DOCUMENT RESUME

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ABSTRACT
                The major objective of the National Science
Foundation's Administrators' Conference in Elementary Social Studies
was to provide knowledge of new developments in social science
curricula. Parallel objectives were to develop knowledge in curricula
analysis, improve decision making, and plan and accelerate changes in
local social science curricula. Thirty-nine superintendents,
principals, supervisors, and university educators examined seven new
elementary curricula including Taba Social Studies Curriculum
Project; Our Working World; Family of Man; Man: A Course of Study;
People and Technology, MATCH units; and Social Science Laboratory
Units. A record of the daily activities and other aspects of the
total programmatic efforts of the conference were recorded by a
documentation committee. Pre-post inventories measuring program
objectives found that familiarity with materials, information
sources, curricula materials analysis, needs assessment, and
implementation increased measurably by the end of the conference.
Appendixes include a descriptive flier, letter to conference
respondees, application forms, criteria for participation, schedule,
daily feedback summaries, pre and post inventory results, and
evaluative report. (Author/DE)

FINAL REPORT

NATIONAL SCIENCE FOUNDATION SPONSORED

ADMINISTRATOR'S CONFERENCE

IN

ELEMENTARY SOCIAL SCIENCE

CONDUCTED AT SUC GENESEO

JULY 11-18, 1974

Grant: W008415

John G. Herlihy
Project Director
SUC Geneseo
December 4, 1974

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INTRODUCTION

This report is on the conference phase of the grant program. The emphasis is descriptive, in an effort to provide a history of project activities up to and including the conference. Pre-post instruments and other evaluation efforts were undertaken and are reported in this document. Post conference evaluation is planned to collect information on the usefulness of the conference program and to record any change in the social science programs in participating schools. A review of the Table of Contents sho's the focus on pre conference activities, the conference program and the project director's summary statement.

A follow-up study reporting on conference participant implementation outcomes in 1974-75 will constitute the second part of a report to NSF on grant W008415, Administrator's Conference in Elementary Social Science.

The objectives of the grant program were to upgrade the level of knowledge of new social science curricula and of methods of social science instruction for administrators/supervisors in public schools and for college social science methods professors. Parallel objectives were to develop a backround in the "new social studies", in curricula analysis, and in planning changes in local social science curricula. In an effort to develop a mutual support system, not only during the conference but also in implementation activities after the conference, a strong attempt was made to recruit teams of participants.

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RECRUITMENT

The first task of implementing the grant was to disseminate news of the grant program in order to obtain the thirty-five participants provided. A printed flier (see Appendix A) was composed by the project director, and 500 copies were reproduced. This flier was designed to provide the basic information about the nature of the program, the intended audience, the logistics of the conference, and support to be provided. The flier was a key document that was used in all correspondence and other disseminational procedures related to the grant program. The original 500 were exhausted in early March, and an additional 500 were reproduced. In all, approximately 900 of the informational fliers were produced and distributed.

The flier was a key element in disseminating information about the grant program. Quantities of the flier were distributed at professional association meetings. The project director brought and distributed the flier at the American Association of Colleges of Teacher Education Conference in February, 1974. He also announced the meeting and distributed fliers at several sessions of the Association for Supervision and Curriculum Development in March. The fliers were also disseminated to faculty and staff of the State University College of Arts and Science at Geneseo and at the NSF Directors Meeting in February. Dr. Donald Bragaw, chief of the bureau of social studies, New York State Education Department, distributed fliers at the Northeastern Regional Council for the Social Studies in April.

Existing networks were utilized in disseminating information

about the grant. Individual letters were sent to members of the former MACOS Campus Team Network, to people on the former MACOS Newsletter mailing list, and to former ERIE science RAN professors. Each state education department social studies specialist in the eastern part of the United States was sent a descriptive letter and fliers asking his help and cooperation in recruiting. Letters and fliers were also sent to all deans of education in the State University of New York system. Past contacts of the director, such as members of Action Lab 6 of the ASCD, former Administrator's Conference participants, and colleagues, were sent letters and fliers.

Several newspapers gave publicity to the grant - The Rochester Times-Union, Rochester Democrat-Chronicle, and the Geneseo Compass. Since the conference was offered for three credits of college credit at Geneseo, the conference was listed and described in the summer catalogue of the college.

Through these, and a number of similar mechanisms, over 125 letters or telephonecalls inquiring about the conference were received and recorded in the project office. A notebook, containing a record of this phase of recruitment, is on file in the project office. Each of these requests was followed up with a package of four enclosures: (1) a descriptive flier (see Appendix A), (2) an informational letter (see Appendix B), (3) an application form (see Appendix C), and (4) a Criteria for Participation statement (see Appendix D). The record keeping and inventory of each of the forms and general office supervision of this activity represented a considerable portion of the project director's and his

administrative assistant's time.

SELECTION

The recruitment phase went smoothly. More than fifty people sent in completed application forms. The participants were selected as to how closely they met the Conditions and Requirements (see Appendix D). Letters of support were required from the superintendents of the public or private school systems or from deans in the case of college professors.

After reviewing all applications, 39 people were notified on May 7th that they were enrolled in the conference. This number was more than the grant called for, as prior experience indicated that this was a reasonable excess. Between May 7th and the opening of the conference six people withdrew. Those on the waiting list were contacted and asked if they still wished to participate. Six new participants were selected as a result of this procedure. The final participant list was generated the week before the conference (July 6th). In all 39 people enrolled and attended the conference.

The participants represented a wide geographic range - fifteen states from Maine to South Carolina and west to Kentucky and Michigan. They also encompassed a wide professional range - assistant superintendents, building principals, social studies specialists, social studies district and county curriculum coordinators, social studies department chairpersons, curriculum coordinators, college professors of social science methods. A list of participants and their job descriptions is included as Appendix E.

LOGISTICS AND MECHANICS

Location

The Administrator's Conference in Elementary Social Science
was held at the State University College of Arts and Science at
Geneseo. All participants lived in Steuben dormitory on the Gen-
eseo campus. Meals were available at the college cafeterias. The
recreation facilities of the college were also available to the
participants. Conferences meetings were held in Sturges Hall on
the campus. This was a large airy room with many tables, moveable
chairs, etc. to facilitate group activities.

Consultants

The recruiting and selection of consultants was also a major
effort of the project director during the spring. Six of the seven
consultants were involved in the development or implementation of
their respective curricula. The consultants were:

NAME	INSTITUTION	CURRICULUM
Dr. William Ritz	Syracuse University	MATCH
Dr. David Welton	Syracuse University	Social Science Laboratory Units
Dr. Charles Mitsakos	Chelmford, Mass. Public Schools	Family of Man
Dr. Jack Fraenkel	San Francisco State College	Taba Social Studies Curriculum
Dr. John Herlihy	SUC at Geneseo	Man: A Course of Study
Dr. Robert Conrad	Education Development Center	People and Tech- nology
Dr. Lawrence Senesh	University of Colorado	Our Working World

A review of the daily feedback (Appendix G) shows that the

consultants were well received and judged effective by the participants.

Materials

Since complete sets of the curricula materials were necessary for inspection, study, review and analysis by participants, strong efforts were made to obtain sample sets from publishers. One of the participant requirements was to apply an analysis system to one of the curricula under study. This element of the conference would have been lost if the materials were not available to conference participants.

During the spring, the project director made personal contact with salesmen, regional managers, etc. of the publishing companies to ask if they would send sample sets of the curricula. In each case, he received assurances of assistance. Much assistance and sets of curricula were received from all publishers - Addison-Wesley, American Science and Engineering, Education Development Center, Science Research Associates and Selective Educationa. Equipment.

Other materials for the conference were obtained from professional sources. Copies of the November, 1972 issue of Social Education, containing a review of social studies programs, were on hand for participants. A copy of the Data Book was also in the conference library. Copies of the NCSS Curriculum Guideli were duplicated for each participant. The project director's professional library was transported to the conference. reading of the workshop documentation will indicate other materials that were reproduced, introduced or discussed.

Information Flow to Participants

During the spring and early summer, a weekly series of five letters was sent to each participant. They include: (1) a letter cn registering for college credit, (2) a tentative schedule and participant list, (3) a letter on housing, meals and a campus map, (4) a letter on transportation to Geneseo, and (5) a final letter on all logistical and mechanical details. The purpose of these letters was to keep participants informed as to the progress of the conference sc that they would feel some involvement in it. This aspect of pre-conference information was well received, as reported by conference participants.

PROGRAM

The daily program followed very closely the outline of the grant proposal. A copy of the conference schedule is included as Appendix F.

One of the first tasks for the conference was the establishment of three working committees - documentation, feedback and social. The purpose of the documentation committee was for participants to produce a daily log of workshop activites. This committee not only kept a record of events, but also collected all handouts, daily feedback reports, evaluation instrumentation, etc. Thus, this committee submitted a full written record of the conference. That report is included in this section. A copy of the documentation committee's report was sent to each participant in late August.

The feedback committee was responsible for designing and

collecting daily information on the conference. A feedback questionnaire was filled out by each participant for each session and tabulated by the feedback committee. These results were to serve as indicators of the feeling of participants and as a means for members to make input about present status and any future modifications. The efforts of this committee are found in Appendix G.

The social committee was a mechanism to generate group cohesion and social activities during the conference. The project director had a social event in his home in an effort to promote this aspect of forming a group from a collection of people. Many participants visited Lethchworth State Park, Conesus Lake and Niagara Falls. This system reduced social isolation.

The report of the documentation committee follows.

National Science Foundation Sponsored

Administrator's Conference

in

Elementary Social Science

State University College of Arts and Sciences

at Geneseo

Geneseo, New York

July 11-18, 1974

THE DOCUMENTATION COMMITTEE

Dr. John G. Herlihy
Project Director
August 7, 1974

Preface

One of the major working committees of the Administrator's Conference in Elementary Social Science was the Documentation Committee. The task of the committee was to record the activities and other aspects of the total programmatic efforts of the conference. Committee members took notes on all the events of the day and produced a daily report, which is the basis for this document. They collected the daily feedback, handouts, and other pertinent information.

The attached report is the work of the Documentation Committee as submitted.

The daily feedback and the handouts were distributed to the participants during the conference; therefore, they are not included in this document.

Date: July 11, 1974

Time: 7:00 - 10:00 P.M.

Topic: "The New Social Studies"

Leader: Dr. John Herlihy
            Mr. William Murphy
            Dr. Donald Bragaw
            Dr. Wayne Mahood

I.   The New Social Studies - Murphy
     A. A happy marriage of the process by which the social scientists
         ask questions and the best methodology the learning psychologists
         have to offer.

     B. We tend to forget the content learned (history for example) but
         remember that which we are involved in, or is more a part of us..

     C. Reality
         1. artifacts
         2. manipulation
         3. processes (group)

II. The New Social Studies - Bragaw
     A. It is a developmental subject
         1. Skills
             a. hypothesizing
             b. categorizing
             c. etc.
         2. Concepts
         3. Processes
             a. problem solving
             b. decision making
             c. valuing (system developed)

     3. Emphasis is taken away from content

     C. Critical thinking skill can be learned: visual, aural, and tactile.

     D. It's the processes and methodolgies that makes the new social studies
         "new".

III. The New Social Studies - Mahood
     A. Perceptions - the new part is recognition of things we sloughed
         over in the past.

     B. Perceptions - most important
         1. gearing activities and process to perceptions

     C. In the new social studies, we use the powers we have - "perception"
         (observation)

D. Learning is <u>personal</u> and idiosyncratic.

E. Emphasis is shifted toward inquiry

F. We need to provide the "tools" for youngsters to form their own concepts

IV. Summary - Dr. John Herlihy
   A. 'Learning" goes on in the <u>learner</u>.

   R. Material (including the process) must be provocative.

   C. Learning is personal.

   D. Materials must be process oriented.

Date: July 12, 1974

Time: 9:00 - 12:00

Topic: Needs Assessment: Social Studies Curricula Guidelines

Leader: Dr. John Herlihy

A. Curricular change takes place along a continuum which is more attitudinal oriented than time oriented

Invention	Diffusion & Dissemination	Acceptance
"idea" "design" "creation"		"implementation" "institutionalization" "self-renewal"

Product
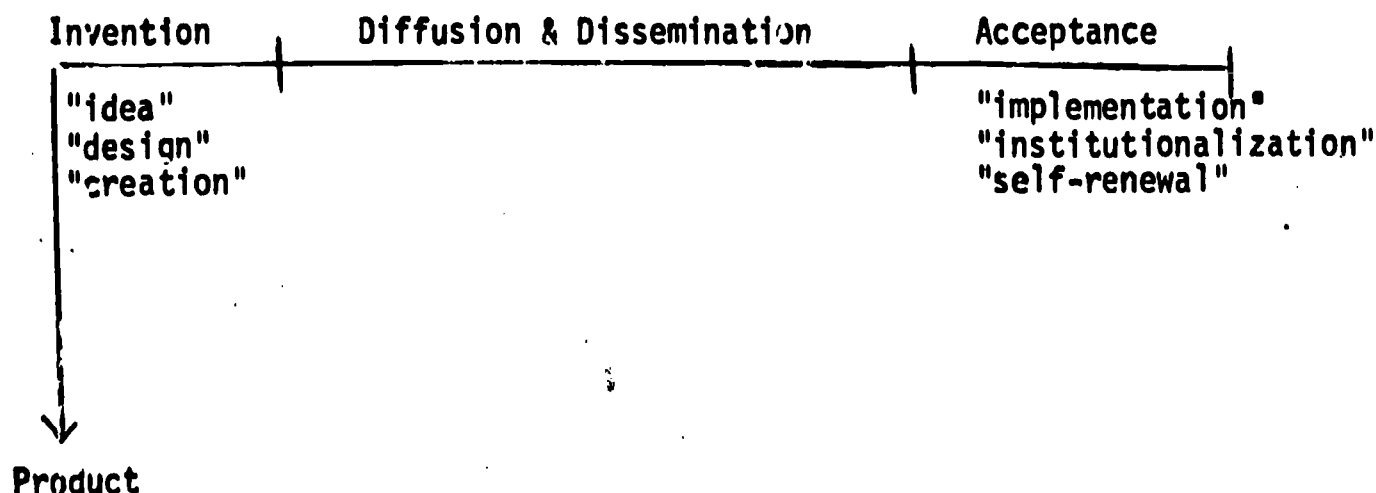
B. At this conference the emphasis is on:
    DIFFUSION - DISSEMINATION

C. We must:
    1. Analyze what is the present situation and what are the long - term goals. "What is the level of expectation of social studies teachers?"

    2. Analyze the needs of the students.

    3. Analyze what's available now.

With this information curriculum committees can make decisions.

D. Some elements to be found in needs assessments. (See the committee reports entitled "Elements of Needs Assessment").
    1. "Implementors must be "high risk-takers". Administrators must stand up and be counted in order to give the classroom teacher support (moral, financial) that he/she needs."

    2. Use the needs assessment to set up a system for developing strategies for attacking the particular problems.

E. Ways of Finding Out About Social Studies Programs
    . Social Studies Data Book, Social Studies Education Consortium (presently about two year behind but regularly updated)

2. Social Education, Journal of the N.C.S.S.
   Nov. 1972 - analysis of existing programmes
   May 1972 - Elementary Education Supplement

3. N.C.S.S. Yearbooks

4. The Instructor Magazine, Materials Review Section

5. ERIC - CHESS materials

6. Educational Product Report

7. Social Studies Consortium Newsletter and materials   Boulder, Colorado

F. Books Available
   1. The Change Agent's Guide to Innovation in Education (Havelock, R.G.)

   2. 21 Questions, Eastern Regional Institute for Education.

