.

SUPPORTING DATA INCLUDED

The data used to support the thesis of this paper include the following:

Teacher Reports -- taken from reaction forms filled out by the teachers for each lesson giving their and the children's judgments and evaluation (Campiglia, et al, 1974); and observations and anecdotes (Beckingham et al, 1974) collected during the evaluation.

Children's Reactions -- taken from structured interviews conducted after completion of the program (Beckingham et al, 1974).

Journal Performance -- Results of children's performance on selected journal pages within the lesson (Campiglia et al, 1974).

Lesson Test Data -- Pre- and post test results of each lesson (Campiglia et al, 1974).

Mastery Test Data -- taken from a measure of content mastery given at completion of the program (Brandes, 1974).

Behavioral Test Data -- taken from measures of content transfer in behavioral test situations given after completion of the program (Brandes, 1974).

Field Test Results -- taken from measures of skills, conceptualization and/or affective changes given after completion of the program (Brandes, 1974).

ENHANCING MODE NO.1: USE OF MUSIC, ART, AND HUMOR



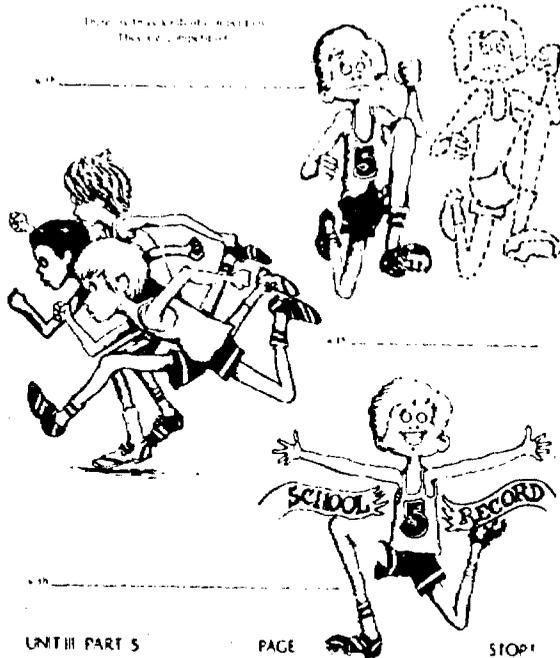
The formats of television shows such as Sesame Street and The Electric Company should leave no doubt in mind regarding the ability of music, art, and humor to increase interest, positive affect, and instructional effectiveness for children. Then why not apply these elements to PI? It would seem that PI people have trained themselves to be dry, spare, humorless technicians relentlessly pursuing behavioral objectives. They have focused upon the linear elegance of the technique and neglected art utilized in other methods of instruction. Why? Why not use music, art, and humor to make programmed instructional materials more effective?

MUSIC. Music can make associations, set scenes, create moods, and provide background for activities. Listen to the following selection which has been used to underscore a meditative exercise in ACT.

ART. Visuals not only serve to create interest and decorate; they are also useful. Messages can be carried by a good drawing (or filmstrip) in a manner which is eye-catching, easy to understand, and easy to remember. Below are examples of visuals used in the ACT program to give practice in discriminating three kinds of competition.

3 Kinds of Competition

There is track and field, wrestling,
and other sports.



UNIT III PART 5

PAGE

STOP

DIRECTIONS:

Put a check beside the kind of competition which the example shows.

1 Bob plans to go to the wrestling

Track and field Wrestling Other



2 Bob plans to be more helpful with his father around the yard. This he has
in the past.

Track and field Wrestling Other



3 Margaret plans to collect more money for UNICEF than any of the other girls.

Track and field Wrestling Other



UNIT III PART 5

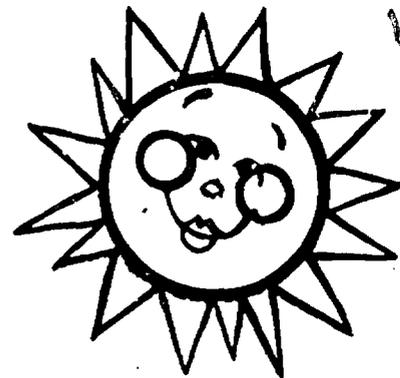
PAGE 4

GO ON ▶

HUMOR. Above all, humor coupled with good showmanship can be very effective. Laughing, goosebumps, and light absurdity are not antithetical to learning, and they certainly are human. Then why not use the drama and whimsy so loved by children? And since audio tape is the medium, why not utilize the radio skills of yesterday that created Inner Sanctum's creaking door and the hum of the Green Hornet? One of the most popular segments of the ACT course is Slice of Life, a whimsical parody of radio soap operas.

