

## TABLE OF CONTENTS\*

Because the three volumes represent a series and are strongly interrelated, the Table of Contents in each volume contains the chapter and unit headings from all three volumes.

	Page No.
Preface . . . . .	xxi
Introduction . . . . .	xxv
Guidelines to Readers . . . . .	xxxii
Summary of New Concepts . . . . .	xxxix
Volume I — The Changing Role of the Educator: The Instructioneer	
Chapter I — Instruction or Education: Which is the Profession? . . . . .	
	1
A. Educational Needs, Purposes for Schools, and Why Purposes Have Not Been Achieved . . . . .	4
B. Instruction vs. Education . . . . .	15
Chapter II — Instruction or Education: Which is Humanizing? . . . . .	
	21
A. Need for Humanism . . . . .	24
B. Traditional Inhumanities in Our Schools . . . . .	27
C. The Tragic Results of the Traditional Inhumanities . . . . .	36
D. Breeding Ground of the Traditional Inhumanities . . . . .	48
E. Humanistic Solutions with Potential Inhumane Results . . . . .	51
F. Instruction vs. Education . . . . .	62
Chapter III — Why a Behavioral Learning Systems Approach to Instruction (BLSA) . . . . .	
	67
A. Advantages of Applying the BLSA to the Instructional Process . . . . .	70
B. Criticisms of the Application of Systems Concepts to the Instructional Process . . . . .	74
Chapter IV — Identification and Development of a Philosophy of Instruction and Theories of Instruction . . . . .	
	79
A. A Design for Excellence in Instruction . . . . .	84
B. A Philosophy of Instruction . . . . .	91

	Page No.
C. The Theories of Instruction . . . . .	101
1. Behavioral Theory of Instruction:	
Cognitive and Sensory Domains . . . . .	111
2. Behavioral Theory of Instruction:	
Affective Domain . . . . .	115
Chapter V — The Changing Role of the Teacher From Educator to Instructioneer. . . . .	121
A. Contemporary Role of the Teacher . . . . .	128
B. Traditional Role of the Teacher — Presenter . . . . .	129
C. The Humanizing Role for the Teacher — Instructioneer . . . . .	136
1. What is a Learning Problem . . . . .	144
2. Examples of Learning Problems . . . . .	147
a. What am I supposed to learn . . . . .	147
b. Decision making as a Learning Problem . . . . .	151
c. Cheating as a Learning Problem . . . . .	154
d. Cumulative ignorance as a Learning Problem . . . . .	155
e. Low correlation between Objectives and Tests as a Learning Problem . . . . .	157
f. Direction of Learning as a Learning Problem . . . . .	158
g. Reading as a Learning Problem . . . . .	160
(1) Lack of specified objectives . . . . .	161
(2) Problems in speed reading . . . . .	164
(3) Phonics and other word attack skills . . . . .	166
(4) Interest as it affects reading skills . . . . .	176
(5) Educational Malpractices in reading . . . . .	177
h. Essay Writing as a learning problem . . . . .	182
(1) Evaluation of Essays . . . . .	184
(2) The teaching and learning of writing skills . . . . .	188
i. Increased effectiveness as a potential learning problem . . . . .	194
3. Recognition of Individual Differences in Action instead of Words . . . . .	197
a. Intelligence and Individual Differences . . . . .	204
b. Rate of learning — Traditional Situation . . . . .	205
c. Rate of Learning as affected by Amount to be learned . . . . .	205
(1) Ideal composition of amount to be learned (8 categories of objectives) . . . . .	209
(2) Compromise composition of amount to be learned . . . . .	212
(3) Contemporary efforts to recognize differences in amounts to be learned . . . . .	214
d. Rate of Learning as affected by time as a variable . . . . .	217
(1) Learning time as a variable — open entry- open exit plan . . . . .	219
(2) Compromises in using time as a variable during the transition to the ideal . . . . .	221