   3. Strategies for Elementary Social Science Education

   4. Strategies for Teaching Social Studies, (Fenton)

   5. Reading for Social Studies in Elementary Education

   6. Getting It All Together

   7. Exemplars in the New Social Studies, (Ryan, F.)

INDIVIDUAL COMMITTEE REPORTS ON NEEDS ASSESSMENTS

A. The Nudniks
   1. Diagnose needs, skills, concepts, processes of students involved.
   2. What program do we have now?
   3. How does present program tie in with their needs?
   4. Look at present organizational pattern of the schools.
   5. Financial resources, both for initial investment and continuous
      investment.
   6. Available physical facilities
   7. Teacher's background
   8. Community expectations and/or acceptance
   9. Leadership potential in the school, school district, state?
   10. Philosophy and goals or school district
   11. Atmosphere for change
   12. Previous experiences for change and/or what other changes are on-
       going at the same time
   13. Implementation and maintenance for change
   14. Realistic time table for change

-Don't implement without involving all concerned
-Do begin on a small scale (pilot program)
-Do take time for group processes

-"Don't try to discover the wheel again"
-Do provide adequate time for implementation
-Do provide time for reactions
-Do provide on-going evaluation processes

B. The Beatniks --- Do's
   1. Develop committees with teacher, student, community input
   2. Develop philosophical statement including expectations
   3. Sample materials that are available and meet with consultants
   4. Make visitations to schools that have been successful in this area (mixed visitation committees)
   5. Develop method of evaluating selected material (for the sake of accountability)
   6. Consider budget limitations

   Don'ts
   1. Avoid making a unilateral decision (Administrator must not be solely responsible for curriculum change)
   2. Avoid expecting completion of curriculum change in less than a year
   3. Don't make it impossible to change plans if it is found that they do not meet needs of the district

C. The Doves
   1. Philosophy
      A. Board of Education
      B. Community
      C. Professional Staff

   II. Examination of
      A. current curriculum - theory
      B. materials
      C. current curriculum - practice
      D. evaluation of objectives - students

   III. Analysis of data collected

   IV. Establish plan
      A. current curriculum trends
      B. set priorities
         1. student objectives
         2. staff development

D. The Eagles
   NEEDS AT DISTRICT LEVEL

   FACTORS

INTERNAL   EXTERNAL

District Philosophy
   and Goals
Objective Test Data   -   Demographic
Student Needs   -   State Requirements

Administrator/Faculty
   Background
Existing Curriculum

Social Issues

1) sexism
2) racism
3) drug abuse
4) "press" groups
5) commun. mores

Financial commitment

*Potential Problem
   Who will make the assessment? (Faculty, Community, Board of Education, or Students)

E. The Frogs
  I. Elements of Needs Assessment: Self Inventory - Define Social Studies
    A. Goals and Objectives
    B. Analysis of Interests and Ability Needs of Students
    C. Examine Materials already used
    D. Analysis of Staff
    E. Analysis of Current teacher methodology
    F. Analysis of Content and Skills

  II. New Directions and Options
    A. Examination of Literature - New Programs
    B. What are Societal Needs?
    C. Degree to which new materials fill the needs of the students

  III. Do:
    A. Curriculum Building - a full time responsibility

  IV. Don'ts:
    A. Curriculum Building should not be piece meal (i.e., after school, weekends, etc.)

F. The Birds
    A. Look at structure of school and patterns of learning, facilities
    B. Assess needs of student population, and teachers
    C. Evaluate current curriculum involving parents, teachers, Administrators

Date: July 12, 1974

Time: 1:00 - 4:00 P.M.

Topic: Social Studies Curricula Analysis Systems

Leader: Dr. John G. Herlihy

A. At the beginning of the session the following programmes were produced
    and put on display (materials and activities for teachers and children):
       MATCH Kits
       Social Science Lab Units
       Family of Man
       Taba Social Studies Curriculum
       Man: A Course of Study
       People and Technology
       Our Working World

B. Analysis Systems for Evaluating Social Studies Programmes.
         The participants were divided into small groups to identify the
    commonalities of the following analysis systems:
       1. CMAS (Curriculum Material Analysis System) Short Form
       2. N.C.S.S. "Social Studies Curriculum Guidelines"
       3. John Michaelis "Questions for Use in Reviewing Social Sciences
           Education Materials"
       4. Indiana Council for the Social Studies system
       5. State Education Department of New York, Curriculum Review System

C. Although none of these is completely satisfactory as an analysis tool,
    they are what is available at the moment.
       1. We must go beyond the mere physical description that these systems
           provide and look for such things as evidence of its effectiveness,
           strategies for teaching and support services offered by its producers.
       2. When you examine programme you should consider what you want it to
           achieve. Once you have decided how, when, why, and what to imple-
           ment them you can design an instrument for the implementation.
       3. The three handouts, "What Do You Want?"; "Diagnostic Checklist";
           and "Summary of Necessary Elements in Obtaining Data" will provide
           you with some kind of reference that will help test these materials.
           The surveys should tell whether or not they meet the conditions and
           procedures that we wish to adopt.
       4. The basis upon which you pick your programme will provide you
           with your criteria for evaluating othe programmes.

D. During the session some concern was expressed about whether or not these
    programmes presented issues truthfully or did they pass on misinformation.
    In response, we were told that the instruments do not measure this component.

Date: July 13, 1974

Time: 9:00 A.M. - 12:00 P.M.

Topic: MATCH (Materials and Activities for Teachers and Children)

Leader: Dr. William Ritz - Syracuse University

A. Introduction - "House of Ancient Greece"
   1. exercise with groups dealing with time spans and our own homes
   2. explanation of "realism"
   3. divided into groups and passed to each group "hands on" artifacts
      actually used by someone

B. Tasks of groups
   1. ask questions about objects

C. Questions
   1. What do you think it is?
   2. What was it used for?
   3. What does it tell about the people?
   4. Who made it?

D. After these "discoveries" by each group, a seminar bringing together ideas
   from each group was considered. During the seminar this happened:
      1. Objects were described
      2. Assumptions made
      3. Hypothesis

E. Activities were suggested
   1. Excavation of waste basket
   2. Magic windows
   3. Photo pictures

F. Other MATCH Units
   1. The City (K-3)
   2. Japanese Family
   3. The Indians Who Met the Pilgrams
   4. Medieval People
   5. Paddle - To - The - Sea

G. Questions
   1. Should we permit students to generalize and assume which leaves the
      students confused about "truth"?

   2. Should such strong generalizations and assumptions be made?

H. Comment from a participant
   Too much concern was given to the idea that as adults we don't permit
   children to ex lore and discover. Let the student question!

Date: July 13, 1974

Time: 1:00 - 4:00 P.M.

Topic: Social Studies Lab Units

Leader: Dr. David Welton - Syracuse University

Idea of project curriculum
1. Social Psychology
2. Students perform some activities of a social scientist
3. Looks at values and dilemmas/problems (decision making for example)
4. Volume I must be used first; after that order of materials may flucuate.

Project is very flexible, project is excellent supplemental material, project recommends follow-up to MACOS.

It was commented that Teacher's Guide was one of the finest methods book in Social Studies available.

Activities:
1. Records for teacher training
2. Churchhill Movies
   a. Clubhouse Boat
   b. Paper Drive

Project Inquiry based - open ended

Date: July 14, 1974

Time: 9:00 - 12:00

Topic: Family of Man

Leader: Dr. Charles Mitsakos

Family of Man, originally designed for K-14, but kits available through 4th grade. It was developed by Dr. Edith West and is known as the University of Minnesota Curriculum Project.

Objectives:
1. To give overview of the program and rationale
2. To deal with generic strategies of the Family of Man that can be used regardless of present curriculum program
3. Implementation of the program

Six Family Units (kits): The Ashante of Ghana, Japanese, Hopi Indians, Early New England, Russian Family of Moscow, and Kibbutz Family of Israel

Each group was given an artifact from Ghana and was asked to develop its own hypothesis:
Questions:
1. What is it?
2. How is it used?
3. Who might use it?
4. Is it manufactured or hand made?

Shared findings with other groups and then they were to hypothesize what they feel they now know about the Ashante. Fourteen hypothesis were suggested.

What kind of evidence would you use to justify your hypothesis, for example - hot climate ect.

A filmstrip was presented. Slides were shown and new evidence was introduced to show that hypothesis may change, for example modern dress, school, an automobile would suggest a more modern culture.

A transparency of an Inquiry Model was shown:
Inquiry Model
    Applying
    Concluding
    Testing Hypothesis
    Hypothesizing
    Defining Problem

Artifacts were then explained. Slides on materials of Family of Man were introduced to give an overview of the types of media found in the kits.

Date: July 14, 1974

Time: 1:00 - 4:00 P.M.

Topic: The Family of Man

Leader: Dr. Charles Mitsakos

The afternoon session was opened by Dr. John Herlihy, Program Director. Announcements were made regarding new materials placed on display and a reminder of the Evaluation Report due at the end of the Conference.

Social Committee reported on plans for an evening trip to Niagra Falls.

Continuation of the morning presentation of The Family of Man.

It was claimed that this Curriculum Program contained a method of Values Teaching. A story reprint, Taro and the Tofu was distributed.
The group read this story silently to a specific point.
There was an Analysis - Reactions were gleaned - Generalizations and Applications were called forth.

Student activities, including Role Play, were suggested.

Opportunity for Questioning followed: These related to value area and field tested, data available for review, and how application can be made from culture studies to the culture of which students are a part.

Examination of Teacher Guides: Each group or individual examined a specific guide and materials from the series. Charts were distributed to be filled in after examination of resources. A booklet, containing an explanation of the Rationale for the program, was distributed. Comparison of Roles in each of the Six Societies was attempted.

Questions to Explore Before Implementation: Does it fit the Rationale of the District or the school? How to work with the students and teachers?

Pilot or Field Testing Approach: How to train teachers to do the job? Use of service personnel. How to make the community aware of the program? Invite parents and teachers to a training workshop.

Evaluation of the Workings of the Program: An analysis sheet was distributed examining rationale, conditions, and teacher capabilities. Phase the program in gradually. In this way it might not pose a threat and the budget can absorb a gradual introduction. Several studies, compiled by Dr. Mitsakos, were distributed to the participants.

Date: July 15, 1974

Time: 8:00 - 3.00 .

Topic: TABA Social Studies Curriculum - K-8

Leader: .Dr. Jack Fraenkel - Associate Director of the original TABA program
           copyright 1969, presently Professor at San Francisco State Collene

           Beneficial book by Dr. Fraenkel - "Helping Students Think and Value"

TABA K-8 Elementary Social Studies

- Inductive and Conceptual throughcut
- Spiral exposure with increased emphasis as you proceed from
  grades 1-8.

The information presented below will reflect the general "flavor" of
TABA rather than exposure to the total curriculum materials. (The program
is more inductive and related to the following facts in grades 1-4 than
grades 5-8 as a result of different consultants and writers).

overt activity	Concept Formulation Covert mental operations	eliciting questions
1. Enumeration and listing	differentiation	What do you see? hear? note?
2. Grouping	identifying commom properties abstracting	What belongs together - why?
3. Labeling Catagories	determining the hiearchical order of items - Super-and-Sub-ordinate	What would you call these groups?

Concepts - an understanding of the commonalities that otherwise quite
different things possess.

Ways of developing Concepts
    -Analytic Mode
    -Synthetic Mode

Concepts may be used as organizing threads through the grades

Generalizations
    -Go beyound one specific instance

Criteria for Generalization
    -applicability
    -truth probability
    -degree to which it leads on to other insights

-power tu subsume larqe amounts of information
-number of powerful concepts included

Every grade level has 4 to 6 units each with a central focus - general-
izations.

Contrasting Sequences in Curriculum Development

Negative approach

READ IT (usually from a
     single text)
   ↓

ACCEPT IT
   ↓

REMEMBER IT
   ↓

RESTATE IT
   ↓

Positive approach

CONSIDER PROPOSITION (intake -
     usually from a variety of
     sources)
   ↓

QUESTION IT
   ↓

INVESTIGATE IT
   ↓

REFUTE IT - support or modify it
   ↓
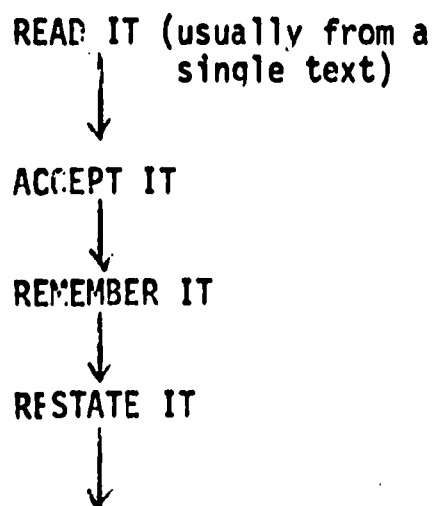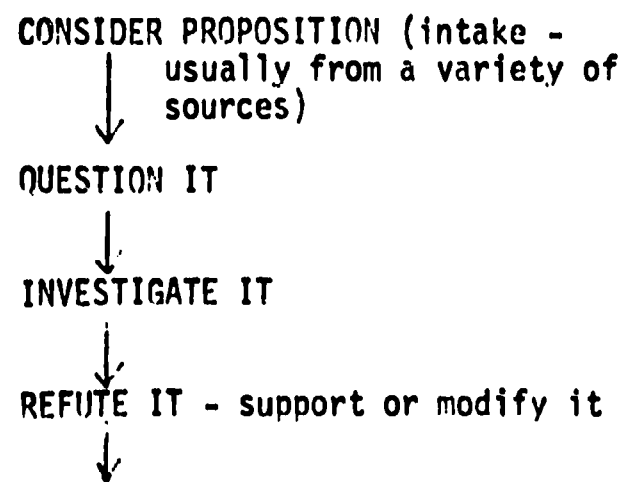
Learning Activities As Experience

A. Evidences of learning activities:

BEHAVIOR	PRODUCTS	EXPERIENCES
Interview	maps	viewing a sunset
Describe	charts	listening to a record
Discuss	models	attending a ballet
Listening		visiting a factory
↓	↓	↓
ect.	ect.	ect.

B. Purposes of Activities:

INTAKE (I)	ORGANIZATION (O)	DEMONSTRATION (D)	CREATION (C)
reading	outlining	role-playing	solving problems
viewing films	re-stating	question formation	composing games
listening to records	mapping	building	writing stories
↓	↓	↓	↓
ect.	ect.	ect.	ect.

-any intake (I) activity should be followed by one or more organizational
  (O) activities, Demonstrations (D), or Creations (C).
-Suggested Sequence - I,O,D,C, or I,O,I,O,D,D,C, or I,O,O,D,C,C, ect.
-Brighter students will succeed with I,D,I,D.
-Slower students should have total exposure - I,O,D,C, with emphasis on O

"The Importance of Learning Activities", November '73 issue of <u>Social Education</u> contains many points on learning made by Dr. Fraenkel.

<u>TABA</u>
  Strong Points

    ·inductive
    -linked conceptually grades 1-6
    -idea oriented
    -consists of series of sequence
    -teacher material has 7 strategies designed to help
     kids think in values
    -culturally comparative - focus on similarities as
     well as differences
    -behavioral objectives
    -carefully designed evaluation devices within

  Negative Points

    -teachers must be trained - more than just a
     simple one-shot presentation
    -requires consistent use daily
    -requires accenting teachers who are other than didactic
    -requires hard work

Date: July 16, 1974

Time: 9:00 - 12:00

Topic: <u>Man</u>: <u>A</u> <u>Course</u> <u>of</u> <u>Study</u>

Leader: Dr. John G. Herlihy

I. "Main idea: The content of this course is man: his nature as a species, the forces that shaped and continue to shape his humanity." Bruner

   A. Basic Educational Assumption on which this program is based: <u>Learning</u> <u>takes place only in the Learner.</u>

   B. The materials of <u>Man</u>: <u>A</u> <u>Course</u> <u>of</u> <u>Study</u> create an opportunity for students to gather and organize data in ways similar to those of a social scientist, as well as showing concern for the affective domain.

   C The curriculum is focused at the pre-cognition level of Piaget for intermediate grades 5 and 6.

   D. The course is built around the asking of questions, and in order to answer the first question, other questions must be asked, therefore involving the use of many sources.

   E. Three basic theme questions of the course are:
      1. What is human about human beings?
      2. How did they get that way?
      3. How can they be made more so? (This 3rd question has not been completely developed within the curriculum.)

   F. These three questions are investigated by five constantly recurring themes - (spirial curriculum). Each time the theme becomes more com-plex, expanding and interrelated.
          The five themes are:
      1. toolmaking
      2. language
      3. social organization
      4. chidhood rearing practices
      5. cosmology (or world view)

   II. Materials

   A. The course provides a range of media, styles and complexity in mater-ials. The materials include:
      1. film and other visuals
      2. written materials
      3. enactive devices such as games, simulations and role-playing

   B. Film is the primary source of data in this course

   III. Activities

   A. Film - <u>Autumn River Camp</u>- Part I (26 minutes)

1. viewing of first 10 minutes of film
   a. small group recording of what was observed
   b. Purpose was to record data - not to make inferences and generalizations.