THE EFFECTIVENESS OF MUSIC, ART, AND HUMOR

Teachers' reports and children's reactions along with lesson test data show that the use of music, art, and humor in the materials creates and maintains positive affect and continuing attention to the points of the lesson.



TEACHER REPORTS – a representative selection

• MUSIC

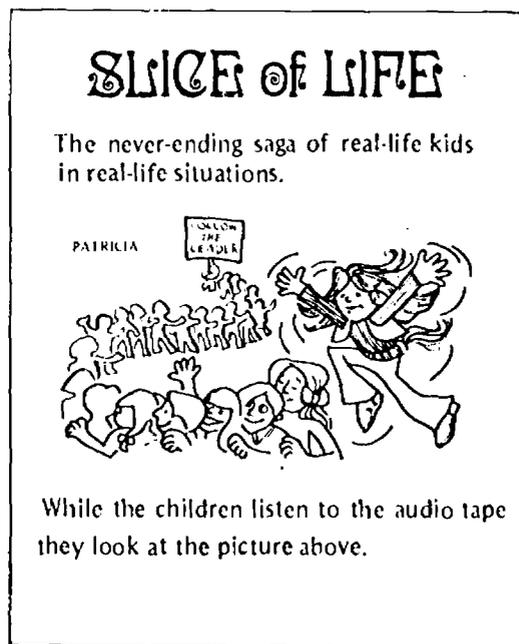
Music relaxed children.
The music raised their enthusiasm.
The music is highly motivating.
The music helped to produce a mood of quiet enjoyment.
Music does not push them – helps them think.

• ART

They liked the pictures on pages 4-5.
Drawings really helped youngsters to enjoy lesson.
They enjoyed the illustrations, especially the competing with yourself and on page 4.
Illustrations were particularly intriguing to students.

• HUMOR

The Slice of Life was warmly and wholeheartedly entered into.
Students reacted very positively to soap opera parody.
They found Slice of Life humorous and enjoyable.
They enjoyed the humor of the soap opera script.
Loved the format of soap opera. Thought it was hilarious.



CHILDREN'S REACTIONS – a representative selection

Question: What did you like best about the program?

Answers:

- "Slice of Life."
- "I liked brainstorming, and the Slice of Life was good."
- "Slice of Life was very funny."
- "Slice of Life, games."

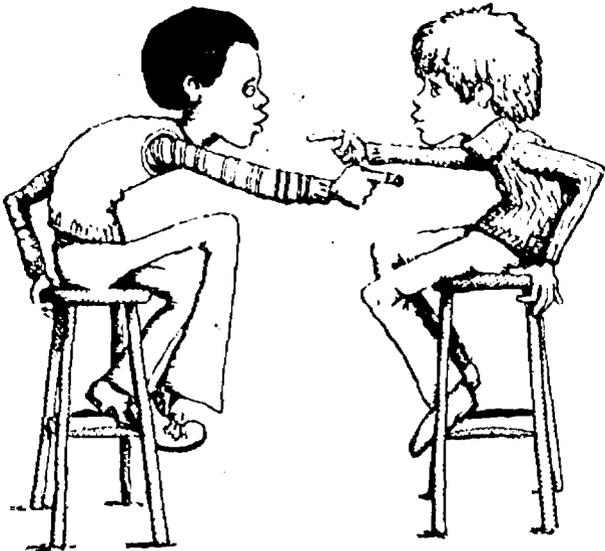
LESSON TEST DATA

The instructional effectiveness of the visuals for the kinds of competition can be measured by comparing the pre- and post test scores of a large sample of students.

Average number of correct identifications of kinds of competition out of a possible four:

Pretest	.098	Post test	3.1
---------	------	-----------	-----

Percentage of students who correctly identified four out of four test items calling for discrimination of the three kinds of competition: 73%



Why must most PI be oriented toward the solitary individual? Why must the learner be isolated with his program? There seems to be no good reason. PI can be so constructed that children are directed and encouraged to work in dyads and groups. Such programed interaction involves the participants and allows them to assume responsibility for their own activities and learning to a greater degree. It gives the learners a chance to share their ideas and feelings, and exposes them to each other's thinking. Examples of programed instruction interaction from ACT pages are presented below.