	Page No.
(3) Contemporary efforts to allow amount to be learned and time for learning to be variables . . . . .	227
e. Rate of Learning: Traditional vs. System . . . . .	232
f. Rate of Learning as affected by Students' Intellectual and Sensory Learning Skills . . . . .	234
(1) The degree of simulation as a factor in a learning or instructional pathway . . . . .	236
(2) The method of designing instruction as a factor in a learning or instructional pathway . . . . .	245
(3) The language used for instruction as a factor in a learning or instructional pathway . . . . .	247
g. Apparent vs. Real Intelligence as affected by Students' Intellectual and Sensory Learning Skills . . . . .	258
h. Rate of Learning as affected by the Students' Emotional Tendencies . . . . .	261
(1) Motivation as it affects rate of learning . . . . .	261
(2) Interpersonal relationship (student-teacher) as it affects rate of learning . . . . .	271
i. Apparent vs. Real Intelligence as affected by Students' Emotional Tendencies . . . . .	277
j. The elusive concept of "real intelligence" . . . . .	278
k. Comparison of education, instruction, and the medical field . . . . .	279
4. Humanizing instruction by identifying and solving learning problems . . . . .	281
5. Transition from educator to <i>Instructioneer</i> . . . . .	285
a. The Humanization Factor . . . . .	285
b. Changing the number of hours spent presenting course content . . . . .	286
c. Changing the number of hours spent preparing to teach . . . . .	290
d. Changing the number of hours spent in activities not associated with measurable learning . . . . .	295
e. Changing the number of hours spent with small groups and individuals . . . . .	298
f. Developing the independent learner . . . . .	299
g. The Instructioneer's role: a limited reality already . . . . .	304
D. Supporting Roles to Assist the Instructioneer . . . . .	306
1. Master Instructioneers . . . . .	307
2. Principals and Department Heads . . . . .	307
3. Substitute Instructioneers . . . . .	307
4. Graduate Students as Instructioneers . . . . .	308
5. Layman Teachers . . . . .	308

	Page No.
6. Associate Teachers . . . . .	309
7. Learners' Aids . . . . .	309
8. Practice Instructioners . . . . .	310
9. Student Tutors . . . . .	311
10. Parents as Tutors . . . . .	312
11. Guidance and Counseling Staff . . . . .	314
12. Instructional Crisis Squad . . . . .	315
13. Curriculum Specialists	
a. Curriculum Development . . . . .	316
b. Media Production . . . . .	316
c. Storage and Retrieval Systems . . . . .	318
14. Instructional Researchers . . . . .	319
15. Presenters in the Scholarship Function . . . . .	319

**Volume II — A Behavioral Learning Systems Approach to  
Instruction: Analysis and Synthesis**

**Chapter VI — Determining the Purpose of the Instructional Event:  
Objectives and Evaluation . . . . .**

<b>A. Introduction . . . . .</b>	<b>322</b>
<b>B. Instructional Specifications . . . . .</b>	<b>325</b>
1. What is Learning . . . . .	326
2. Reasons for Specifying Objectives . . . . .	327
a. Identifies the Subject Matter Focus . . . . .	328
b. The Nature of the Behavior is Revealed . . . . .	329
c. Behaviors to be Modified are Identified . . . . .	329
d. Facilitates Instructional Planning . . . . .	332
e. The Objective can be Communicated . . . . .	334
f. Helps Students Plan Their Learning Time . . . . .	336
g. Achievement Can be Measured . . . . .	338
h. Teacher Accountability is Possible . . . . .	339
i. Facilitates the Development of Common Expectations . . . . .	342
j. Increasing Specificity, Increases Chances for Learning . . . . .	343
(1) Interaction Between SO's and Teacher's Role in Maximizing Learning . . . . .	348
3. Reasons for General Objectives . . . . .	351
4. Other Categories of Objectives . . . . .	353
a. Educational Objectives . . . . .	354
5. What is a Specific Objective? . . . . .	355
a. The Analysis of a Specific Objective . . . . .	357
(1) Specifying the Learning Environment . . . . .	358
(2) Specifying the Behavior . . . . .	359
(3) Specifying the Object of the Behavior . . . . .	359

(4) Specifying the Criteria for Evaluation: 100% of the Objectives vs. 100% of the Test Items . . . . .	360
(5) Increasing the Specification of the Objective . . . . .	366
6. The Three Types of Learning: Cognitive Sensory, and Affective . . . . .	367
a. Mental, Emotional, and Bodily Consciousness . . . . .	371
b. Cognitive Domain . . . . .	377
(1) Taxonomy of Cognitive Objectives . . . . .	381
(a) Bloom's Taxonomy . . . . .	383
(b) Gagne's Taxonomy . . . . .	391
(2) The Cognitive Genius . . . . .	393
c. Sensory Domain . . . . .	394
(1) Introduction . . . . .	395
(2) Measurement in the Sensory Domain . . . . .	397
(3) Taxonomies of Sensory Objectives . . . . .	398
(a) Part I — The Senses in the Stimulus — Afferent Sequence . . . . .	398
(b) Part II — The Sense in the Efferent — Action Sequence . . . . .	404
(c) Part III — The Action . . . . .	405
(4) Solving Learning Problems in the Sensory Domain . . . . .	408
(5) The Sensory Genius . . . . .	410
d. The Affective Domain . . . . .	412
(1) Introduction . . . . .	413
(2) Instruction, Indoctrination, or Brainwashing . . . . .	416
(3) Measurement in the Affective Domain . . . . .	417
(4) Taxonomy of Affective Objectives . . . . .	425
(a) Acceptance and Rejection of Attitudes, Values, and Beliefs (Action-Non-Action Continuum) . . . . .	427
(b) Intensity and Direction of Attitudes, Values, and Beliefs . . . . .	435
(c) Other Factors Affecting Emotive Behaviors . . . . .	437
(5) Teaching and Learning in the Affective Domain . . . . .	441
(a) The Present Teaching and Learning of Affective Domain Objectives . . . . .	441
(b) Two Illustrative Cases: Book Banning and Religion . . . . .	444
(c) Possible Directions for Successful Teaching of Affective Domain Objectives . . . . .	449
(6) The Affective Genius . . . . .	454