2. view middle section of film
   a. small group planning of what could be done with this section of the film, as a teacher
   b. examine and collect data of observation - compare and contrast for similarities and differences to us or to other species studied
   c. purpose was to capitalize on the divergence of thinking, experiences and interests of people within a group

3. viewed remainder of film
   a. make a list of questions that did not have clear answers in the film
   b. purpose was to establish questions and reasons for research
   c. A conclusion is as strong as the data on which it is based.

B. Slides

   1. viewed slides to support the three basic theme questions of the spirial curriculum, (previously stated).

   2. evaluation of program results with Dr. John Herlihy

C. Small group discussions of:
   1. simulation materials (Mrs. Myra Herlihy)
   2. evaluation of program results with Dr. John Herlihy

IV. Conclusion

   A. The curriculum is based on growth and development theories of Jerome Bruner.

   B. Bruner's main hypothesis is: any child can learn any given concept at any given time, if the process and complexity are,and appropriately changed to meet his level.

   C. Group work and data collecting are critical components to this program.

Date: July 16, 1974

Time: 1:00 - 4:00 P.M.

Topic: People and Technology (E.D.C.)

Leader: Robert Conrad

I. <u>Main idea:</u>
The Program investigates the components of technology and its relation-ship to people.

   A. <u>Program rationale:</u>
   Cross-disciplinary and cross-cultural approach by:
   1. contrasting self to other species
   2. contrasting self with things man makes
   3. contrasting self with other human groups

   B. <u>Pedagogical components:</u>
   1. case study approach of man and man-made world
   2. manipulative activities
   3. community study

   C. <u>Curriculum focus:</u>
   Organized around the raising of problems and questions more than the answering of questions.

   D. Course is yearlong, open-ended and sequential with extension into the study of one's own community encouraged as final unit.

II. <u>Basic theme questions:</u>

   A. What is technology?
   E. How is technology shaped by people?
   C. How does technology shape a changing society?
   D. How does technology affect society?
   E. How can technology be brought into more harmonious use with nature?
   F. How can we use technology to produce a more humane way of life?

III. <u>Content:</u>

   Unit I: Using Tools: A Case Study of 19th Century Nantucket Whaling
            Community. Emphasis is on relationship between skills and nat-
            ural environment.

   Unit II: Acquiring Energy: The Volta Dam: A Case Study of a large scale
            public technology in Ghana. Emphasis is on relationship between
            beliefs and culture. "What goes into decision-making?"

   Unit III:Own Community: A Case Study applying learnings from Units I and
            II. "How can we affect change?"

IV. <u>Activity component:</u>

```
                            |
                            |
  Cultural                  |         Personality and
   Values                   |            Beliefs
                            |
                            |
                            |
                            |
  ————————————————————— Social ————————————————————————
                         Behavior
                            |
                            |
                            |
  Behavior related to       |         Human Being Skills
    natural environ-        |
    ment and resources      |
                            |
                            |
```
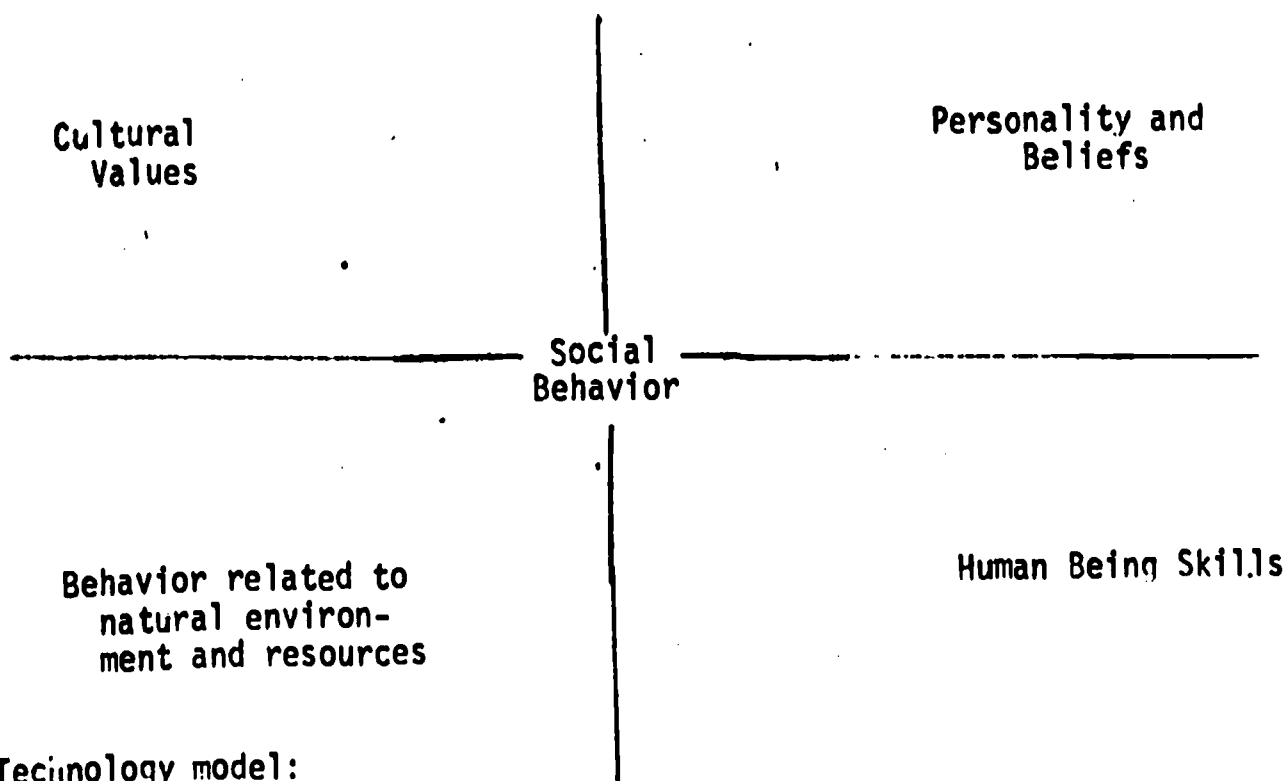
V. <u>Technology model:</u>

PROBLEM + IDEA = SOLUTION

(NATURAL RESOURCES + USING + PRODUCTION) = (FUNCTION)

VI. <u>Case study:</u>

A. Major components
    1. material (man-made)
    2. social
    3. value

B. Purpose:
   To see if the three (above) components together make up technology

C. Objective:
   To apply general model of components to case studies

VII. <u>Activities of conference session:</u>

A. "Tooling Up"
    1. each participant made a tool. (basic materials provides)
    2. group
    3. "Tool maker" identified name and function of his/her tool.
    4. group generalization: Tools are solutions to a problem that
       reflect what a community believes to be a social value.

B. Film - "A Whaling Voyage" (16 minutes)
    1. viewed to collect data concerning three questions:
       a. "What tools do you see in the film?"

b. "What did it take (materials) to produce each tool?"
c. "Is the whaling industry independent or dependent on other industries in Nantucket?"

2. Organization and recored data in an Information Retrieval Chart.
Chart

MATERIALS	TOOLS	OUTCOME
		"to get whale"
PEOPLE		

C. Discussion of Outcomes of Technology
   1. social
   2. moral
   3. values

D. Discussion of operationalizing course
   1. local district responsibilities
   2. teacher preparation

VIII. Conclusions:

A. Teachers need much preparation time to gather materials. The amount of time spent in this endeavor is in direct ratio to the success of the program.

B. The activities component is the concrete example of what it is that is desired to get across to students.

Date: July 17, 1974

Time: 1:00 - 5:00 P.M.

Topic: Our Working World

Leader: Dr. Lawrence Senesh

I. Main idea:
   A. The events of today challenge the curriculum of tomorrow.
   B. The dynamics of change make obsolete curriculum when/or before it
      is finished.
   C. Teachers must prepare students for a world which we will not experience.

II. Social Studies curriculum should be:
   A. Value oriented
   B. Systems outlook
   C. Social Reality oriented
   D. Social problem oriented
   E. Time oriented
   F. Space oriented
   G. Future oriented

III. Foundation of all components (II) is knowledge
   A. Cybernetic system - interrelationship of fundamental ideas of social
      science disciplines
   B. Organic curriculum - development of the fundamental ideas in all
      grade levels with increasing depth and complexity
   C. Orchestration - main emphasis on one discipline with assistance roles
      of other disciplines

IV. Six Social Science Disciplines
   A. Economics - pg. 10 Curriculum Overview - Negotiation between un-
      limited wants and limited resources.
   B. Political Science - pg.11 Curriculum Overview-Negotiation - which
      demands become binding decisions
   C. Sociology - pg. 12 Curriculum Overview-Negotiation between conflicting
      roles of an individual

      One person is a member of many social institutions. Each social insti-
      tution has its own set of values.
   D. Social Anthropology - pg. 13 Curriculum Overview-Negotiation between
      change and tradition of a society
   E. Social Psychology - pg. 14 Curriculum Overview Negotiation between
      personality in social situation

   F. Law and the search for justice - pg. 15 Curriculum Overview-Negotiation-
      how to establish legal system that comes closer to justice based on
      values, facts and due process of the law

V. Every grade level has a value message
   Grade 1: Families - most wonderful invention

Grade 2: Cities - civilization began with development of cities
Grade 3: Cities - need for each other and ideas - test of civiliza-
tion is the growth of cities
Grade 4: Regions of U.S. Kaleidoscope - originality of each part
Grade 5: American Way of Life - to be an American is a never-ending
process
Grade 6: Regions of the World - idea of oneness and lonliness

Educators must become dreamers!

Date: July 18, 1974

Time: Thursday morning

Topic: Program Implementation Strategies

Leader: Dr. John G. Herlihy

I. Administrative Matters
   A. Briefed on travel voucher forms
   B. Completed post-inventory questionnaire

II. Implementation Strategies
   A. Role-playing - two situations
   B. Suggested Guidelines
      1. develop community support
      2. facilitator for change - from within
         or from outside
      3. pilot the program - avoid commitment with
         a single individual
      4. feedback and assessment
      5. change or innovation = change in behavior
      6. change in action - involvement
      7. plan for change
      8. observations - data gathering - feedback
      9. clearly identify the strategy
     10. plan monitoring and coordinationg system
     11. communicate with audience - plan for a
         disseminating system
     12. provide for a retreat from "scene of battle"
     13. provide for means of immediate response
     14. maintain long term support
     15. provide for a system "tester"

ASSESSMENT

Daily Feedback

There were three major aspects of the assessment of the Administrator's Conference in Elementary Social Science. The first of these was a feedback sheet that was administered for each session of the conference. The exercise was designed to obtain status data and to refocus participant attention to the major thrusts of the conference. The design of the daily forms was the responsibility of the feedback committee; that group also tabulated the results. These results were typed, duplicated and distributed to participants in the morning of the next day

The benefits of this aspect of the conference were not perceived by the participants, as they did not utilize any time to discuss results, to use the results to suggest redesign of the conference, or to provide consultants with key questions or direction. A set of these feedback tabulations is included as Appendix G of this report.

Pre-Post Inventory Analysis

A major effort for the Administrator's Conference was the design of pre-post inventory instruments for participants. One of the objectives, as stated in the proposal was, "to upgrade the level of knowledge of new social science curricula and new methods of social science instruction". Parallel objectives were to develop a backround in the "new social studies", in needs assessment, in curricula analysis, and in implementation.

In an effort to collect data on these objectives, two instruments were generated - one a pre-inventory, and the other a post inventory. The same 69 questions were asked in both instruments, and an additional set of nine attitudinal questions were asked on the post inventory. The inventories are in-

cluded as Appendices H and I. An extensive report on this aspect of the con-
ference is contained as Appendix J. A reading of that document provides in
great depth a contrast and comparison of participants on the major objectives
of the conference on a pre-post basis.

Results

A report on the pre-post inventories is found in this report as Appendix
J. That document reports all tabulations from both the pre and post devices
and also contains a results section. Rather than repeat this information again,
the reader is urged to refer to this base document for complete details.
This section will only highlight a few salient outcomes of the data.

1. Participants gained much information about the seven curricula,
as approximately 75% reported no or a limited familiarity on the pre in-
ventory, while over 60% demonstrated knowledge of the curricula on the
post device.

2. Knowledge of information sources in the social studies , as
demonstrated by four key items, was limited in the pre device. (Approxim-
ately 75% of all participants fell in this category.) The post inventory
results showed that over 85% of the participants were familiar with these
materials.

3. Similar results were noted in the area of curricula materials
analysis. In the pre inventory, 75% expressed unfamiliarity with these
materials. However, in the post administration, 87% reported familiar-
ity with these analysis tools.

4. The conference was judged as important and stimulating by over 85%
of the participants.

5. The areas of needs assessment and implementation practices and pro-
cedures were judged average by participants - the lowest ratings of the nine

areas assessed.

Future Follow-up

The project director will carry out a follow-up questionnaire to be administered in the spring of 1975. The purpose of this exercise is to obtain information on the perceived value of the conference and suggestions for inclusions or modifications of future conferences. Data will be collected on new installations or budgetary allocations of participants for the 1975-76 school year. This information will provide concrete examples of the impact of the Administrator's Conference in Elementary Social Science in effecting change in schools.

PROJECT DIRECTOR'S STATEMENT

The purpose of this section of the report is for the project director to present his reflections, observations, and comments on the program proposed in the fall of 1973 and carried out in the summer of 1974.

Recruitment, as compared to the 1972-73 grant, was relatively easy. The project director believes that this was due to three factors. In the former grant, NSF funds were used to pay for housing and food expenses. Recruitment was very difficult, as people from great geographical distances could not afford to attend. In this grant, NSF support was provided for travel to the conference. As can be seen from the participant list, there was a wide geographic distribution (15 states) of participants. Apparently this change had a positive effect.

The 1973 conference was at the end of June. This proved to be disfunctional, as many schools had not finished the academic year. Other potential participants, whose school year was completed, were reluctant to leave immediately at the end of the year. Since the intended audience was administra-

tors, the project director set a later date (mid-July) for the 1974 grant.
Participants reported that this was a convenient time. The ease of recruiting in 1974 as opposed to 1973, indicates that this was sound feedback.

The project director feels that his dissemination activities for this grant were effective due to the help of a professional assistant. There was an immediate response to any inquiries by a competent, knowledgeable person. The informational flow during the recruitment, selection, and pre-conference phases was a major factor in generating commitment to and involvement with the conference.

The daily operations of the conference proceeded very smoothly. The daily schedule and arrangements received positive comments, both personally and in daily feedback. A conference duration of one week, including Saturday and Sunday, appears ideal for an intensive workshop.

The services and support of a professional assistant and project secretary were critical to successfully completing the myriad of details, arrangements, scheduling, etc. for participants, consultants, and materials. This type of support is essential for a conference of this type.

Judging from the pre-post inventories, participants believed the program to be strong and to serve an existent need. The responses strongly indicated a desire for this type of conference. The endorsement of the program by participants suggests that awareness conferences can have a significant effect on curriculum decision makers.

A P P E N D I C E S

STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCE, GENESEO, N.Y. 14454

DIVISION OF EDUCATIONAL STUDIES

ADMINISTRATOR'S CONFERENCE IN ELEMENTARY SOCIAL STUDIES

The National Science Foundation is supporting a conference for administrators on new developments in elementary social science. The objective of the conference is to acquaint superintendents, central office personnel, supervisors, elementary principals, and university educators, who are involved in curricula innovation, with information about new developments in social science education. The key school decision makers will interact with the curriculum developers in order to become familiar with significant new curricula in social science. This newly acquired data will enhance the information background of curriculum decision makers.

The conference will focus on the rationale for the materials, their general content, the main theses, teacher training requirements and approaches, installation costs, and community education problems. Some attention will be devoted to curricula analyses and the development of post conference follow-up plans. The major objective of the National Science Foundation program is to provide a knowledge base of new developments in social science curricula to improve decision making and to accelerate the impact of these new programs in schools.

The conference plans call for thirty-five participants. Preference will be given to administrative teams of two from a school district, as the team concept promotes mutual support not only during the conference but also in planning and carrying out post conference involvement in project goals. Schools and universities will also be represented in the project. The conference will be conducted on the campus of the State University College at Geneseo, New York for seven and a half days from Thursday, July 11 through Thursday, July 18, 1974.