RULES FOR WORKING IN GROUPS

These pages are directions for a lesson in which the children learn to identify and use procedures for group behavior. They follow programed instructions and actively participate in a "fish-bowl" activity which calls for Group A to observe Group B solving a problem and vice versa. The skills programed here are utilized by the children throughout the course.

★ LESSON 2
GROUP ACTIVITY DIRECTIONS

1. Follow the team terms and work along with the Achievement Problem A as presented on the tape.
2. Listen to the other Achievement Problem A as presented on the tape. This is the group observing the group.
3. Listen to the other Achievement Problem B and work on it. This is the group being observed.

UNIT I PART 4 PAGE 4

ACHIEVEMENT PROBLEM A

1. The teacher will read the Achievement Problem A to the class. The students will listen to the Achievement Problem A and work on it. The teacher will observe the students as they work on the Achievement Problem A. The teacher will give the students feedback as they work on the Achievement Problem A.

2. The teacher will read the Achievement Problem B to the class. The students will listen to the Achievement Problem B and work on it. The teacher will observe the students as they work on the Achievement Problem B. The teacher will give the students feedback as they work on the Achievement Problem B.

GROUP B OBSERVER CHECKLIST

1. Listen to the speaker.
2. Take notes on the speaker's ideas.
3. Ask questions of the speaker.
4. Give feedback to the speaker.
5. Give feedback to the speaker.
6. Give feedback to the speaker.

UNIT I PART 4 PAGE 5 STOP

BRAINSTORMING

In this activity the children generate ideas for personal goals based on their strengths. Working in groups of four or five, they first share the ideas they have come up with and in turn receive ideas from the other members of the group. One page shows the programed directions; the other contains one child's goal idea production.

★ LESSON 2
BRAINSTORM

1. Listen to the other members of the group as they share their ideas. This is the group observing the group.

2. Share your own ideas with the other members of the group. This is the group being observed.

3. Listen to the other members of the group as they share their ideas. This is the group observing the group.

4. Share your own ideas with the other members of the group. This is the group being observed.

UNIT III PART 2 PAGE 5 STOP

STRENGTH 1 STRENGTH 2 STRENGTH 3

play ball any able to stand up
kick & shoot for myself

might as well teach other wear a heavy
for softball people math medal

play 2 hard become a bet on it in
tennis football math teacher say confidence

best girl write a book beat up the
athlete on math win strongest girl
scholarship a scholarship

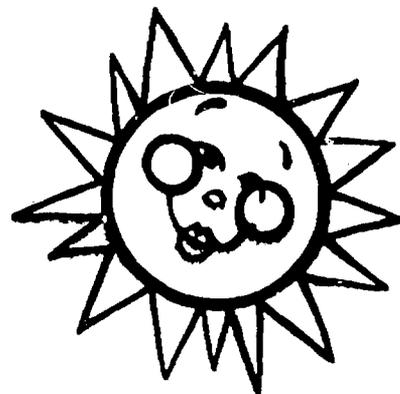
LOCAL IDEAS FROM BRAINSTORM

play ball to become a bet a \$ in
with baby math teacher life confidence
baseball teach other learn karate
kickball practice my math by someone
soccer soccer punch me
frunch back

UNIT III PART 2 PAGE 4

THE EFFECTIVENESS OF LEARNER INTERACTION

The teacher reports below, along with systematic interviews, random anecdotes and observations, indicate that programed group interaction not only works but is liked. The lesson test data show that the programing is also effective in meeting instructional objectives.



TEACHER REPORTS -- a representative selection

- Rules for Working in Groups

For once the children liked working in a group.

Liked it so much they wanted to go on to lesson 3 (further group activity) immediately.

Children liked getting into groups. They also liked observing one another.

It was amazing to see how well some groups could follow the rules.

- Brainstorming

Shared well--enjoyed group work.

Everyone participated well -- even my very shy children.

The children really opened up with each other.

There was a positive atmosphere throughout the class.

I was surprised that some of the children would offer good sensible ideas.

Kids liked the total freedom and flow of ideas.

The brainstorming gave many ideas that they never would have thought of.

Helped stimulate imagination!

Group activities are productive, group skills are improving.