	Page No.
e. Integrated Domains: The Reality of Instruction . . . . .	454
(1) The Integrated Genius: Jack-of-all-trades . . . . .	455
C. Evaluation of the Instructional Event . . . . .	456
1. Correlation Between Objectives and Tests . . . . .	458
a. The Traditional View of Evaluation . . . . .	459
b. Correlation Problems . . . . .	461
(1) Problems with "General Objectives" and "Subjective" Test Items . . . . .	461
(2) Problems with "General Objectives" and "Specific" Test Items . . . . .	462
(3) Problems with "Specific Objectives" and "Subjective" Test Items . . . . .	463
(4) Problems with "Specific Objectives" and "Specific" Test Items . . . . .	469
c. Behavior Correlation vs. Content Correlation . . . . .	469
d. "Don't Teach Students What You Want Them to Learn" or "Don't Teach to The Test" . . . . .	474
2. Types of Test Items and Tests . . . . .	480
a. Essay Items and Term Papers . . . . .	481
b. "Objective" Type Test Items and Examinations: An Example of Insidious Subjectivity . . . . .	483
c. Rote Memory and Thinking Test Items . . . . .	495
d. The Best Type of Test Items . . . . .	499
e. Functions (Purposes) of Testing . . . . .	500
f. Formative vs. Summative Testing . . . . .	502
g. Criterion vs. Normative Testing . . . . .	504
h. Standardized Tests: A Designed Mirage . . . . .	513
(1) Examples of How Standardized Tests are Fraudulently and/or Mistakenly Used . . . . .	518
i. Suggestions to Improve the Value of the Results of Standardized Tests . . . . .	522
j. Attitudes Towards Testing . . . . .	523
3. Teachers' Qualifications for Evaluation . . . . .	524
D. Minimum Common Core Learning . . . . .	527
1. How to Identify Minimum Common Core Learning . . . . .	532
2. Functions of Advisory Groups . . . . .	537
3. The Cafeteria of Learning . . . . .	538
4. Identifying Commonality Promotes Individuality . . . . .	539
5. Contemporary Efforts to Establish Minimum Common Core Learning . . . . .	540
E. Justification of Instructional Objectives and/or Test Items . . . . .	543
1. Applying the Questions to Courses . . . . .	549
2. Applying the Questions to Non-Specific Test Items . . . . .	562

	Page No.
3. Applying the Questions to Non-Specific Objectives . . . . .	563
4. Applying the Questions to Specific Test Items Which Lack Known Specific Objectives . . . . .	585
5. Applying the Questions to Specific Test Items and Related Specific Objectives Which Have Less Than 100 Percent Correlation . . . . .	608
6. Applying the Questions to Specific Test Items Which Don't Relate to Course Objectives Implied by the Title of the Course . . . . .	622
F. Guidelines for Writing and/or Obtaining Specific Objectives and/or Test Items . . . . .	625
1. Guidelines for On-Going Courses . . . . .	628
2. Guidelines for New Courses . . . . .	629
3. Utilizing Taxonomies of Objectives . . . . .	631
4. Don't Reinvent "Curriculum Wheels" . . . . .	632
5. Priorities in Writing Objectives . . . . .	634
G. Freedom and Who Should Write Objectives: State, District, Teachers or Students? . . . . .	635
H. The Debate: To Use or Not To Use Specific Behavioral Objectives . . . . .	644
1. Reasons Why Some educators are Against Specifying Objectives . . . . .	648
I. "Do Your Own Thing": Tragedy or a Mode for Maximizing Motivation and Serendipity . . . . .	651
1. Scholarship Sessions . . . . .	654
Chapter VII — A Behavioral Learning Systems Approach to the Design of the Instructional Environment . . . . .	657
A. Introduction . . . . .	660
B. Interrelationships Between the Elements of an Educational Event When There Are No Specific Learning Objectives . . . . .	673
1. The Teacher as the Emphasis in the Educational Event . . . . .	665
2. Technology as the Emphasis in the Educational Event . . . . .	668
3. Why Technology Hasn't Made an Impact on the Educational Event . . . . .	670
4. Technology and Accountability . . . . .	672
C. Interrelationships Between the Elements of an Instructional Event When There Are Specific Objectives . . . . .	679
1. Technology: Humanizing or Dehumanizing . . . . .	679
2. Guidelines for the Utilization of Technology . . . . .	683
3. Ultimate Goal of Designed Instruction . . . . .	686