The conference program will focus on seven new elementary curricula. They are: Taba Social Studies Curriculum Project, Senesh - Our Working World, Minnesota Project - Family of Man, Man: A Course of Study, People and Technology, Match units, and Social Science Laboratory Units.

The Administrator's Conference grant provides for a travel allowance for each conference participant. Room and board (approximately $75) and any other costs are the responsibility of individual participants and/or their school districts. There is no cost for registration, as a NSF grant provides support for the conference. College credit is available at the regular tuition rate.

For further information on the program, on the conditions and requirements for selection, and for application forms, please contact Dr. John G. Herlihy, Assistant Dean, at the above address. All completed applications and supporting data must be received by April 30, 1974. For clarification on any of the above, please call (716) 245-5558.

STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCE, GENESEO, N.Y. 14454

DIVISION OF EDUCATIONAL STUDIES

TO: Administrator's Conference Respondee

FROM: Dr. John G. Herlihy
        Asst. Dean for Educational Studies

RE: Application and Selection Criteria for Administrator's Conference

Thank you for your inquiry about the Administrator's Conference. I hope
this letter and its enclosures will provide you with enough information
for decision making. If you need any further clarification, please do not
hesitate to contact me again at the above address or call (716) 245-5558.

The enclosed flyer provides a brief description of the objectives of the
conference and the nature of the program. The institute will also focus
on the rationale and assumptions of the new social studies, on needs
assessment, and on start-up strategies for the implementation of workshop
goals. Consultants, representing seven national social science curricula
projects, will conduct sessions on each of the programs listed. (See flyer
for curricula involved.)

My research and experie   indicate that greater impact can be made on the
"at home" situation if a   m of two is involved in the institute. The focus
of the grant is on key dec   on makers - central office personnel, principals,
supervisors, department chairpersons. Therefore, preference will be given to
teams of applicants from a district. A percentage of vacancies is reserved
for non-teams. (See the enclosed Criteria for Participation.)

Selection will be based upon the criteria listed on the separate enclosure
and a completed application form. Please demonstrate how you will fulfill
these conditions and requirements. All of the information must be received
by April 30, 1974. Selection will be completed by May 7, and selection
notices will be mailed on that date.

JGH:caa

Encs.

Appendix C

APPLICATION

NSF ADMINISTRATOR'S CONFERENCE

SUC GENESEO
JULY 11-18, 1974

Name_____ Title_____

Bus. Address_____ Home Address_____

_____ _____

Tel._____ Tel._____

Describe your professional responsibilities: (include - duties, numbers, schools, subjects, grades, curricula committees, budget control, teacher recruitment, etc.)

_____

_____

_____

_____

_____

How long have you held your present position? _____
To whom are you responsible?   Name _____
(who is your superior?)   Title _____

List below the approximate number of credit hours in social science and history that you have acquired. (Convert quarter hours to semester hours by multiplying the former by 2/3s.)

Anthropology	_____	Economics	_____
Sociology	_____	U. S. History	_____
Political Science	_____	Other History	_____
Geography	_____	Other (list)	_____

Educational Background:

Degree	College	Date	Major
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List any NSF supported institutes you have attended in the past seven years:

Institute and Year	Location	Subjects
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

District Information:

Student population _____   Elementary Student population _____

Teacher population _____   Elementary Teacher population _____

Describe your present elementary social science curricula: (attach program of studies if available).

Grade K _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Describe the reasons for your interest in attending this particular institute and how your participation will benefit your school system:

_____

_____

_____

_____

_____

_____

How did you learn about this conference?

From NSF   _____

From professional publications (name)   _____

              _____

From the project director   _____

From professional organizations (name)   _____

              _____

From a friend (name)   _____

              _____

Other (name)   _____

              _____

PLEASE RETURN TO:

        Dr. John G. Herlihy
        Assistant Dean, Educational Studies
        SUC Geneseo
        Geneseo, New York   14454

Appendix D

Administrator's Conference in Elementary Social Science
SUC Geneseo

Criteria for Participation

The following list of conditions and requirements will be utilized in an effort to judge the degree of cooperation and commitment to conference programmatic goals.

1. Participants
   a. Teams from public schools in this order of priority:
      (1) School-college cooperative relationship
      (2) Central office-principal
      (3) Principal-department chairperson/supervisor

   b. Curriculum decision makers in schools (not a team)
      (1) Central office
      (2) Principal

   c. University/college social science educator
   d. Supervisor/department chairperson from a district

2. Conditions
   a. Submit a letter of intent from chief administrative officer of district or college superior indicating:
      (1) Knowledge of conference goals
      (2) Willingness to partially support conference costs
      (3) Allocation of resources for follow-up implementation after conference

   b. Use of an implementation team (see 1a) with indications of time, money, and responsibility

   c. Willingness to support cost differential over and above the travel allowance allocated

   d. Live in the workshop community for the duration of the conference

   e. Agree to provide continuing information and engage in filling out questionnaires, etc., in the post conference period, on effects and results

   f. Participate in data collecting on the effects of the conference over the next two years

PARTICIPANTS

Administrator's Conference
Elementary Social Science
- SUC Geneseo -

July 11-18, 1974

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"The New Social Studies"
Dr. Wayne Mahood
Dr. Donald Bragaw
Mr. William Murphy
Dr. John Herlihy

Appendix F

Evenings for informal conferences, committee meetings, and social events.

Date	Session	Session
	Registration	
Friday, July 12	Needs Assessment; Social Studies Curricula Guidelines — Dr. John Herlihy	Social Studies Curricula Materials Sources; Social Studies Curricula Materials Analysis systems — Dr. John Herlihy
Saturday, July 13	MATCH — Dr. William Ritz, Syracuse University	Social Studies Lab Units — Dr. David Welton, Syracuse University
Sunday, July 14	Family of Man — Dr. Charles Mitsakos, Chelmsford, Mass. Public Schools	
Monday, July 15	Taba Social Studies Curriculum — Dr. Jack Fraenkel, San Francisco State College	
Tuesday, July 16	Man: A Course of Study — Dr. John Herlihy, SUC Geneseo	People and Technology — Ms. Ruth MacDonald, Education Development Center
Wednesday, July 17	Our Working World — Dr. Lawrence Senesh, University of Colorado	
	Implementation and Start-Up Strategies — Dr. John Herlihy	Final Evaluation—Summary — Dr. John Herlihy

00053

ADMINISTRATOR'S CONFERENCE

RESULTS OF THURSDAY EVENINGS SESSION - JULY 11, 1974

To convince participants of the need for updating curriculum programs in their schools.

1	2	3	4	5
1	∴	7	16	9

To inform participants about the nature and availability of curriculum packages which have been produced by social studies projects

1	2	3	4	5
0	3	3	12	16

To involve the participants in examining and manipulating the various curricula materials in a laboratory setting.

1	2	3	4	5
4	1	6	7	14

ON A FIVE POINT SCALE WHAT ARE YOUR REACTIONS SO FAR?

1	2	3	4	5
0	1	11	18	4

REMARKS:

STATEMENTS

WHAT WOULD YOU CONSIDER THE BEST FEATURE (S) OF THE EVENING'S DISCUSSION?

In rank order the best features of the evening's program were:

1. The free and easy exchange of ideas among participants.

2. Dr. Bragaw's presentation, particularly those involving active group participation.

3. The presentation by the panel in general - their enthusiasm and commitment.

ANY NEGATIVE COMMENTS?

1. Too long - particularly without stretch break.

2. Cigar smoke!

3. Miscell: - Heat, hard to hear, traditional views nothing presented.

CAN YOU IDENTIFY THREE BASIC CONCEPTS RELATING TO THE "NEW" SOCIAL STUDIES WHICH YOU WERE NOT AWARE OF PRIOR TO THE DISCUSSIONS?

Developmental aspects

Process oriented

Use of realia

Student centered

Please return to member of Feedback Committee

Check if interested in getting together Monday and/or Tuesday evening for rap sessions with other participants regarding topics not on the regularly scheduled agenda, such as:

_____ some other recent social studies curricular materials, such as Simon's value clarification work

_____ implications of social issues, such as racism, sexism, drug abuse, government corruption, for social studies curricula

_____ strategies for implementing change

Topics of your own choice: _____

_____

_____

_____

Thank you for your input!

ADMINISTRATOR'S CONFERENCE
FEEDBACK
JULY 12, 1974

With 1 being a low rating and 5 a high rating, circle your answer.

ORAL PRESENTATION

Structure

0	2	1J.	13	2
1	2	3	4	5

New Learning

0	2	11	13	3
1	2	3	4	5

Clarity

0	1	15	9	3
1	2	3	4	5

COMMITTEES

Need for having

Social Committee

3	3	5	9	10
1	2	3	4	5

Documentation Committee

3	0	5	7	14
1	2	3	4	5

Feedback Committee

2	0	3	7	16
1	2	3	4	5

MATERIAL DISSEMINATION

Degree of efficiency

1	0	12	14	4
1	2	3	4	5

SURVEYS

Necessity

1	3	10	11	3
1	2	3	4	5

Relevancy

2	1	10	11	3
1	2	3	4	5

Summary - Conclusion
1. Very few people checked 1 or 2 rating (only 24 times).
2. The only area that had anything more than a negligible count in 1 and 2 rating was the section on committees. However this same category had the highest number of checks for 4 and 5 of any of the categories listed. (19, 21, 23). Very little middle ground on the committee category.
3. On oral presentation, the proportion of 3's to 4's and 5's combined was higher than in committees and material dissemination categories - about the same as with surveys.
4. Responses skewed towards 4 and 5 rating. In all cases except one the total of 4's and 5's was higher than the total of 1's, 2's, plus 3's combined.
                 Exception: Clarity of oral presentations was marked lower
                             16 - 1,2,3
                             12 - 4,5
5. Would seem to indicate that there has been some degree of difficulty hearing what was being said and getting a clear picture of what was being done.
6. Generally the response to the program in the form established categories on the evaluation feedback instrument was very good and indicated a relatively high degree of success for the conference so far.

Summary of feedback to question "If I could change one thing about the session..."

Four people would have preferred a break for both morning and afternoon sessions.

Two people (different in each category) wanted:
    a. an explanation of the program sooner
    b. more interaction about discussing curriculum models
    c. less sitting
    d. alternative ways to handle the 5 evaluation forms

One participant (different people) wanted:
    a. needs assessment of this group
    b. more structure
    c. less time on trivia (coffee)
    d. longer lunch
   .e. lecture presentation
    f. specify tasks rather than establishing committees
    g. less information to digest
    h. participants willing to proceed with format established
    i. more warmth, sociability and ignity by the University to participants representing 13 states

SUMMARY -- CONFERENCE FEEDBACK FOR SATURDAY, JULY 13 - DR. WILLIAM RITZ
DR. DAVID WELTON

Participants responded on a scale of 1 to 5, with 1 as low and 5 as high. Listed on the left of each category are the frequency distributions, and in parenthesis after the category is the mean of responses.

4---4--12---9---7   Committee Reports (3.3)

1---1---3--15--17   Involvement with Ancient Greece Unit (4.3)

0--11--18---8---0   Introduction of other Match units (2.9)

8---4--14---5---4   Opportunity to Question during Match Presentation (2.8)

0---1---5--13--10   Film with SRA Lab Units Presentation (4.1)

0---4--14--12---6   Involvement with the SRA Lab Unit (3.6)

7---3--18---5---3   Opportunity to Question during Lab Presentation (2.8)

2---1===2===4--26   Availability of Coffee (4.5)

6---5--15---3---6   Usefulness of this Instrument (2.9)

In response to the question : "One suggestion I would make..."

Need background of program development...
Increase depth of presentation (not just 1 unit from each)...
Need data from the pilot schools and evaluations done to date...
Need results of independent, professional assessments of programs...
Presentations should be more organized...
Need more opportunity to question...
Need time to examine the material...
Need less commercialism...
Consultants are speaking too long...
Need ground rules so that side issues are resolved in other time...
Need less time spent on minutia...
Need greater time for discussion...
Need participants' courtesy. limiting private conversations...
Need more tolerance of others' views and positions...
Need a more relaxed, accepting atmosphere on the part of participants...
Question of the value of the feedback...
Need fewer sheets to fill out...
Need more time for lunch...
Need to end by 2:30...
Need to start early in the morning (suggested 7 a.m.)...

ADMINISTRATOR'S CONFERENCE
JULY 14, 1974

On a scale of 1 to 5, with 1 being the low, please evaluate the presentation on the "Family of Man" as perceived by you in terms of value.

		Mean
A.	The program was thoroughly and clearly presented	4.4
B.	Participants had an opportunity to become involved in the program	4.5
C.	Participants had an opportunity to ask questions about the program and receive meaningful answers.	4.4
D.	Based on what you have learned about "Family of Man" today the program would have value in your school (or school district)	4.2
E.	In comparison to the other curricula materials we have investigated thus far, how would you rate "Family of Man"	4.0
F.	There was ample opportunity to investigate and evaluate the texts and materials on "Family of Man"	4.1
G.	The presentation on "Family of Man" met your expectations (i.e. in terms of goals and/or needs)	4.1

WORKSHOP

1.	The various committees have served a useful purpose	Social Documentation Evaluation	4.2 4.2 4.2
2.	The workshop schedule, to date, has made meaningful and efficient use of time.		3.3
3.	The "feedback" from this evaluation instrument will be meaningful		3.7
4.	To this point in the conference, your expectations and goals have been met.		3.4

Evaluation of "Taba Social Studies Curriculum"
Dr. Jack Fraenkel
Administrator's Conference
July 15, 1974

On a scale of 1-5 (low to high) please indicate your reaction to today's presentation and workshop progress.

1. Did you understand the major emphasis and operation of the Taba Program?
    0 0 1 5 30   4.8

2. Did the presentation have value for your educational needs?
    0 0 0 4 34   4.9

3. Did you consider the presentation appropriate as an instructional strategy for your school system?
    0 0 1 4 33   4.7

4. Were the opportunities provided for participatory involvement?
    0 0 1 4 33   4.8

Progress of Workshop

1. Are you satisfied with the direction of the workshop?
    1 1 3 15 17   4.2

2. Has the organization of the workshop proven effective?
    2 2 6 16 11   3.9

3. Have you benefited from the workshop?
    0 0 4 17 11   4.2

Questions
    Specific or concrete suggestions

1. Have breaks during the day (i.e. Monday) - 7
2. More nearly relate to participants needs
3. Too late for suggestions
4. Keep it like the Monday presentation - 5
5. Happy after today's approach
6. Brief the presentors on the needs of the group (2)
7. Much improvement - direction seems to be very positive at this point
8. Sit in a more informal manner, continue the relaxed, close interaction among participants
9. More flexibility regarding time
10. Do not request ideas if they are not really want+
11. Dr. Fraenkel made the most worthwhile presentation to date
12. Treat participants as professionals who have much to offer - 3

Note: Two people rated Dr. Fraenkel's presentation at the "6" level, but in figuring the Mean score they were counted with the 5's.

Summary of Feedback Results (morning session)

"Man: A Course of Study" July 16, 1974

On a scale of 1-5 (low to high), please indicate your reaction to today's presentation and workshop progress.

Dr. John G. Herlihy - "Man: A Course of Study"

1. Did you understand the major focus and operation of "Man: A Course of Study"?   Average rating 4.4

2. Did the presentation meet your educational needs?
                                                    Average rating 3.9

3. Did you consider the presentation appropriate as an instructional strategy for your school system?   Average rating 3.7

4. Were there opportunities for participatory involvement?
                                                    Average rating 3.7

- Progress of Workshop -

1. Are you pleased with the direction of the workshop?
                                                    Average rating 4.1

2. Has the organization of the workshop improved?
                                                    Average rating 3.9

3. Have you benefited from today's presentation?
                                                    Average rating 4.1

Summary of Feedback Results (Afternoon Session)

"People and Technology" July 16, 1974

On a scale of 1-5 (low to high), please indicate your reaction to today's presentations and workshop progress.