LESSON TEST DATA

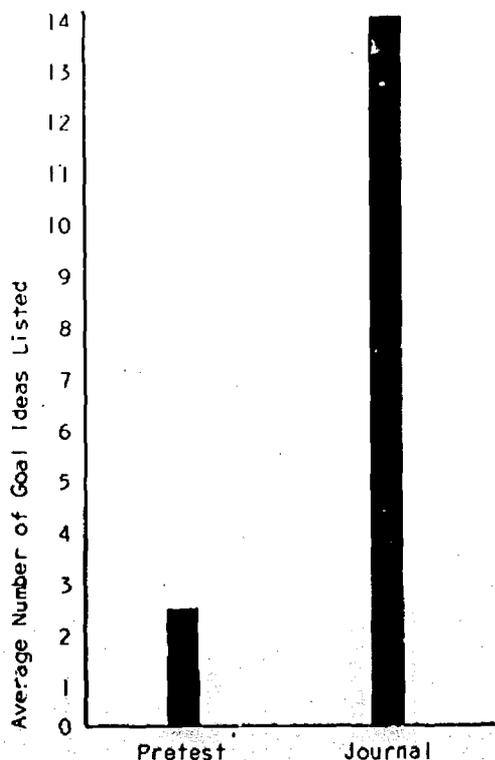
- Group Rules

In the pre- and post test for the lesson teaching group rules, the children listen to audio tape scenes which dramatize each of the six rules. Then they are asked to identify each of the scenes. The results below are the average number of rules correctly identified out of a possible six.

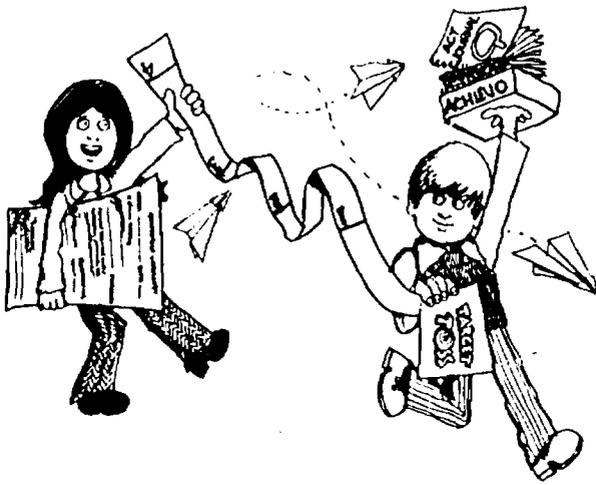
Pretest 2.6 Post test 4.9

- Brainstorming

The bar graph shows an increase of more than ten items in the average number of goal ideas produced by children from pre-instruction to post instruction, when presented with the task of generating goal ideas.

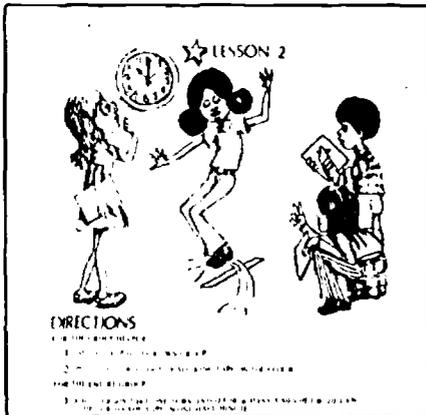
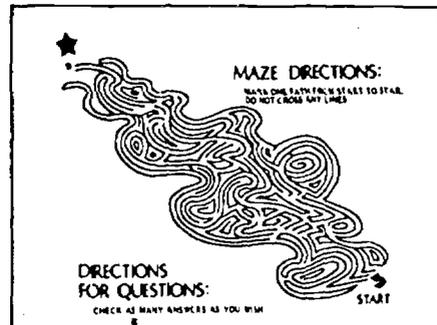