4. The Physical Facilities of the Instructional Environment .....	690
D. Designing the Software for the Instructional Event.....	694
1. Behavioral Analysis: The Identification of the Boundaries of the Instructional Event .....	697
2. The Instructional Process: A Form of Communication .....	713
a. The Learner's Environment as a Factor in Communication .....	719
3. Behavioral Syntheses: Construction of the Instructional Event .....	724
a. Instructional Models: Theories of Learning vs. Theories of Teaching vs. Theories of Instruction .....	728
b. Guidelines for Development of the Instructional Event .....	734
c. Sequencing the Objectives in the Instructional Event ..	738
(1) The Matrix Method of Sequencing Objectives .....	740
d. Development of the Instructional Event .....	773
(1) Involving the Learner in Learning .....	776
(2) Step Size and Reinforcement .....	782
(3) Assembly and Validation .....	784
(4) Potential Sources of Problems in the Development of Learning Pathways .....	786
4. Utilizing or Adapting Ready-made Software .....	787
5. Instructional Design Evaluation .....	791
E. Selecting, Modifying, and/or Designing Hardware for the Instructional Event .....	796
1. Television and the "Stewart ITV" Format .....	802
2. Computers in the Instructional Event .....	808
3. The Dial-Access Concept in the Instructional Event .....	812
4. Selection of Hardware and the Use of Consultants .....	817
5. Questions to be Considered When Planning for an Instructional Information Retrieval System (IIRS) .....	825
a. Software Considerations .....	826
b. Hardware Considerations .....	829
Volume III — Creating an Emphasis on Learning: Quality Control, Productivity, and Accountability	
Chapter VIII — Quality Control, Productivity, and Accountability	835
A. Introduction .....	838
1. Accountability Alone is Not Sufficient! .....	847
2. Accountable for What? (The Effects of a Critical Principle of Evaluation .....	855
3. Who is Accountable and for What? .....	858
a. "Youth-anasia" (School Violence and Push-outs) .....	860



	Page No.
b. Is Learning Measurable . . . . .	866
c. The Affective Domain and Accountability . . . . .	869
d. New Curriculum Areas for Accountability . . . . .	872
e. Accountability and Commercially Prepared Instructional Materials . . . . .	875
4. Teacher's Fear of Accountability . . . . .	876
5. Entropic Drift and the Transposition of Controlling Influences . . . . .	888
B. Evaluation of Students . . . . .	901
1. Testing and Grading . . . . .	902
2. Grading and Cumulative Ignorance . . . . .	914
a. Pass—Fail grading . . . . .	916
b. "F" Grades: Coffin Nails in the Educational System . .	918
c. Social Promotion . . . . .	923
d. Elimination of Evaluation . . . . .	926
3. Evaluation and Discipline . . . . .	929
a. Cheating . . . . .	935
4. Systems Evaluation and Grading . . . . .	937
a. Testing Under a Behavioral Learning Systems Approach . . . . .	938
b. Grading Under a Behavioral Learning Systems Approach . . . . .	942
c. The ABI Alternative . . . . .	946
d. Student Errors . . . . .	950
5. Students' Rights in the Evaluation Process . . . . .	951
a. Instructional Grievance Committee . . . . .	954
C. Evaluation of Teachers . . . . .	956
1. The Traditional Teachers' Role and Evaluation . . . . .	959
a. Student Evaluation of Teachers . . . . .	965
2. Teachers as Individuals . . . . .	967
3. The Teachers' Role and Evaluation Under the Behavioral Learning Systems Approach . . . . .	971
a. Pre-service Training for Teachers . . . . .	972
b. Teachers' Role and Evaluation . . . . .	980
(1) Hiring Practices . . . . .	986
c. In-service Training and the Instructional Crisis Squad . . . . .	987
d. Class Size . . . . .	989
e. Teaching Load . . . . .	994
f. The SLATE Criteria for Remuneration . . . . .	997
(1) Cost per Student and Teacher Salaries: Cause or Effect? . . . . .	1000