Dr. Robert Conrad - "People and Technology"

1. Did you understand the major focus and operation of "People and Technology"?
                                                    Average rating 3.8

2. Did the presentation meet your educational needs?
                                                    Average rating 3.4

3. Did you consider the presentation appropriate as an instructional strategy for your school system?   Average rating 3.5

4. Were there opportunities for participatory involvement?
                                                    Average rating 3.9

- Progress of Workshop -

1. Are you pleased with the direction of the workshop?

    Average rating 3.9

2. Has the organization of the workshop improved?

    Average rating 3.8

3. Have you benefited from today's presentation?

    Average rating 3.6

<u>Question</u>

What <u>specific</u> or <u>concrete</u> suggestions would you offer for our remaining meetings?

There was little or no direction given to the involvement by participants in the morning workshop, but people were definitely involved in one way or another.

While the organization of the workshop may not have improved very much, our perception of it may have improved.

Summary of workshop and all curriculum projects is needed on Thursday morning.

Meeting should be shorted; also, we should continue to have multiple breaks and should end at 2:30.

Last two days were thoroughly enjoyable. Full speed ahead! Workshop is progressing beautifully.

Hang in there! Remanin wedded to present focus.

34 Individuals responded to morning questionnaire
33 Individuals reponded to afternoon questionnaire

Feedback - July 17, 1974
Dr. Lawrence Senesh
Administrator's Conference

On a scale of 1-5 (low-high), please indicate your reaction to today's presentation and workshop progress.

Dr. Senesh's presentation of Our Working World

1. Did you understand the major emphasis and operation of Our Working World?
    Mean: 4.7

2. Did the presentation have value for your educational needs?
    Mean: 4.7

3. Did you consider Our Working World as an appropriate program for your school?
    Mean: 4.6

4. Were opportunities provided for participatory involvement?
    Mean: 3.7

Overall assessment of the total workshop

1. Was the workshop well organized?
    Mean: 4.1

2. Were the objectives of the workshop achieved?
    Mean:4.4

3. Have you profited from the workshop?
    Mean: 4.6

Specific and concrete suggestions for future workshops:
    a. tighten up organization
    b. have facilities on campus availabe (3)
    c. sign out materials, evaluate all units under study, opportunity to attend
        a follow up workshop a year later to review, discuss strategies implemented
        during the year
    d. More breaks (2) college administration should greet
    e. more minority representation in terms of participants and consultants
    f. social get together ear.ier (2)
    g. motivational field trip, demonstration class with local students, confusion
        on payments for food, lodging, ect. - don't let mavericks sway from purposes
    h. organize social activites prior to conference, no all day presenters
    i. pick a new city, comments from teachers who have used curricula, more
        comfortable housing and meeting facilities, more social activities

BEST COPY AVAILABLE

NSF ADMINISTRATOR'S CONFERENCE
ELEMENTARY SOCIAL STUDIES
-
SUC GENESEO
DIVISION OF EDUCATIONAL STUDIES
-
JULY 11-18, 1974
PRE-INVENTORY

Social Security Number_____

   The purpose of this questionnaire is to gather some baseline data con-

cerning your knowledge and use of selected curricula in the social sciences.

Please respond to all items. Individual responses will be kept confidential.

   It is assumed by the workshop leaders that much of the information covered

by these questions will not be familiar to you. The purpose of this device

is to check on that assumption and to assist in planning the workshop.

   If you are not a member of a school system, check the box and give a

brief description of your position.

   All conference participants, please complete inventory.

☐   Not a member of a school system.

Description _____

_____

_____

_____   _____

A. Indicate the extent to which the following seven curricula are being used in your school system.	Not at all	In one or two classes	In about half of the schools and classes	In a majority of the schools and classes	Throughout the system
1. Our Working World	1	2	3	4	5
2. People and Technology	1	2	3	4	5
3. Family of Man	1	2	3	4	5
4. Social Science Laboratory Units	1	2	3	4	5
5. Man: A Course of Study	1	2	3	4	5
6. Taba Program in Social Science	1	2	3	4	5
7. MATCH (Materials and Activities for Teachers and Children)	1	2	3	4	5

B. To what extent do each of the following statements describe how the <u>Man: A Course of Study</u> curriculum was developed?

	Very Inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
8. It **was** developed over a period of several years by a team of teachers and scholars from the social studies.	1	2	3	4	5	6	7
9. It was developed almost exclusively by a team of content specialists exclusive of teachers.	1	2	3	4	5	6	7
10. It was developed almost exclusively by teachers with minimal assistance from scholars.	1	2	3	4	5	6	7

C. Rate each statement as a basic assumption of the <u>Man: A Course of Study</u> curriculum.

11. A child learns best when he is encouraged to freely interact, exchange ideas and cooperate in the resolution of problems and issues.	1	2	3	4	5	6	7
12. Mastery of the content of the curriculum requires a child to first be instructed in key generalizations and then to apply them.	1	2	3	4	5	6	7
13. A child's viewpoint is frequently too limited to be appropriate; therefore, key issues and topics should first be discussed by the teacher.	1	2	3	4	5	6	7

3

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

D. To what extent do each of the following statements describe how Our Working World was developed?

14. It was developed over nearly a decade of time with some of the formative evaluation conducted by the Educational Testing Service.	1	2	3	4	5	6	7
15. It was originally funded by the Carnegie Foundation as an Experiment in Economic Education to determine whether elementary school students could be taught the under-lying concepts and structure of economics and relate this to their daily lives.	1	2	3	4	5	6	7
16. The Joint Council on Economic Education was the major funding agent for the devel-opment of this program for elementary students.	1	2	3	4	5	6	7

E. To what degree do each of these statements reflect an important feature of Our Working World?

17. It is a multidisiplinary approach (anthro-pology economics, law, political science, social psychology, sociology) which em-phasizes problem solving and analytical thinking.	1	2	3	4	5	6	7
18. The four main themes are: time and space orientation, career development, systems analysis, and the community as a social lab-oratory.	1	2	3	4	5	6	7
19. It is organized around behavioral objectives clearly stated for every lesson in the Teacher's Guide.	1	2	3	4	5	6	7

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

F. To what extent do each of the following statements describe how People and Technology was developed?

20. The program was developed at Education Development Center with support from the National Endowment for the Humanities. — 1 2 3 4 5 6 7

21. It was developed as a supplement to the regular intermediate grade social studies instruction. — 1 2 3 4 5 6 7

22. The developers included professors of science, engineering, urban studies, as well as leading social studies educators and teachers. — 1 2 3 4 5 6 7

G. To what degree do each of these statements reflect an important feature of People and Technology?

23. It involves three main teaching strategies: manipulative activities, the case study, and community exploration. — 1 2 3 4 5 6 7

24. The curriculum poses open ended questions for which there may be no definitive answers. — 1 2 3 4 5 6 7

25. One assumption of the curriculum is that technology and social systems must be brought into some adjustment with each other. — 1 2 3 4 5 6 7

5

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

H. To what extent do eacn of the following statements describe how Family of Man was developed?

26. It was developed over a five year period by the American Anthropological Association with the support of the Ford Foundation.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

27. It was developed at the University of Minnesota by an interdesciplinary team of social scientists, social studies educators and classroom teachers with funding by the U.S. Office of Education.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

28. It was developed to promote education for citizenship and the understanding of other cultures.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I. To what degree do each of these statements reflect an important feature of Family of Man?

29. It emphasizes the inquiry skills of conr.ep⁺ formation, categorization, and generalization.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

30. The subject matter is devoted almost entirely to the field of cultural anthropology.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

31. The teaching materials include: artifacts, study prints, filmstrips, cassettes, trade books, printed orginals, and a .eacher's Guide with both general and behavioral objectives.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

6

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

J. To what extent do each of the following statements describe how the Social Science Laboratory Units were developed?

32. They were developed over a period of four years by the American Psychological Association to aid teachers in the primary grades.	1	2	3	4	5	6	7
33. They were developed as a seven unit package for grades 4-6, utilizing the fields of social psychology and human behavior.	1	2	3	4	5	6	7
34. They were developed at the University of Michigan by an interdisciplinary team of social scientists and educators with the support of the U.S. Office of Education and the National Institute for Mental Health.	1	2	3	4	5	6.	7

K. To what degree do each of these statements reflect an important feature of the Social Science Laboratory Units?

35. The rationale for the curriculum calls for students to confront social realities in a classroom environment.	1	2	3	4	5	6	7
36. The curriculum, utilizing the laboratory approach, emphasizes both data collection and value inquiry.	1	2	3	4	5	6	7
37. The units contain a large variety of instructional materials which students use to generate hypotheses.	1	2	3	4	5	6	7

7

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

L. To what extent do each of the following statements describe how the Taba Program in Social Science was developed?

38. Professor Taba developed the program with aid from the United States Office of Education and the Joint Council on Economic Education.   1   2   3   4   5   6   7

39. The program was developed by Professor Taba at San Francisco State College in conjunction with the Contra Costa public schools.   1   2   3   4   5   6   7

40. The curriculum was developed on the premise that the teacher should be non-directive and assume a passive rule.   1   2   3   4   5   6   7

M. To what degree do each of these statements reflect an important feature of the Taba Program in Social Science?

41. The curriculum is centered around Main Ideas which are generalizations that describe relationships between ideas and between concepts.   1   2   3   4   5   6   7

42. The objectives of the curriculum are: acquisition of selected knowledge, development of thinking skills, formation of selected attitudes, and development of academic and social skills.   1   2   3   4   5   6   7

43. The main concepts of causality, conflict, cooperation, cultural changes, interdependence, societal control, tradition and values recur in the materials at each succeeding grade level in greater depth.   1   2   3   4   5   6   7

8

N. To what extent do each of the following statements describe how MATCH (Materials and Activities for Teachers and Children) was developed?

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
44. It was developed at the Boston Children's Museum with the support of the U.S. Office of Education.	1	2	3	4	5	6	7
45. It was developed on the premise that the teacher should lead the students into generalizations by means of guided questions.	1	2	3	4	5	6	7
46. It was developed on the premise that student manipulation of concrete materials is a key ingredient of the learning process.	1	2	3	4	5	6	7

O. To what degree do each of these statements reflect an important feature of MATCH (Materials and Activities for Teachers and Children)?

47. It emphasizes the inquiry method of hypothesis formation, inductive and deductive reasoning, perceiving relationships, and forming conclusions.	1	2	3	4	5	6	7
48. It is composed of boxes containing: realia, filmstrips, films, pictures, games, reference books, Teacher's Guides, etc. which represent an interdisciplinary self-contained learning system.	1	2	3	4	5	6	7
49. The deductive approach is emphasized in that solutions to problems are worked out, in advance, for the students.	1	2	3	4	5	6	7

9.

		Very unfamiliar	Unfamiliar	Uncertain	Familiar	Very familiar
P.	To what extent are you familiar with each of the following curriculum materials analysis systems?					
50.	Social Studies Consortium Curriculum Analysis Systems	1	2	3	4	5
51.	Michaelis Curriculum Materials Analysis System	1	2	3	4	5
52.	Indiana Council for the Social Studies Modification of the Social Studies Consortium Curriculum Analysis System	1	2	3	4	5

		Very frequently	Frequently	Uncertain	Infrequently	Very infrequently
Q.	Indicate the extent to which the following are likely to be major categories in a curriculum materials analysis system.					
53.	Rationale	1	2	3	4	5
54.	Objectives	1	2	3	4	5
55.	Costs	1	2	3	4	5
56.	Learning Theory	1	2	3	4	5
57.	Teaching Strategies	1	2	3	4	5
58.	Tests for Students	1	2	3	4	5

10

R. To what extent are you familiar with each of the following data sources for Social Studies Education?

	Very unfamiliar	Unfamiliar	Uncertain	Familiar	Very familiar
59. Review of Social Studies Projects in Social Education issues (April, 1970 and Nov., 1972).	1	2	3	4	5
60. Social Studies Curriculum Materials Data Book	1	2	3	4	5
61. ERIC/CHESS	1	2	3	4	5
62. Handbook of Research on Teaching (Ch. 29, 2nd Edition)	1	2	3	4	5
63. Social Studies Educational Consortium	1	2	3	4	5
64. Social Studies Curriculum Guidelines, developed by NCSS Taskforce, in Social Education issue (Dec., 1971).	1	2	3	4	5

S. How accurately do each of the following statements describe the new social studies curricula?

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
65. They are process rather than content oriented	1	2	3	4	5	6	7
66. They are meant to be substitutes for year long courses.	1	2	3	4	5	6	7
67. They are oriented around behavioral objectives	1	2	3	4	5	6	7
68. They are intended to be used in a sequential pattern.	1	2	3	4	5	6	7
69. Professional societies played an important part in their development.	1	2	3	4	5	6	7

NSF ADMINISTRATORS CONFERENCE

ELEMENTARY SOCIAL STUDIES

SUC Geneseo
Division of Educational Studies
July 11-18, 1974
- POST-INVENTORY -

Social Security Number_____

The purpose of this questionnaire is to gather some relevant data to evaluate the success of the workshop. Please respond to all items. Individual responses will be kept confidential.

It was assumed when the workshop was planned that the information included in many of these questions would be an integral part of the planned workshop program. In some instances the format has been changed. Please respond as carefully as possible.

If you are not a member of a school system, check the box and give a brief description of your position.

☐ Not a member of a school system.

_____

_____

_____

A. Indicate the extent to which you have attended the workshop.

1. ( ) Attended everything

2. ( ) Attended almost everything

3. ( ) Attended more than I missed

4. ( ) Attended about half the time

5. ( ) Attended about three days

6. ( ) Attended about two days

7. ( ) Attended about one day

Inventory Instrument
Designed: Ruben R. Rusch
6/73
Revised: Myra T. Herlihy
John G. Herlihy
6/74

B. To what extent do each of the following statements describe how the Man: A Course of Study curriculum was developed?

	Very Inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
8. It was developed over a period of several years by a team of teachers and scholars from the social studies.	1	2	3	4	5	6	7
9. It was developed almost exclusively by a team of content specialists exclusive of teachers.	1	2	3	4	5	6	7
10. It was developed almost exclusively by teachers with minimal assistance from scholars.	1	2	3	4	5	6	7

C. Rate each statement as a basic assumption of the Man: A Course of Study curriculum.

11. A child learns best when he is encouraged to freely interact, exchange ideas and cooperate in the resolution of problems and issues.	1	2	3	4	5	6	7
12. Mastery of the content of the curriculum requires a child to first be instructed in key generalizations and then to apply them.	1	2	3	4	5	6	7
13. A child's viewpoint is frequently too limited to be appropriate; therefore, key issues and topics should first be discussed by the teacher.	1	2	3	4	5	6	7

2

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

D. To what extent do each of the following statements describe how Our Working World was developed?

14. It was developed over nearly a decade of time with some of the formative evaluation conducted by the Educational Testing Service. — 1 2 3 4 5 6 7

15. It was originally funded by the Carnegie Foundation as an Experiment in Economic Education to determine whether elementary school students could be taught the underlying concepts and structure of economics and relate this to their daily lives. — 1 2 3 4 5 6 7

16. The Joint Council on Economic Education was the major funding agent for the development of this program for elementary students. — 1 2 3 4 5 6 7

E. To what degree do each of these statements reflect an important feature of Our Working World?

17. It is a multidisiplinary approach (anthropology economics, law, political science, social psychology, sociology) which emphasizes problem solving and analytical thinking. — 1 2 3 4 5 6 7

18. The four main themes are: time and space orientation, career development, systems analysis, and the community as a social laboratory. — 1 2 3 4 5 6 7

19. It is organized around behavioral objectives clearly stated for every lesson in the Teacher's Guide. — 1 2 3 4 5 6 7

3

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

F. To what extent do each of the following statements describe how People and Technology was developed?

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
20.	The program was developed at Education Development Center with support from the National Endowment for the Humanities.	1	2	3	4	5	6	7
21.	It was developed as a supplement to the regular intermediate grade social studies instruction.	1	2	3	4	5	6	7
22.	The developers included professors of science, engineering, urban studies, as well as leading social studies educators and teachers.	1	2	3	4	5	6	7

G. To what degree do each of these statements reflect an important feature of Peopl and Technology?

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
23.	It involves three main teaching strategies: manipulative activities, the case study, and community exploration.	1	2	3	4	5	6	7
24.	The curriculum poses open ended questions for which there may be no definitive answers.	1	2	3	4	5	6	7
25.	One assumption of the curriculum is that technology and social systems must be brought into some adjustment with each other.	1	2	3	4	5	6	7