ENHANCING MODE NO. 3: USING VARIED ACTIVITIES

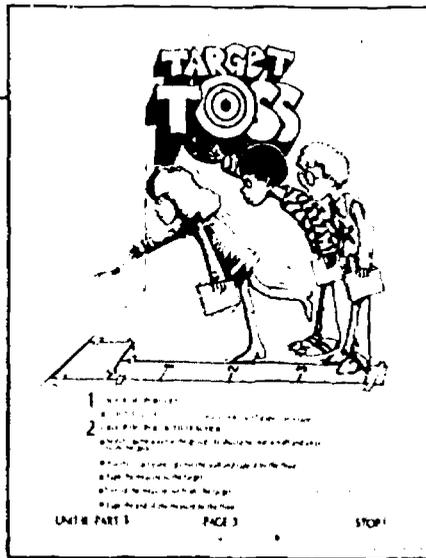
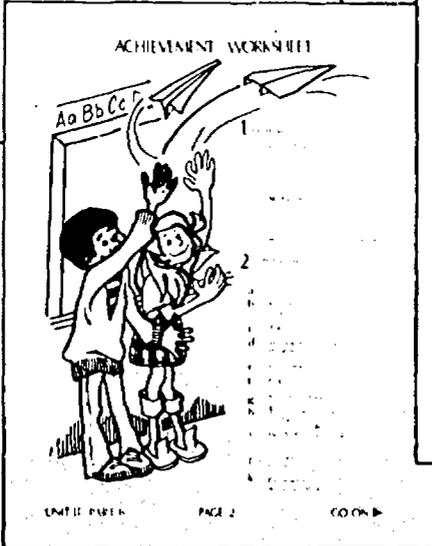
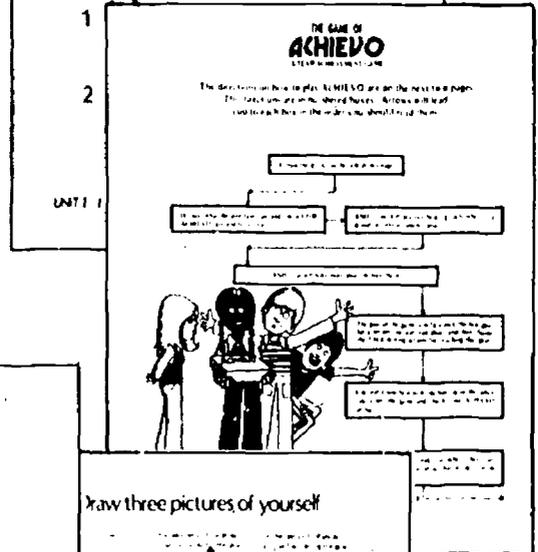


Why must a learner be physically inert when using programmed instructional materials? Yes, the learner moves his eyes and his pencil, but in most cases that is the limit of his activity. Any elementary school teacher will report that a lack of activity often leads to inattention and discipline problems. So, why not program assorted activities in the PI mode?

The writers for the ACT program made it a rule to have, in every three 20-minute lessons, at least one nonwriting activity. The activities require big muscle actions where possible and include puzzles, interviews, board games, contests, creating charts and pictures, making objects, and brainstorming, to name only a few.

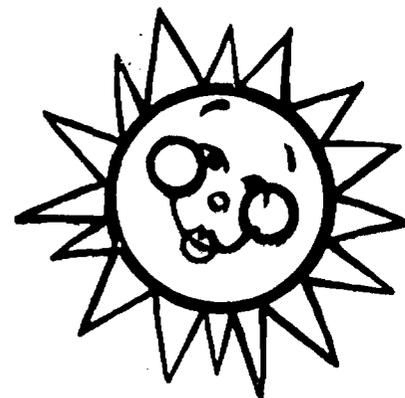


These ACT journal pages only hint at the variety and richness of activities programmed into the course.



THE EFFECTIVENESS OF USING VARIED ACTIVITIES

Are such activities effective? Again, teacher reports together with observation data seem to indicate that they succeed from an affective point of view. Although we cannot say that they are necessary for learning, we do have indications that they are effective. As an example we offer evidence from Target Toss, a game used to teach medium risk. The journal performance and the test data below show that the children seem to learn the concept of medium risk in a transfer situation. The evidence indicates that children learned to use this behavior and transferred it to their situations.



TEACHER REPORTS -- a representative selection

- Students loved the Target Toss game. It was a good approach to the lesson.
- I thought it was an excellent way to develop concept of risk.
- The game was an excellent way of teaching risk.
- Target Toss helped to establish concept of risk.
- It demonstrated better than anything else what was medium risk.

JOURNAL PERFORMANCE

- An inspection of the students' journal pages showed that most reported changing their ideas about personal risk levels. Below is one example of such a change.

