

# Contents

|          |  |           |
|----------|--|-----------|
| <b>1</b> | <b>What is Educational Technology?</b>                 | <b>1</b>  |
|          | From Tools to Systems                                  | 1         |
|          | <i>Educational Technology or Educational Ecology?</i>  |           |
|          | <i>Programmed Learning's Contribution</i>              |           |
|          | <i>The Importance of Objectives</i>                    |           |
|          | <i>Problem solving</i>                                 |           |
|          | Educational Technology and Systems Analysis            | 8         |
|          | <i>The Open Processes of Educational Technology</i>    |           |
|          | Problem-solving in Curriculum Development              | 13        |
|          | Some Cautionary Remarks                                | 16        |
|          | <i>Whose Educational Technology: Whose Objectives?</i> |           |
| <b>2</b> | <b>A Closer Look at Objectives</b>                     | <b>19</b> |
|          | Aims v Objectives                                      | 19        |
|          | <i>The Limitations of Aims</i>                         |           |
|          | <i>The Value of Aims</i>                               |           |
|          | From Aims to Objectives                                | 24        |
|          | The Variety of Objectives                              | 29        |
|          | <i>Types of Behaviour</i>                              |           |
|          | <i>Levels of Behaviour</i>                             |           |
|          | <i>Dealing with Variety</i>                            |           |
|          | The Benefits of Objectives                             | 34        |
|          | <i>Communication</i>                                   |           |
|          | <i>Content and Structure</i>                           |           |
|          | <i>Teaching and Learning Methods</i>                   |           |
|          | <i>Evaluation and Assessment</i>                       |           |
|          | Some Objections to Objectives                          | 36        |
|          | <i>Recognizing Worth-while Objectives</i>              |           |
|          | <i>Appraising Creativity</i>                           |           |
|          | <i>Democracy and Enjoyment</i>                         |           |

*Managing Objectives*  
*Beware of Implicit Objectives*

|          |  |           |
|----------|--|-----------|
| <b>3</b> | <b>Developing Objectives</b>                             | <b>42</b> |
|          | Sources of Objectives                                    | 42        |
|          | <i>Life-skill Objectives</i>                             |           |
|          | <i>Methodological Objectives</i>                         |           |
|          | <i>Content Objectives</i>                                |           |
|          | <i>Interpreting the Model</i>                            |           |
|          | Formulating Objectives                                   | 53        |
|          | <i>Structure in Objectives</i>                           |           |
|          | <i>The Language of Objectives</i>                        |           |
|          | Criterion Tests and Evaluation                           | 60        |
|          | <i>Relating Tests to Objectives</i>                      |           |
|          | <i>Paper-and-pencil Tests</i>                            |           |
|          | <i>Situational Tests</i>                                 |           |
|          | <i>Unobtrusive Techniques</i>                            |           |
|          | <i>Long-term Evaluation</i>                              |           |
|          | <i>Combining Techniques</i>                              |           |
|          | <i>Criteria v Norms</i>                                  |           |
| <b>4</b> | <b>Designing the Learning : Sequences and Strategies</b> | <b>71</b> |
|          | <i>Ends-means Analysis</i>                               |           |
|          | <i>Individualizing Objectives</i>                        |           |
|          | Sequence in Learning                                     | 74        |
|          | <i>Varieties of Sequence</i>                             |           |
|          | <i>Logic v Psychologic</i>                               |           |
|          | <i>Backward Chaining</i>                                 |           |
|          | <i>Hierarchies in Learning</i>                           |           |
|          | <i>Prerequisites</i>                                     |           |
|          | <i>Types of Learning</i>                                 |           |
|          | <i>Structures and Sequences</i>                          |           |
|          | Strategies in Teaching                                   | 93        |
|          | <i>Exposition v Discovery</i>                            |           |
|          | <i>Groups and Individuals</i>                            |           |
|          | <i>The Pacing of Learning</i>                            |           |
|          | <i>Assessment of Students</i>                            |           |
|          | <i>Teacher Style</i>                                     |           |

|          |  |            |
|----------|--|------------|
| <b>5</b> | <b>Designing the Learning: Modes and Media</b> | <b>103</b> |
|          | Modes v Media                                  | 103        |
|          | Five Stimulus Modes                            | 104        |
|          | <i>Human Interaction</i>                       |            |
|          | <i>Realia</i>                                  |            |
|          | <i>Pictorial Representation</i>                |            |
|          | <i>Written Symbols</i>                         |            |
|          | <i>Recorded Sound</i>                          |            |
|          | <i>Multi-modal Learning</i>                    |            |
|          | Functions of Media                             | 114        |
|          | <i>Engage the Student's Motivation</i>         |            |
|          | <i>Recall Earlier Learning</i>                 |            |
|          | <i>Provide New Learning Stimuli</i>            |            |
|          | <i>Activate the Student's Response</i>         |            |
|          | <i>Give Speedy Feedback</i>                    |            |
|          | <i>Encourage Appropriate Practice</i>          |            |
|          | <i>Fulfilling the Functions</i>                |            |
|          | Selecting Modes and Media                      | 123        |
|          | <i>The Inadequacy of Research</i>              |            |
|          | <i>Consider the Objectives</i>                 |            |
|          | <i>Learning Style</i>                          |            |
|          | <i>Practicality</i>                            |            |
|          | <i>Variety of Media</i>                        |            |
|          | <i>Availability</i>                            |            |
|          | <i>Putting Media Together</i>                  |            |
| <b>6</b> | <b>Evaluation and Improvement</b>              | <b>130</b> |
|          | What is Evaluation?                            | 130        |
|          | <i>Micro- and Macro-evaluation</i>             |            |
|          | <i>Evaluation v Assessment, etc.</i>           |            |
|          | <i>Who is Responsible for Learning?</i>        |            |
|          | <i>The Discomforts of Evaluation</i>           |            |
|          | Why Bother with Evaluation?                    | 137        |
|          | <i>Improvements</i>                            |            |
|          | <i>Proof and Persuasion</i>                    |            |
|          | How Shall We Evaluate?                         | 140        |
|          | <i>Questions of Procedure</i>                  |            |

|  |            |
|--|------------|
| <i>Inputs and Outputs as Data</i>                      |            |
| <i>The Evaluators</i>                                  |            |
| <i>Choice of Methods</i>                               |            |
| <i>Developmental Testing and Continuous Monitoring</i> |            |
| <i>Problems of Sampling</i>                            |            |
| From Evaluation to Improvement                         | 150        |
| <i>What Kinds of Improvement?</i>                      |            |
| <i>Statistics, Averages and Individuals</i>            |            |
| Evaluating Other People's Innovations                  | 154        |
| Towards Supra-evaluation                               | 156        |
| <b>7 Putting Educational Technology to Work</b>        | <b>158</b> |
| Implementing Innovation in Education                   | 158        |
| <i>Barriers to Innovation</i>                          |            |
| <i>Planning for Change</i>                             |            |
| <i>The Innovatory Climate</i>                          |            |
| Education, Innovation and Society                      | 166        |
| Re-schooling and De-schooling Society                  | 167        |
| <i>National Cooperation in Innovation</i>              |            |
| <i>A Catalogue of Worth-while Learning</i>             |            |
| <i>Lifelong Learning</i>                               |            |
| <i>Learning Networks and the Schools</i>               |            |
| <i>The Slow Proliferation of Alternatives</i>          |            |
| The Role of Educational Technology                     | 177        |
| References   | 181        |
| Index  | 193        |