4

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncert-	Mod-.ately appropriate	Appropriate	Very appropriate
H. To what extent do each of the following statements describe how Family of Man was developed?							
26. It was developed over a five year period by the American Anthropological Association with the support of the Ford Foundation.	1	2	3	4	5	6	7
27. It was developed at the University of Minnesota by an interdesciplinary team of social scientists, social studies educators and classroom teachers with funding by the U.S. Office of Education.	1	2	3	4	5	6	7
28. It was developed to promote education for citizenship and the understanding of other cultures.	1	2	3	4	5	6	7
I. To what degree do each of these statements reflect an important feature of Family of Man?							
29. It emphasizes the inquiry skills of concept formation, categorization, and generalization.	1	2	3	4	5	6	7
30. The subject matter is devoted almost entirely to the field of cultural anthropology.	1	2	3	4	5	6	7
31. The teaching materials include: artifacts, study prints, filmstrips, cassettes, trade books, printed orginals, and a Teacher's Guide with both general and behavioral objectives.	1	2	3	4	5	6	7

5

00080

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate

J. To what extent do each of the following statements describe how the Social Science Laboratory Units were developed?

32. They were developed over a period of four years by the American Psychological Association to aid teachers in the primary grades.	1	2	3	4	5	6	7
33. They were developed as a seven unit package for grades 4-6, utilizing the fields of social psychology and human behavior.	1	2	3	4	5	6	7
34. They were developed at the University of Michigan by an interdisciplinary team of social scientists and educators with the support of the U.S. Office of Education and the National Institute for Mental Health.	1	2	3	4	5	6	7

K. To what degree do each of these statements reflect an important feature of the Social Science Laboratory Units?

35. The rationale for the curriculum calls for students to confront social realities in a classroom environment.	1	2	3	4	5	6	7
36. The curriculum, utilizing the laboratory approach, emphasizes both data collection and value inquiry.	1	2	3	4	5	6	7
37. The units contain a large variety of instructional materials which students use to generate hypotheses.	1	2	3	4	5	6	7

L. To what extent do each of the following statements describe how the Taba Program in Social Science was developed?

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
38. Professor Taba developed the program with aid from the United States Office of Education and the Joint Council on Economic Education.	1	2	3	4	5	6	7
39. The program was developed by Professor Taba at San Francisco State College in conjunction with the Contra Costa public schools.	1	2	3	4	5	6	7
40. The curriculum was developed on the premise that the teacher should be non-directive and assume a passive role.	1	2	3	4	5	6	7

M. To what degree do each of these statements reflect an important feature of the Taba Program in Social Science?

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
41. The curriculum is centered around Main Ideas which are generalizations that describe relationships between ideas and between concepts.	1	2	3	4	5	6	7
42. The objectives of the curriculum are: acquisition of selected knowledge, development of thinking skills, formation of selected attitudes, and development of academic and social skills.	1	2	3	4	5	6	7
43. The main concepts of causality, conflict, cooperation, cultural changes, interdedendence, societal control, tradition and values recur in the materials at each succeeding grade level in greater depth.	1	2	3	4	5	6	7

7

		Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
N.	To what extent do each of the following statements describe how MATCH (Materials and Activities for Teachers and Children) was developed?							
44.	It was developed at the Boston Children's Museum with the support of the U.S. Office of Education.	1	2	3	4	5	6	7
45.	It was developed on the premise that the teacher should lead the students into generalizations by means of guided questions.	1	2	3	4	5	6	7
46.	It was developed on the premise that student manipulation of concrete materials is a key ingredient of the learning process.	1	2	3	4	5	6	7
O.	To what degree do each of these statements reflect an important feature of MATCH (Materials and Activities for Teachers and Children)?							
47.	It emphasizes the inquiry method of hypothesis formation, inductive and deductive reasoning, perceiving relationships, and forming conclusions.	1	2	3	4	5	6	7
48.	It is composed of boxes containing: realia, filmstrips, films, pictures, games, reference books, Teacher's Guides, etc. which represent an interdisciplinary self-contained learning system.	1	2	3	4	5	6	7
49.	The deductive approach is emphasized in that solutions to problems are worked out, in advance, for the students.	1	2	3	4	5	6	7

8

P. To what extent are you familiar with each of the following curriculum materials analysis systems?

		Very unfamiliar	Unfamiliar	Uncertain	Familiar	Very familiar
50.	Social Studies Consortium Curriculum Analysis Systems	1	2	3	4	5
51.	Michaells Curriculum Materials Analysis System	1	2	3	4	5
52.	Indiana Council for the social Studies Modification of the Social Studies Consortium Curriculum Analysis System	1	2	3	4	5

Q. Indicate the extent to which the following are likely to be major categories in a curriculum materials analysis system.

		Very frequently	Frequently	Uncertain	Infrequently	Very infrequently
53.	Rationale	1	2	3	4	5
54.	Objectives	1	2	3	4	5
55.	Costs	1	2	3	4	5
56.	Learning Theory	1	2	3	4	5
57.	Teaching Strategies	1	2	3	4	5
58.	Tests for Students	1	2	3	4	5

9

R. To what extent are you familiar with each of the following data sources for Social Studies Education?

	Very unfamiliar	Unfamiliar	Uncertain	Familiar	Very familiar
59. Review of Social Studies Projects in _Socia Education_ issues (April, 1970 and Nov., 1972).	1	2	3	4	5
60. _Social Scudies Curriculum Materials Data Book_	1	2	3	4	5
61. ERIC/CHESS	1	2	3	4	5
62. _Handbook of Research on Teaching_ (Ch. 29, 2nd Edition)	1	2	3	4	5
63. Social Studies Educational Consortium	1	2	3	4	5
64. Social Studies Curriculum Guidelines, developed by NCSS Taskforce, in _Social Education_ issue (Dec., 1971).	1	2	3	4	5

S. How accurately do each of the following statements describe the new social studies curricula?

	Very inappropriate	Inappropriate	Moderately inappropriate	Uncertain	Moderately appropriate	Appropriate	Very appropriate
65. They are process rather than content oriented	1	2	3	4	5	6	7
66. They are meant to be substitutes for year long courses.	1	2	3	4	5	6	7
67. They are oriented around behavioral objectives	1	2	3	4	5	6	7
68. They are intended to be used in a sequential pattern.	1	2	3	4	5	6	7
69. Professional societies played an important part in their development.	1	2	3	4	5	6	7

T. Indicate the extend to which you would like to see the following seven curricula used in your school system.

	Not at all	In one or two classes	In about half the schools and classes	In a majority of the schools and calsses	Throughout the ystem
70. Our Working World	1	2	3	4	5
71. People and Technology	1	2	3	4	5
72. Family of Man	1	2	3	4	5
73. Social Science Laboratory Units	1	2	3	4	5
74. <u>Man</u>: A <u>Course</u> <u>of</u> <u>Study</u>	1	2	3	4	5
75. Taba Program in Social Science	1	2	3	4	5
76. MATCH (Materials and Activities for Teachers and Children)	1	2	3	4	5

11

U. Directions: Place a check in the numbered box which best represents your
response to each of the questions below:

77. The amount of new
information (skills)
I have gained relative
to new social science
curricula was

1	2	3	4	5
☐	☐	☐	☐	☐

minimal   average   considerable

78. The amount of new
information (skills)
I have gained relative
to needs assessment
was

1	2	3	4	5
☐	☐	☐	☐	☐

minimal   average   considerable

79. The amount of new
information (skills)
I have gained relative
to curricula materials
analysis was

1	2	3	4	5
☐	☐	☐	☐	☐

minimal   average   considerable

80. The amount of new
information (skills)
I have gained relative
to implementation practice
and procedures was

1	2	3	4	5
☐	☐	☐	☐	☐

minimal   average   considerable

81. The extent to which I
will probable use this
information (technique
or skill) is

1	2	3	4	5
☐	☐	☐	☐	☐

never   occasionally   frequently

82. The possibility that some
of the new social science
curricula will be used in
schools with which I am
associated is

1	2	3	4	5
☐	☐	☐	☐	☐

slim   average   great

83. In terms of professional
importance to me, this
workshop was

1	2	3	4	5
☐	☐	☐	☐	☐

unimportant   average   important

84. The extent to which this workshop has prepared me to make curriculum decisions has been

1	2	3	4	5
□	□	□	□	□

minimal   average   considerable

85. Compared to other workshops I have attended this workshop has been

1	2	3	4	5
□	□	□	□	□

not stimulating   average   stimulating

13

APPENDIX J

EVALUATIVE REPORT OF

ADMINISTRATOR'S CONFERENCE

IN

ELEMENTARY SOCIAL SCIENCE

JULY 11-18, 1974

December 4, 1974
John G. Herlihy
    Project Director
Myra T. Herlihy
    Administrative Assistant
SUC at Geneseo

TABLE OF CONTENTS

INTRODUCTION

The Administrator's Conference in Elementary Social Science was con-
ductLJ on the Campus of the State University College cf Arts and Science at
Geneseo July 11th through 18th, 1974. The purpose of the conference, as
stated in the grant proposal was to "upgrade the level of knowledge of social
science curricula and of new methods of social science instruction." Paral-
lel objectives of the conference were to develop a backround in the "new social
studies", in needs assessment, in locating curricula information on social
studies curricua, in curricula analysis and in implementation practices and
procedures. The curricula that were included in the copference proper were:
Man: A Course of Study, Social Scieru.e Laboratory Units, The Family of Man,
Taba Social Science Program, People and Technology, the MATCH units, and Our
Working World. A detailed description of the organization of the conference
can be found in the Final Report of the conference to its sponsor, National
Science Foundation.

To assess participants'knowledge of the new social studies, of the cur-
ricula, of data sources, and related questions, a pre inventory was devised.
These same questions, plus a set of conference evaluation items, were gener-
ated as a post conference data collection instrument. Both of these devices
were administered to conference participants - 38 pre assessment inventories
and 37 post assessment inventories were collected. The former was administered
on the morning of the first full day of the conference and the latter on the
last session of the conference. The devices are included in the Final Report
as Appendices H and I.

The intent of the pre-post evaluation was to obtain descriptive data that
could be used to assess the effectiveness of the conference in accomplishing
its stated purposes.

There were 38 participants at the conference who had formally applied and received travel allowances, according to the terms of the grant. Approximately six others attended half or more of the sessions, but they were not carried on the roll of conference participants and did not receive any financial assistance. These six are not included in this report. The pre inventory assessment device was administered to 38 officially supported members of the conference. Due to problems in transportation/scheduling, one participant was unable to complete the post inventory. Therefore, the post device has a total population of 37. This did create some difficulty in reporting, as the print out format had to contain the missing 38th person.

One other note should be made before the results are presented. Many participants, in spite of repeated positive reinforcement, did not respond or fill out a complete pre assessment instrument. Notes written on the papers contain comments such as, "This is why I came here," or "I don't know", or "I am unfamiliar with these curricula." On the pre inventory, the N.R. columns constantly reflect about a 25% plus score - in spite of the directions. A review of the raw data indicated that participant withdrawal, refraining from responding, or a written statement for a non response accounts for almost all of the tallies in the N.R. columns. (The coding system required the reporting of this data in another column.) Therefore, those items on a seven point scale in which the fourth column was marked "uncertain" must be added to the N.R. column to obtain an accurate accounting for those with a lack of knowledge or information. For example, on Table 1, item 8 includes 18.4% uncertain and 31.6% no response for a total of 50% expressing unfamiliarity.

RESULTS

An examination of the data collecting device reveal that almost all questions were asked in sets - a stem that was followed by three or more items to be marked on a Likert type scale. The results are displayed in terms of percent. The pre instrument reflects percentage distribution of the 38 participants and the post 37, with the one missing person in the non response column. The keyed response, which is a consensus from experts, is located in the first column on the left hand side of the table.

The first question on the pre conference inventory asked the respondents to indicate on a five point scale (not at all to throughout the system) the extent to which the seven curricula were being used in their schools.

The figures show that, in all cases but one, more than 50% of the respondees are not using these curricula in their schools. If the N.R. column is added to this total, as no response indicated that the curricula is not being used, then all but one fall in the 70% plus category of non-use. Only one curricula, Family of Man, was reported as being used in about half or more of the schools by more than 10% of the conference participants.

At the end of the conference, a related question was asked: "Indicate the extent to which you would like to see the following seven curricula used in your school system". The responses of the participants are summarized in Table 2.

Our Working World Curriculum was seen as more positive in terms of district wide adoption than the other programs studied. People and Technology received the least preferred rating (5.3%) for district wide adoption by conference participants.

TABLE 1

Extent to Which Curricula are Being Used in Participant Schools

Curriculum	Five Point Scale					N.R.
	1	2	3	4	5	
1. Our Working World	52.6	23.7	—	—	5.3	18.4
2. People and Technology	52.6	21.1	—	—	5.3	21.1
3. Family of Man	52.6	15.8	2.6	—	7.9	21.1
4. Social Science Laboratory Units	52.6	21.1	—	—	—	26.3
5. Man: A Course of Study	36.8	39.5	5.3	—	2.6	15.8
6. Taba Program in Social Science	57.9	15.8	—	—	—	26.3
7. MATCH (Materials and Activities for Teachers and Children)	57.9	13.2	2.6	—	—	26.3

N.R. = non response

Five Point Scale
1. Not at all
2. In one or two classes
3. In about half of the schools and classes
4. In a majority of the schools and classes
5. Throughout the system

000 94

TABLE 2

Extent to Which Participants Would Like to See the Curricula Used In Their Schools

Curriculum	Five Point Scale					N.R.
	1	2	3	4	5	
70. Our Working World	2.6	10.5	18.4	28.9	28.9	10.5
71. People and Technology	10.5	39.5	13.2	18.4	5.3	13.2
72. Family of Man	—	31.6	10.5	36.8	7.9	13.2
73. Social Science Laboratory Units	7.9	21.1	10.5	36.8	13.2	10.5
74. Man: A Course of Study	—	34.2	18.4	26.3	15.8	5.3
75. Taba Program in Social Science	5.3	18.4	23.7	28.9	13.3	10.5
76. MATCH (Materials and Activities for Teachers and Students)	2.6	36.8	23.7	21.1	10.5	5.3

Five Point Scale
1. Not at all
2. In one or two classes
3. In about half of the schools
4. In a majority of the schools and classes
5. Throughout the system

6

00095

It also should be noted that the N.R. (non response) column is drastically reduced in the post as compared to the pre inventory. Similar decreases in the N.R. columns are noted in all other tables in this report.

Section B through O, questions 8-49, of the pre conference inventory corresponds to (is identical with) sections B through O, questions 8-49, of the post conference inventory. Two of each of these fourteen sections are concerned with the development of the seven curricula. Of these two, one section is concerned with the development of the curriculum and one is concerned with basic assumptions or important features of the materials.

Statements 8, 9, 10 (Section B) were concerned with how the Man: A Course Of Study (MACOS) curriculum was developed. Respondents were asked to reply on a seven point scale from very inappropriate to very appropriate. These responses are summarized in Table 3 for both pre and post conference administrations. The keyed responses (desirable) are 7 for question 8 and 1 for questions 9 and 10. These keyed responses are in the first column of the left hand side of the table. For statement 8, on the administration of the device at the beginning of the conference, 2.6% responded "very inappropriate", no one responded "inappropriate", 2.6% responded "moderately inappropriate", 10.5% responded "appropriate", 23.7% responded "very appropriate", and 31.6% did not respond. On the administration of the device at the end of the conference, 5.3% responded "very inappropriate", 47.4% responded "appropriate" and 39.5% responded "very appropriate". 2.6% (the non-attendee) did not respond. Other figures in the table can be interpreted similarly for the other statements on the pre and post responses. As can be seen from the data on the table, there was a greater tendency on the part of the participants to agree with the experts at the end of the conference than there was at the beginning. This tendency is apparent for all three items.