The image displays three pages from a 'Target Toss' questionnaire. The first page, labeled 'Page 5', is titled 'TARGET TOSS Round 1 Questionnaire' and features a cartoon pencil character. It contains three numbered personal goals. The second page, labeled 'Page 6', is titled 'TARGET TOSS Round 2' and includes 'DIRECTIONS' and a 'TARGET BOARD' with a cartoon character pointing to a target. The third page, labeled 'Page 7', is also titled 'TARGET TOSS Round 2 Questionnaire' and contains five numbered personal goals, some of which are crossed out or modified.

LESSON TEST DATA

- Percentage of students who recalled the concept of medium risk.
Pretest -- 34% Post test -- 74%
- Percentage of students who correctly identified a medium risk goal.
Pretest -- 51% Post test -- 72%
- Percentage of students who rewrote two or more personal goal statements to make them medium risk -- 70%.

MASTERY TEST DATA

- The mastery test was given after the students completed the course. In the test 77.7% of the students received 80% or more of the possible points for items which measured goal setting skills, including medium risk.

BEHAVIORAL TEST DATA

- When compared with the two comparison groups, ACT students in two behavioral test situations tended to set more realistic standards for personal achievement. Their standard discrepancy scores were significantly lower than the other groups. (F. 57 $p < .05$, + 1.7922 $< .01$)

ENHANCING MODE NO. 5: OPEN-ENDED ACTION



Open-ended action requires a kind of "blind" programming. That is, the program writer sets up a series of process steps that are to be followed, but leaves the specific decision concerning the content up to the learner. The key is a call for action by the program to do something that is real. Such a request engages the learner in a very powerful manner. Suddenly the instructional materials are not just an abstract exercise or a simulation. Suddenly the instructional materials become instrumental in the life of the student.

The ACT materials teach a six-step strategy of achievement which makes such "blind" programming possible. Learners are given opportunities to use the process by setting, shaping, and evaluating self-selected goals. The main instructional device in this mode is the Achievement Worksheet which is introduced during the ACT lessons. The worksheet helps the learner formalize his goal setting and striving activities.

In the sample below the child took her goal idea, "bake cookies," converted it to a specific goal statement, and set a goal using the Achievement Worksheet. Next, she named and ordered all the tasks which she felt had to be done to get the goal and did some replanning. Then she evaluated her achievement; she decided whether or not she got the goal, what details she did well and which ones she could improve. As a final step in the evaluation, she decided how well she had used the six achievement steps.

STRENGTH NO. 1 baking	STRENGTH NO. 2 gymnastics	STRENGTH NO. 1 astronomy
YOUR OWN GOAL IDEAS		
bake cookies	learn to bar	to read charts
bake brownies	learn to help	use a telescope
bake cake	to teach others	
bake pudding		
bake jello		
GOAL IDEAS FROM BRAINSTORM		
bake cupcakes	learn to walk	learn
bake souses	on bark	buy
learn to cook		

UNIT II LESSON 2 PAGE 4

ACHIEVEMENT WORKSHEET

NAME Terry C DATE Jan 11 1973

1 GOAL SETTING: Bake 2 dozen chocolate chip cookies next week

2 PLANNING: Get all ingredients Get the measuring cups Get ingredients Mix the ingredients bake them take out of the oven Put in a new batch Do 5, 6, 7 Take them out Clean up mess

3 STRIVING: [drawing of a hand]

EVALUATION CHECKLIST

EVALUATE YOUR ACHIEVEMENT FOR THIS GOAL

1 DID I GET MY GOAL? Yes No

2 WHAT DID I DO WELL? I baked them and waited for them all

3 WHAT CAN I IMPROVE? Mixing all of the ingredients

EVALUATE YOUR USE OF THE SIX ACHIEVEMENT STEPS

1 Did I set a goal? Yes No

2 Did I plan? Yes No

3 Did I strive? Yes No

TEACHER REPORTS AND ANECDOTES

The children liked getting the Achievement Worksheets.

The worksheet helped guide the children toward realistic goals.

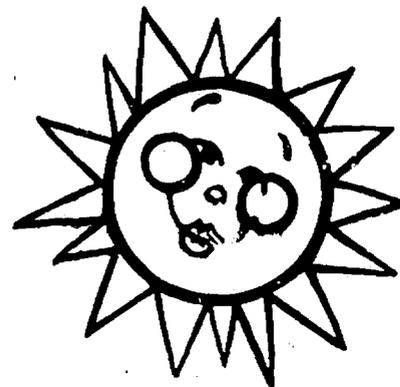
Worksheet gives meaning to personal strengths.