	Page No.
(2) An Example and Other Comments . . . . .	1011
g. Teacher Surplus or a Shortage of Students and Learning? . . . . .	1014
4. Professionalism vs. Unionism . . . . .	1018
a. Affective Learning as Affected by the Teaching Environment . . . . .	1020
b. Professional Responsibilities . . . . .	1023
c. Part-time and Substitute Teachers . . . . .	1036
d. Professionalism vs. Unionism: A Comparison . . . . .	1036
e. Additional Benefits of Accountability and Professionalism . . . . .	1040
D. Evaluation of Administrators . . . . .	1042
1. The Administrators' Role and Evaluation Under BLSA . . . . .	1047
2. Counseling and Guidance Staff: A New Role and Evaluation . . . . .	1050
E. Evaluation of Local School Boards, Regents, etc. . . . .	1052
F. Evaluation of State Boards and Offices of Instruction . . . . .	1055
1. The Role and Evaluation of State Offices of Instruction Under the Behavioral Learning Systems Approach . . . . .	1057
G. Evaluation of the U.S. Office of Instruction . . . . .	1058
1. The Role and Evaluation of the U.S. Office of Instruction Under the Behavioral Learning Systems Approach . . . . .	1059
Chapter IX — Instructional Research: A New Role . . . . .	1061
A. Science vs. Non-Science or Why Educational Research has Failed! . . . . .	1064
1. The Identification of Research Problems . . . . .	1068
2. The Ignoring of Individual Differences . . . . .	1069
3. Media and Method Research . . . . .	1071
4. Tests: The Critical Hidden Variable (GIGO) . . . . .	1075
a. Correlation Problems in Constructing Evaluation Instruments . . . . .	1076
b. The Use of Subjective "Objective" Type Test Items . . . . .	1078
c. Percentage of Test Items Correct Not Necessarily Equal to Percentage of Objectives Achieved . . . . .	1079
d. The Invalidity of Standardized (Normed) Tests . . . . .	1083
B. The Role of Instructional Research in the Behavioral Learning Systems Approach to Instruction . . . . .	1090
1. Modes of Research . . . . .	1093
a. Theories of Instruction and Instructional Research . . . . .	1095
2. Instructional Design Evaluation: A New Tool for Research . . . . .	1096
a. Evaluating Examples of Educational Research . . . . .	1101
C. Priorities for Instructional Research . . . . .	1108

	Page No.
1. The National Institute of Education: Traditional Research Hidden Under System's Concepts and Terminology . . . . .	1111
a. The Actual Direction of NIE Research and Subsequent Reductions in Funding . . . . .	1118
2. The Need for Regional, State, and Local Institutes for Instructional Research . . . . .	1120
D. Teaching, Research, and the Role of the Teacher . . . . .	1121
Chapter X — Changing From Traditional (Chance) Education to Designed Instruction . . . . .	1125
A. Bringing About the Change . . . . .	1131
1. Do You Need to Change . . . . .	1131
2. System's Plan for Change . . . . .	1134
3. General Guidelines for Planning Change . . . . .	1139
4. In-service Training to Bring About Change . . . . .	1147
5. In-service and Pre-service Training: An Advertisement . . .	1151
a. Publications . . . . .	1152
b. Using the Series as Textbooks for Pre-service Training . . . . .	1154
c. Consulting Services . . . . .	1161
(1) An Example of Contract Seminars — Washington State Community Colleges . . . . .	1162
(2) Alternate Pathways to Change Available . . . . .	1169
B. Implications of the System's Concepts as Applied to Education and Educational Innovations . . . . .	1174
1. Educational Innovations from the System's Point-of-View . . . . .	1177
a. Bilingual Education . . . . .	1180
b. Alternative Schools . . . . .	1181
c. Open Education . . . . .	1183
d. Value Clarification . . . . .	1187
e. Early Childhood or Pre-School Education . . . . .	1188
f. Other Systems Approaches to Instruction . . . . .	1190
g. Career and Vocational Education . . . . .	1192
h. Community Colleges . . . . .	1195
i. Adult Education . . . . .	1197
j. Irregular Students . . . . .	1199
k. Racial Integration in Schools . . . . .	1200
l. Year-round Schools . . . . .	1203
m. Parochial and Private Schools . . . . .	1204
C. Questions and Answers About Utilizing the Behavioral Learning Systems Concepts . . . . .	1205