8

TABLE 3
How Man: A Course of Study Was Developed

Statement:		\[Seven Point Scale\] 1	2	3	4	5	6	7	N.R.
8. It was developed over a period of several years by a team of teachers and scholars from the social studies. *(Key Answer 7)*	Pre	2.6	—	2.6	18.4	10.5	10.5	23.7	31.6
	Post	5.3	—	2.6	—	2.6	47.4	39.5	2.6
9. It was developed almost exclusively by a team of content specialists exclusive of teachers.	Pre	15.8	10.5	—	21.4	2.6	7.9	2.6	39.5
	Post	23.7	28.9	5.3	5.3	7.9	10.5	7.9	10.5
10. It was developed almost exclusively by teachers with minimal assistance from scholars. *(Key Answer 1)*	Pre	21.2	10.5	2.6	18.4	5.3	—	5.3	36.8
	Post	50	26.3	5.3	2.6	2.6	—	2.6	10.5

00097

Key:

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

Statements 11, 12, 13 (Section C) were concerned with the basic assumptions of the MACOS curriculum. The results of the pre-post administration are summarized in Table 4. The same seven point scale was utilized. The experts responded 7 to question 11 and 1 to questions 12 and 13. On all three statements, the tendency to agree with the experts to a greater degree at the end of the conference than the beginning is apparent. For statement 11, at the pre-administration, 52.6% of the participants marked it 6 or 7; at the post-administration 86.9% of the participants marked it 6 or 7. For statement 12, the agreement with the experts is 13.2% at the beginning and 57.9% at the end; for statement 13, it is 31.6% at the pre and 79.0% at the post administration.

Statements 14, 15, 16 (Section D) were concerned with how Our Working World was developed. Again, respondents were asked to reply on the same seven point scale. The results for the pre and post administration are summarized in Table 5. The expert answers were 1 for 14, 7 for 15 and 1 for 16. (Question 14 from 7.9% agreement to 18.5%; question 16 from 7.9% to 15.8%.) There was a great increase in agreement for question 15 (from 18.4% on the pre to 65.8% on the post inventory).

Questions 17, 18, 19 (Section E) are concerned with important features of Our Working World. The experts keyed them as 7, 7, and 1 respectively. The results of the administration of these items are summarized in Table 6. For items 17 and 18 it is apparent that conference participants agreed with the experts to a greater extent at the conclusion of the conference than at the beginning (from 13.2% to 89.2% on question 17; from 13.2% to 57.9% on question 18). Question 19 shows some movement toward agreement with the experts (from 0 to 18.4%).

Questions 20, 21, 22 (Section F) are concerned with how People and Technology was developed. The experts keyed the answers as 7, 1, 7, respectively.

TABLE 4

Basic Assumptions of Man: A Course of Study

Key Answer	Statement:			Seven Point Scale							N.R.
			1	2	3	4	5	6	7	
7	11. A child learns best when he is encouraged to freely interact, exchange ideas and cooperate in the resolution of problems and issues.	Pre	—	—	2.6	13.2	2.6	18.4	34.2	28.9
		Post	—	—	—	—	10.5	31.6	55.3	2.6
1	12. Mastery of the content of the curriculum requires a child to first be instructed in key generalizations and then to apply them.	Pre	5.3	7.9	2.6	18.4	13.2	15.8	5.3	31.6
		Post	21.1	36.8	5.3	—	10.5	18.4	—	7.9
1	13. A child's viewpoint is frequently too limited to be appropriate; therefore, key issues and topics should first be discussed by the teacher.	Pre	15.8	15.8	10.5	15.8	5.3	5.3	—	31.6
		Post	47.4	31.6	2.6	2.6	7.9	—	—	7.9

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:

N.R. = non response

1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.

2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

00099

TABLE 5
How Our Working World Was Developed

Key Answer	Statement:			Seven Point Scale							
			1	2	3	4	5	6	7	N.R.
1	14. It was developed over nearly a decade of time with some of the formative evaluation conducted by the Educational Testing Service.	Pre	5.3	2.6	—	52.6	2.6	7.9	2.6	26.3
		Post	5.3	13.2	5.3	26.3	13.2	18.4	10.5	7.9
7	15. It was originally funded by the Carnegie Foundation as an Experiment in Economic Education to determine whether elementary school students could be taught the underlying concepts and structure of economics and relate this to their daily lives.	Pre	—	—	—	50.0	7.9	2.6	15.8	23.7
		Post	5.3	—	2.6	7.9	7.9	47.4	18.4	10.5
1	16. The Joint Council on Economic Education was the major funding agent for the development of this program for elementary students.	Pre	5.3	2.6	—	52.6		10.5	2.6	26.3
		Post	5.3	10.5	.	31.6	5.3	18.4	21.1	7.9

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:
N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

0060

TABLE 6

Important Features of Our Working World

Key Answer	Statement		Seven Point Scale 1	2	3	4	5	6	7	N.R.
7	17. It is a multidisciplinary approach (anthropology, economics, law, political science, social psychology, sociology) which emphasizes problem solving and analytical thinking.	Pre	2.6	5.3	—	50	2.6	7.9	5.3	26.3
		Post	—	—	—	—	2.6	7.9	5.3	23.7
001017	18. The four main themes are: time and space orientation, career development, systems analysis, and the community as a social laboratory.	Pre	2.6	2.6	2.6	52.6	2.6	7.9	5.3	23.7
		Post	—	10.5	2.6	2.6	18.4	39.5	18.4	7.9
1	19. It is organized around behavioral objectives clearly stated for every lesson in the Teacher's Guide.	Pre	—	—	—	50	15.8	2.6	5.3	26.3
		Post	7.9	10.5	2.6	23.7	10.5	26.3	7.9	10.5

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

12

The results of the administrations are summarized in Table 7. There is a clear trend in questions 20 and 22 to move toward agreement with the experts by the end of the conference. As to question 21, no apparent trend is seen, as responses are scattered in all seven categories.

Questions 23, 24, 25 (Section G) are concerned with important features of People and Technology. The experts rated these items as all 7's. The results are summarized in Table 8. The trend for participants to agree with experts to a greater extent following the conference than preceding the conference is seen again in all items.

Question 26, 27, 28 (Section H) deals with how the Family of Man curriculum was developed. The pre-post responses of the participants are summarized in Table 9. The experts keyed the responses as 1, 7, and 7 respectively. For questions 27 and 28, there is a noticeable trend for participants to agree with the experts at the post-administration. As to question 26, there is slight movement toward agreement with the experts.

Question 29, 30, 31 (Section I) asked the respondents to rate statements as to how accurately they describe the important features of the Family of Man Curriculum. The ratings of the conference participants are summarized in Table 10. The experts rated these items as 7, 1-2, 7 respectively. The trend to agree with the experts, following the conference, is especially apparent for items 29 and 31. At the beginning of the conference, the agreement was 29%, and at the end it was 86.9% for question 29. For question 31, it moved from 23.7% to 89.5% agreement. There is no apparent trend for question 30, as responses are scattered in all seven categories.

Questions 32, 33, 34 (Section J) were concerned with how the Social Science Laboratory Units were developed. The pre-post responses of the participants are summarized in Table 11. The expert responses on these three items were 1, 7, and 7 respectively. There was some movement toward agreement with the

TABLE 7
How People and Technology Was Developed

Key Answer	Statement:		1	2	3	Seven Point Scale 4	5	6	7	N.R.
7	20. The program was developed at Education Development Center with support from the National Endowment for the Humanities.	Pre	2.6	2.6	—	50	5.3	7.9	5.3	26.3
		Post	—	2.6	5.3	13.2	13.2	13.2	47.4	5.3
1	21. It was developed as a supplement to the regular intermediate grade social studies instruction.	Pre	—	2.6	2.6	50	7.9	5.3	2.6	28.9
		Post	13.2	13.2	7.9	10.5	18.4	23.7	7.9	5.3
7	22. The developers included professors of science, engineering, urban studies, as well as leading social studies educators and teachers.	Pre	2.6	—	2.6	44.7	2.6	18.4	—	28.9
		Post	2.6	—	—	26.3	10.5	23.7	34.2	2.6

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:
N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

14

00103

TABLE 3

Important Features of People and Technology

		Seven Point Scale							
Statement:		1	2	3	4	5	6	7	N.R.
23. It involves three main teaching strategies: Manipulative activities, the case study, and community exploration.	Pre	—	—	2.6	55.3		5.3	7.9	28.9
	Post	—	—	2.6	—	13.2	26.3	52.6	5.3
24. The curriculum poses open ended questions for which there may be no definitive answers.	Pre	—	—	—	50	7.9	5.3	7.9	28.9
	Post	—	—		2.6	7.9	36.8	50.0	2.6
25. One assumption of the curriculum is that technology and social systems must be brought into some adjustment with each other.	Pre	—	—	—	50	7.9	7.9	7.9	26.3
	Post				5.3	13.2	34.2	42.1	5.3

Key Answer:
- 23. — 7
- 24. — 7
- 25. — 7

Key:

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

00107

TABLE 9

How Family of Man Was Developed

Key Answer	Statement:		Seven Point Scale							N.R.
			1	2	3	4	5	6	7	
1	26. It was developed over a five year period by the American Anthropological Association with the support of t'e Ford Foundation.	Pre	7.9	—	2.6	47.4	10.5	5.3	—	26.3
		Post	26.3	15.8	—	26.3	10.5	13.2	—	7.9
	27. It was developed at the University of Minnesota by an interdisciplinary team of social scientists, social studies educators and classroom teachers with funding by the U.S. Office of Education.	Pre	5.3	—	—	52.6	2.6	7.9	7.9	23.7
		Post	—	—	—	10.5	2.6	39.5	44.7	2.6
7	28. It was developed to promote education for citizenship and the understanding of other cultures.	Pre	—	2.6	2.6	47.4	5.3	5.3	10.5	26.3
		Post	—	—	—	7.9	15.8	44.7	26.3	5.3

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.

2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

TABLE 10

Important Features of Family of Man

Statement:		Seven Point Scale							
		1	2	3	4	5	6	7	N.R.
29. It emphasizes the inquiry skills of concept formation, categorization, and generalization.	Pre	—	—	5.3	36.8	2.6	15.8	13.2	26.3
	Post	—	—	—	2.6	7.9	31.6	55.3	2.6
30. The subject matter is devoted almost entirely to the field of cultural anthropology.	Pre	—	2.6	2.6	44.7	10.5	13.3	—	26.3
	Post	5.3	18.4	15.8	7.9	18.4	21.1	7.9	5.3
31. The teaching materials include artifacts, study prints, film-strips, cassettes, trade books, printed originals, and a Teacher's Guide with both general and behavioral objectives.	Pre	—	—	—	44.7	2.6	18.4	7.3	28.9
	Post	—	—	—	2.6	2.6	39.5	5C	5.3

Key
Answer

29. 7
30. 1-2
31. 7

OO|O6

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:
N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

TABLE 11
How Were the Social Science Laboratory Units Developed

Key Answer		Statement:		1	2	3	Seven Point Scale 4	5	6	7	N.R.
1	32.	They were developed over a period of four years by the American Psychological Association to aid teachers in the primary grades.	Pre	2.6	7.9	—	55.3	—	2.6	—	31.6
			Post	21.1	21.1	5.3	26.3	2.6	15.8	2.6	5.3
7	33.	They were developed as a seven unit package for grades 4-6, utilizing the fields of social psychology and human behavior.	Pre	2.6	2.6	—	44.7	7.9	7.9	5.3	28.9
			Post	2.6	—	—	18.4	10.5	26.3	39.5	2.6
7	34.	They were developed at the University of Michigan by an interdisciplinary team of social scientists and educators with the support of the U.S. Office of Education and the National Institute for Mental Health.	Pre	—	2.6	—	55.3	5.3	2.6	5.3	28.9
			Post	2.6	2.6	—	39.5	10.5	26.3	13.2	5.3

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.

2. On post inventory in the N.R. column, there is a constant 2.5% representing one absence.

00107

experts for question 32 (from 10.5% to 42.2%). For question 33, there is greater movement toward agreement with the experts (from 13.2% to 65.8%). As to question 34, there was only a slight frend toward agreement with the experts (from 7.9% to 39.5%).

Questions 35, 36, 37 (Section K) were concerned with statements about the important features of the Social Science Laboratory Units. The pre-post responses of participants are summarized in Table 12. The expert responses for these items were 7, 7, and 1 respectively. The greatest trend in agreement with the experts is found in questions 35 and 36. There is no apparent trend for question 37, as responses are scattered in all seven categories.

Questions 38, 39, 40 (Section L) deals with how the Taba Program in Social Science was developed. The results for the pre and post administration of the inventories are summarized in Table 13. The experts keyed the responses as 7, 7, and 1 respectively. For items 38 and 40, there is some movement toward agreement with the experts. (From 2.6% to 42.1% on item 38; from 18.4% to 39.5% on item 40.) For item 39, it is apparent that conference participants agree with experts to a much greater extent at the conclusion of the conference than at the beginning (from 28.9% to 94.8%).

Question 41, 42, 43 (Section M) are concerned with important features of the Taba Program in Socail Science. These results are summarized in Table 14. All three items are keyed by the experts as category 7. The tendency to agree with the experts to a greater extent following the conference then at the beginning is readily apparent for all three items.

Questions 44, 45, 46 (Section N) deals with how Materials and Activities for Teachers and Children (MATCH) were developed. The pre-post responses of paticipants are summarized in Table 15. The experts keyed the items as 7, 1, and 7 respectively. There was definite movement toward agreement with the experts on items 44 and 46 (from 23.3% to 71.1% on item 44, and from 26.3% to 92.1%

TABLE 12

Important Features of the Social Science Laboratory Units

Key Answer	Statement:		Seven Point Scale							
			1	2	3	4	5	6	7	N.R.
7	35. The rationale for the curriculum calls for students to confront social realities in a classroom environment.	Pre	2.6	5.3	—	44.2	5.3	7.9	7.9	28.9
		Post	—	—	—	10.5	13.2	42.1	28.9	5.3
7	35. The curriculum, utilizing the laboratory approach, emphasizes both data collection and value inquiry.	Pre	—	2.6	—	39.5	5.3	15.8	7.9	28.9
		Post	—	—	—	5.3	7.9	39.5	42.1	5.3
1	37. The units contain a large variety of instructional materials which students use to generate hypotheses.	Pre	—	5.3	7.9	47.4	2.6	5.3	2.6	28.9
		Post	5.3	7.9	10.5	10.5	18.4	18.4	23.7	5.3

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

00109

20

21

TABLE 13

How the Taba Program in Social Science Was Developed

Key Answer	Statement:		Seven Point Scale							N.R.
			1	2	3	4	5	6	7	
	38. Professor Taba developed the program with aid from the United States Office of Education and the Joint Council on Economic Education.	Pre	5.3	10.5	2.6	50	2.6	2.6	—	26.3
7		Post	7.9	15.8	2.6	13.2	10.5	23.7	18.4	7.9
	39. The program was developed by Professor Taba at San Francisco State College in conjunction with the Contra Costa public schools:	Pre	—	—	2.6	39.5	5.3	2.6	26.3	23.7
7		Post	—	—	—	2.6	—	31.6	63.2	2.6
	40. The curriculum was developed on the premise that the teacher should be non-directive and assume a passive role.	Pre	7.9	10.5	5.3	31.6	7.9	5.3	2.6	28.9
1		Post	21.1	18.4	15.8	5.3	15.8	10.5	7.9	5.3

00110

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

TABLE 14

Important Features of Taba Program in Social Science

Statement:		Seven Point Scale							N.R.
		1	2	3	4	5	6	7	
41. The curriculum is centered around Main Ideas which are generalizations that describe relationships between ideas and between concepts.	Pre	5.3	2.6	2.6	39.5	2.6	7.9	10.5	28.9
	Post	2.6	—	—	7.9	15.8	36.8	31.6	5.3
42. The objectives of the curriculum are: acquisition of selected knowledge, development of thinking skills, formation of selected attitudes, and development of academic and social skills.	Pre	2.6	2.6	5.3	39.5	10.5	7.9	5.3	26.3
	Post	5.3	7.9	7.9	5.3	10.5	36.8	21.1	5.3
43. The main concepts of causality conflict, cooperation, cultural changes, interdependence, societal control, tradition and values recur in the materials at each succeeding grade level in greater depth.	Pre	2.6	—	—	44.7	7.9	7.9	13.2	23.7
	Post	—	2.6	2.6	2.6	7.9	28.7	55.3	2.6

Key Answer: 7 (for 41, 42, 43)

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

22

00111

TABLE 15

How MATCH Was Developed

Key Answer	Statement		Seven Point Scale 1	2	3	4	5	6	7	N.R.
7	44. It was developed at the Boston Children's Museum with the support of the U.S. Office of Education.	Pre	2.6	—	—	42.1	5.3	13.2	10.5	26.3
		Post	5.3	7.9	—	5.3	5.3	23.7	47.4	5.3
1	45. It was developed on the premise that the teacher should lead the students into generalizations by means of guided questions.	Pre	5.3	7.9	—	50	2.6	5.3	2.6	26.3
		Post	7.9	7.9	21.1	7.9	21.1	13.2	13.2	7.9
7	46. It was developed on the premise that student manipulation of concrete materials is a key ingredient of the learning process.	Pre	—	—	2.6	36.8	7.9	10.5	15.8	26.3
		Post	—	—	—	—	5.3	28.9	63.2	2.6

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key:
N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

23

00112

on item 46). There was virtually no movement toward agreement with the experts on question 45.

