

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	xxxix
Summary of New Concepts	xxxix
Volume I — The Changing Role of the Educator: The Instructioneer	
Chapter I — Instruction or Education: Which is the Profession?	
A. Educational Needs, Purposes for Schools, and Why Purposes Have Not Been Achieved	1
B. Instruction vs. Education	4
Chapter II — Instruction or Education: Which is Humanizing?	15
A. Need for Humanism	21
B. Traditional Inhumanities in Our Schools	24
C. The Tragic Results of the Traditional Inhumanities	27
D. Breeding Ground of the Traditional Inhumanities	36
E. Humanistic Solutions with Potential Inhumane Results	48
F. Instruction vs. Education	51
Chapter III — Why a Behavioral Learning Systems Approach to Instruction (BLSA)	62
A. Advantages of Applying the BLSA to the Instructional Process	67
B. Criticisms of the Application of Systems Concepts to the Instructional Process	70
Chapter IV — Identification and Development of a Philosophy of Instruction and Theories of Instruction	74
A. A Design for Excellence in Instruction	79
B. A Philosophy of Instruction	84
A. A Design for Excellence in Instruction	84
B. A Philosophy of Instruction	91

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

(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 Instructioneers	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	321
A. Introduction	322
B. Instructional Specifications	325
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

	Page No.
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