Had a very timely opportunity to use achievement sheets because a science notebook . . . is due.

One teacher reported that the children were constantly using the Achievement Worksheets to set their own goals for things like social studies projects, making reports, musical instruments, scouts, Christmas shopping, and kickball.

Another teacher reported using the Achievement Worksheet successfully with one of his slower students. Using the worksheet as a focus, the teacher talked with the boy helping him to set and plan goals.

One teacher designed a sheet of her own. The sheet had areas where the children could specify their own goals for the week. The form also contained space for planning and evaluating.



FIELD TEST EVALUATION RESULTS

- The Summer Camp Test is a multiple choice test which assesses the child's disposition to apply concepts of self-direction as taught in ACT. Although masked by different language, many of the items were directly parallel to the strategy steps. The test was administered to the total sample. The ACT group exceeded both the "curriculum X" treatment group ($p < .05$) and the no-treatment control group ($p < .01$). We can conclude that there was a cognitive disposition to use the ACT strategy in prescribing solutions to problems.

The Bialer Children's Locus of Control Scale is an inventory on which the child reports his perception of control over his life experiences. The scale was administered to the total sample. The ACT group exceeded both the "curriculum X" treatment group ($p < .05$) and the no-treatment control group ($p < .01$). We can conclude that there was an increase in belief in internal control on the part of the students who participated in the ACT program.

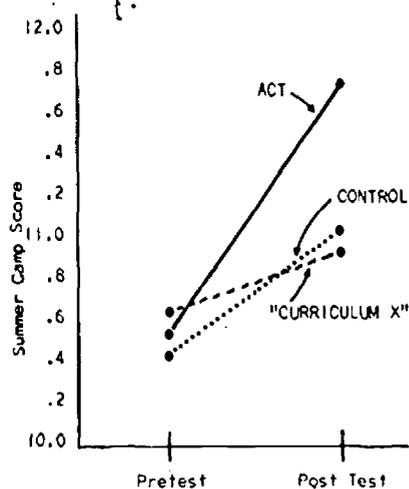


Figure 8. Mean scores on summer camp test

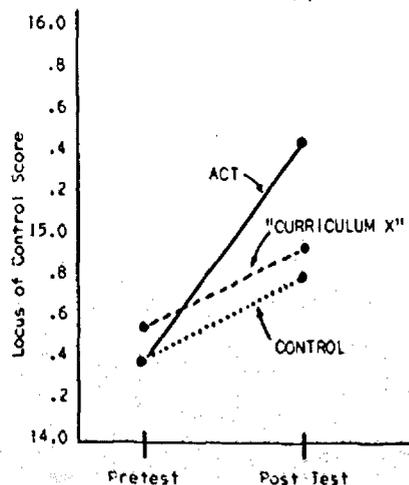


Figure 7. Mean scores on focus of control

CONCLUSION

Programed instruction enhanced by imaginative communication and instructional techniques such as popular art forms, group interaction, varied activities, self-data inputs, and open-ended processes—



Can be fun, interesting, and engaging,



Can bring learners to (and may carry them beyond) expected criteria levels of content mastery,



Can increase the positive affect of the learner toward himself and his relationship with his environment.

IN SHORT, PROGRAMMED INSTRUCTIONAL TECHNIQUES CAN BE HUMANIZING IN THE FULLEST SENSE OF THE CONCEPT.

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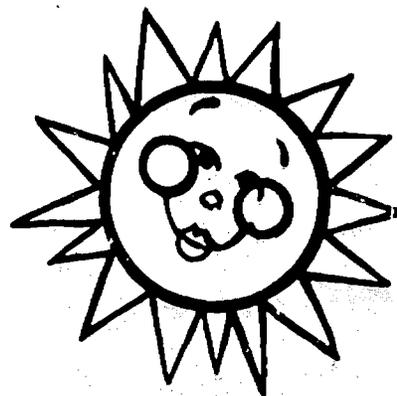
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The Achievement Competence Training Materials were created and developed by Russell A. Hill in association with Marian L. Chapman, researcher and writer, with the assistance of Henry Campiglia, writer, Peter Beckingham, field coordinator, and Barbara J. Brandes, evaluator.

The materials are a product of the Humanizing Learning Program, Anita Simon, Director and E. Gil Boyer, Planner; Research for Better Schools, Inc., Robert G. Scanlon, Executive Director.



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