Questions 47, 48, 49 (Section O) are concerned with important features of the MATCH curriculum. The results of the administrations of these items are summarized in Table 16. Experts keyed them as 7, 7, and 1 respectively. All three items show a clear and definite trend toward agreement with the experts at the conclusion of the conference.

Section P, questions 50, 51, and 52 asks the participants to what extent thy are familiar with three curriculum materials analysis systems. Familiarity with these systems was one objective of the conference. These results are summarized in Table 17.

It is clear that on all three scales, greater familiarity is expressed at the conclusion of the conference than at the beginning. 55.7% were unfamiliar with the Social Studies Consortium Curriculum Analysis System on the pre inventory, while 86.9% were familiar with it on the post inventory. 68.4% were unfamiliar with the Michaelis Curriculum Analysis System at the beginning of the conference, while 68.4% were familiar at the end. 71.5% of the participants were unfamiliar with the Indiana Council System on the pre inventory, while 84.1% were familiar with it on the post inventory. Furthermore, it is interesting to note greater change in familiarity with the Social Studies Consortium Curriculum Analysis System and the Indiana Council for the Social Studies Modification of the Social Studies Consortium Curriculum Analysis System than with the Michaelis Curriculum Materials Analysis System.

Section Q, questions 53 through 58, asked the participants the extent to which selected categories were likely to be major categories in a curriculum materials analysis system. The pre-post responses of the participants are summarized on Table 18. The responses of the expert judges are given in the furthest left hand column of the table. With the exception of items 53 and

TABLE 16
Important Features of MATCH

Key Answer	Statement:		Seven Point Scale							
			1	2	3	4	5	6	7	N.R.
	47. It emphasizes the inquiry method of hypothesis formation, inductive and deductive reasoning, perceiving relationships, and forming conclusions.	Pre	—	—	2.6	44.7	5.3	10.5	13.2	23.7
7		Post	—	—	—	—	5.3	23.7	68.4	2.6
	48. It is composed of boxes containing: realia, filmstrips, films, pictures, games, reference books, Teacher's Guides, ect. which represent an inter-disciplinary self-contained learning system.	Pre	2.6	2.6		42.1	2.6	10.5	13.2	26.3
7		Post	—	—	2.6	—	5.3	34.2	52.6	5.3
	49. The deductive approach is emphasized in that solutions to problems are worked out, in advance, for the students.	Pre	10.5	7.9	—	47.4	5.3	—	—	28.9
1		Post	52.6	28.9	5.3	2.6	5.3	—	—	5.3

Key:

N.R. = non response
1. On pre inventory, combine N.R. column and column 4 for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6% representing one absence.

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

00114

TABLE 17

Familiarity with Curriculum Materials Analysis Systems

System		Five Point Scale					
		1	2	3	4	5	N.R.
50. Social Studies Consortium Curriculum Analysis Systems	Pre	36.8	18.9	22.1	15.8	---	7.9
	Post	2.6	5.3	2.6	71.1	15.8	2.6
51. Michaelis Curriculum Materials Analysis System	Pre	52.6	15.8	22.1	2.6	2.6	5.3
	Post	2.6	10.5	15.8	52.6	15.8	2.6
52. Indiana Council for the Social Studies Modification of the Social Studies Consortium Curriculum Analysis System	Pre	52.6	18.4	18.4	2.6	---	7.9
	Post	2.6	7.9	2.6	44.7	39.4	2.6

Five Point Scale
1. Very unfamiliar
2. Unfamiliar
3. Uncertain
4. Familiar
5. Very familiar

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TABLE 18

Extent to Which Selected Major Categories Are Likely To Be Included in a Curriculum Materials Analysis System

Key Answer	Category		Five Point Scale 1	2	3	4	5	N.R.
1	53. Rationale	Pre	44.7	34.2	18.4	—	—	2.6
		Post	71.1	15.8	—	2.6	5.3	5.3
1	54. Objectives	Pre	65.8	15.8	15.8	—	—	2.6
		Post	71.1	18.3	—	—	7.9	2.6
4	55. Costs	Pre	71.1	26.3	28.9	15.8	—	7.9
		Post	23.7	31.6	15.8	23.7	2.6	2.6
2	56. Learning Theory	Pre	34.2	31.6	23.7	2.6	—	7.9
		Post	47.4	28.9	7.9	5.3	5.3	5.3
2	57. Teaching Strategies	Pre	47.4	28.9	18.4	2.6	—	2.6
		Post	65.8	18.4	2.6	5.3	5.3	2.6
5	58. Tests for Students	Pre	15.8	21.1	34.5	13.2	5.3	5.3
		Post	31.6	36.8	—	23.7	5.3	2.6

Five Point Scale
1. Very frequently
2. Frequently
3. Uncertain
4. Infrequently
5. Very infrequently

00116

54, there is a pre to post trend to agree that rationale and objectives are very frequently a major category in a curriculum materials analysis system. On the other major categories, fewer people became "uncertain" but no clear trend was apparent.

Section R, questions 59 through 64, asked participants to what extent they were familiar with certain data sources for social studies education. The results are summarized in Table 19. A distinct upward trend (in the direction of greater familiarity) is notices in all but one item. The review of social studies projects in Social Education (item 59) was unfamiliar to 55.2% of the participants on the pre-inventory, while it was familiar to 84.3% on the post inventory. The Data Book (item 60) was unfamiliar to 44.8% of the participants at the beginning of the conference, while it was familiar to 86.9% at the end of the conference. 44.7% were unfamiliar with ERIC/CHESS (item 61) on the pre inventory, while 84.2% were familiar with it on the post inventory. The Social Studies Educational Consortium (item 63) was unfamiliar to 50% of the participants at the beginning of the conference, while it was familiar to 86.9% at the end of the conference. 63.2% of the participants were unfamiliar with the Social Studies Curriculum Guidelines of NCSS (item 64) on the pre inventory, while 84.2% were familiar with it on the post inventory. The only item (62) that did not show a marked upward trend was the Handbook of Research in Teaching. (60.5% were unfamiliar with it at the pre inventory, while only 42.1% were familiar with it on the post inventory.)

Section S, questions 65 through 69 asked the participants how accurately each of the five statements described the "new" social studies curricula. The intent of this section was to determine whether participants would learn the underlying philosophy or rationale of the new social studies curricula. The results are summarized in Table 20. The experts responded 7, 2, 2, 1, and 6 respectively. Only item 65 shows a trend toward expert agreement. For items

TABLE 19

Familiarity with Data Sources

Statements		Five Point Scale					N.R.
		1	2	3	4	5	
59. Review of Social Studies Projects in Social Education issues (April, 1970 and Nov., 1972)	Pre	26.3	28.9	7.9	13.2	10.5	13.2
	Post	—	7.9	5.3	71.1	13.2	2.6
60. Social Studies Curriculum Materials Data Book	Pre	31.6	13.2	5.3	28.9	7.9	13.2
	Post	—	7.9	2.6	47.4	39.5	2.6
61. ERIC/CHESS	Pre	34.2	10.5	2.6	26.3	5.3	21.1
	Post		5.3	2.6	55.3	28.9	7.9
62. Handbook of Research on Teaching (Ch.29, 2nd Edition)	Pre	31.6	28.9	7.9	10.5	2.6	18.4
	Post	2.6	21.1	23.7	28.9	13.2	10.5
63. Social Studies Educational Consortium	Pre	31.6	18.4	5.3	23.7	5.3	15.8
	Post	5.3	—	5.3	63.2	23.7	2.6
64. Social Studies Curriculum Guidelines, developed by NCSS Taskforce, in Social Education issue (Dec., 1971)	Pre	31.6	31.6	5.3	10.5	7.9	13.2
	Post	2.6	—	7.9	65.8	18.4	5.3

Five Point Scale
1. Very unfamiliar
2. Unfamiliar
3. Uncertain
4. Familiar
5. Very familiar

TABLE 20

Statements Describing the New Social Studies Curricula

Key Answer	Statement:		Pre/Post	1	2	3	4	5	6	7	N.R.
7	65.	They are process rather than content oriented.	Pre	—	2.6		7.9	7.9	36.8	34.2	10.
			Post	2.6	—	2.6		2.6	23.7	65.8	2.
2	66.	They are meant to be substitutes for year long courses.	Pre	13.2	13.2	21.1	21.1	5.3	5.3	7.9	13.
			Post	15.8	28.9	13.2	2.6	21.1	13.2	2.6	2.
2	67.	They are oriented around behavioral objectives.	Pre		2.6	5.3	13.2	28.9	28.9	10.5	10.
			Post	5.3	7.9			34.2	31.6	18.4	2.
1	68.	They are intended to be used in a sequential pattern.	Pre	5.3	15.8	18.4	18.4	5.3	13.4	7.9	10.
			Post		5.3	15.8	5.3	23.7	26.3	21.1	2.
6	69.	Professional societies played an important part in their development.	Pre	7.9	2.6	2.6	42.1	2.6	23.7	5.3	13.
			Post		7.9	5.3	2.6	31.6	36.8	13.2	2.

Seven Point Scale
1. Very inappropriate
2. Inappropriate
3. Moderately inappropriate
4. Uncertain
5. Moderately appropriate
6. Appropriate
7. Very appropriate

Key

N.R. = no response
1. On pre inventory, combine N.R. column and column four for total expressing uncertainty.
2. On post inventory in the N.R. column, there is a constant 2.6 representing one absence.

00119

66, 67, 68 the responses are scattered in all columns, more often in the "wrong" direction than the "right". Item 69 has a very slight trend toward expert agreement.

The post conference inventory contained nine statements with regard to the participants over all reaction to the workshop (Section U, question 77 through 85). The response to these questions are summarized in Table 21.

The first four items (77-80) asked the amount of new information gained relative to new social science curricula, needs assessment,curricula materials analysis, and implementation practice and procedure. The five point scale range from minimal to considerable. The response on the first three items was very positive (over 70% in columns 4 and 5). The fourth item response was average to above average.

Item 81 asked the extent to which the participant would probably use the information gained at the conference. Responses were very positive, as 92.1% checked columns 4 and 5, with 50% in column 5.

Item 82 was concerned with the extent to which the new social science curricula would be used in the schools with which the participants are associated. 81.6% checked the above average columns 4 and 5.

Item 83 asked about the professional importance of the workshop to the participants. 92.1% checked columns 4 and 5, the above average responses, with 73.7% in column 5. One can conclude that the participants whought the workshop was professionally important.

Item 84 asked participants to indicate the extent to which the workshop prepared them to make curricula decisions. 78.9% responded in the above average columns, 4 and 5. A logical conclusion is that the workshop was perceived as above average by a large majority in terms of preparing them to make curricula decisions.

Item 85 asked them to compare the workshop to others they had attended. 84.2% responded in column 4 and 5, "stimulating". The responses to these nine

representing one absence in N.R. column

unfavorable to 5 which is favorable

N.R. = non response

TABLE 21

Overall Reaction to the Conference

Statement	Five Point Scale					
	1	2	3	4	5	N.R.
77. The amount of new information (skills) I have gained relative to new social science curricula was	—	5.3	18.4	28.9	42.1	5.3
78. The amount of new information (skills) I have gained relative to needs assessment was	2.6	5.3	23.7	39.5	23.7	5.3
79. The amount of new information (skills) I have gained relative to curricula materials analysis was	—	—	26.3	28.9	39.5	5.3
80. The amount of new information (skills) I have gained relative to implementation practice and procedures was	10.5	10.5	34.2	28.9	10.5	5.3
81. The extent to which I will probably use this information (technique or skill) is	—	—	2.6	42.1	50	5.3
82. The possibility that some of the new social science curricula will be used in schools with which I am associated is	—	5.3	5.3	47.4	34.2	7.9
83. In terms of professional importance to me, this workshop was	—	—	2.6	18.4	73.7	5.3
84. The extent to which this workshop has prepared me to make curriculum decisions has been	—	2.6	13.2	36.8	42.1	5.3
85. Compared to other workshops I have attended this workshop has been	—	2.6	7.9	44.7	39.5	5.3

00121

overall evaluative statements about the workshop were very positive.

SUMMARY OF RESULTS

This section will present a summary of the results of the pre-post in-
ventories in four areas: (1) knowledge of the seven curricula, (2) information
sources in the social science, (3) curricula analysis, and (4) assessment of
the conference.

Tables 3-16, which present data on the seven curricula, report results on
two sets of three questions for each of the curricula that was presented. In
all, 42 separate items were inventoried on both a pre and post basis. A re-
view of the tabulations on the pre inventory indicates participants were gener-
ally not knowledgeable about the programs to be discussed. Except for MACOS,
on which approximately 50% of participants expressed uncertainty or no response,
the data on the other six curricula shows 70% or more in the unfamiliar, uncer-
tain or no response categories. From this data, it can be concluded that the
audience was, with the exception MACOS, quite unfamiliar with the curricula
materials to be presented.

The results of the post inventory, using the same questions, show that on
26 of the 42 items on the seven curricula, 61.9% responded 70% or more in the
cell or the adjacent cell to the keyed response. On 12 of the items, or 28.5%,
clustering at the criteria (70% or more) is not noted. Only 9.5% of the 42
items represent a grouping about an incorrect response, as judged by the ex-
perts.

This data indicates a change in the group from a basic response of unfamil-
iar, uncertain, or no response in the pre inventory (70% for most responses)
to a post inventory response pattern where 61.9% of the items represent a con-

centrated clustering about the keyed response.

A strong data base is required in the curricula decision making process. A block of time in the conference was directed to this aspect of conference design. The results of the pre inventory on that section are reported in Table 19. An inspection of the tabulations indicate that approximately 75% of the participants responded very unfamiliar, unfamiliar, or uncertain to four key items in the section (R). These four are: SSEC Data Book, Social Studies Educational Consortium, ERIC/CHESS, and two issues of Social Education. In studying the post data, all four of these information sources were listed in the familiar or very familiar categories by 85% or more of the conference participants. This shift indicates that the materials or agencies in questions were utilized by participants. A rich supply of the materials was on hand during the conference and the requirement to intensively study and report on one curriculum must have forced the audience to experience the materials. Since 85% plus of all participants responded familiar or very familiar, it can be concluded that materials were introduced and utilized. Thus, this conference goal seems to have been achieved.

Another conference aim was to develop familiarity with curricula materials analysis systems as a tool in the process of curricula decision making. Perhaps the outstanding example in the area of social studies is the CMAS (Curriculum Materials Analysis System) materials developed by the Social Studies Education Consortium. Conference participants were also introduced to four other systems, including the Cooperative Review Survey developed by the State Education Department of New York, which was brought in by a participant. Using the CMAS as an indicator, participants generally reported unfamiliarity with the analysis materials, as over 75% of them chose to mark very unfamiliar, unfamiliar, or uncertain on the pre inventory device. However, on the post inventory, 86.9%

of conference participants responded familiar or very familiar with this particular tool. A review of the curricula analysis reports completed by each participant on a curriculum, which are on file in the director's office, is further evidence of the implementation of this phase of the conference. This data seems to support the fact that the conference achieved this pre set goal.

Table 21 presents a tabulation of participants' overall reactions to the conference. A quick review indicated that the left hand side of the table, which represents unfavorable reactions, is blank or has very low percentages. An inspection of column 5, which is the most favorable, shows that item 80, related to implementation practice, was given the poorest rating. On item83, which asked, "In terms of professional importance to me, this workshop was...", 73.7% of the participants responded in the most important category - the highest possible rating.

If ranking of participants in the two highest cells are combined, then 75% or more of participants judged the conference to be effective in disseminating information on the "new" social studies, implementation, probability of use of the curriculum, curricula decision making, and comparing this workshop to others. Participants' reactions were in the average categories for items related to needs assessment and implementations practices and procedures.

In general, however, participants rated the conference 90% effective in terms of importance to the and related to other workshops they had attended. These data seem to confirm that the conference achieved its stated goals and was well received by participants.