A METHOD TO IDENTIFY LEVELS AT WHICH CONCEPTS ARE INTENDED TO BE TAUGHT

by

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A Problem

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INTRODUCTION

Educators who recognize the increasing complexity of today's society are striving to provide youth with an education that prepares them for life in this society. However, the complications of our technology have made it impossible for education to provide a set of prescriptions that will be applicable for even a short span of a person's life. Dressel (2) points out several developments in the field of education that result from a rapidly changing technology. First, college graduates are being prepared to function as decision makers who can solve problems based on knowledge and abilities rather than prescriptions learned in school. Secondly, because of the phenomenal increase in knowledge Dressel suggests that a meaningful organization of knowledge can be made by introducing global concepts or ideas to tie together what appear to be unrelated facts. Thirdly, he feels unity of knowledge can be brought about by identifying key concepts that are applicable in several fields and useful at a number of different levels of sophistication. These developments can guide educators to more efficient use of classroom time resulting in the most valuable educational experience for students.

According to Ralph Tyler (4), continuity, sequence, and integration are the three major criteria important to organizing educational experiences. Sequence is the concern of this study. Tyler states: "Sequence as a criterion emphasizes the importance of having each successive experience build upon the preceding one but to go more broadly and deeply into the matters involved." (4:55) He goes on to say that these criteria are a guide for effective organization of educational experiences. Using continuity, sequence, and integration to accomplish this requires that organizing curriculum elements be identified. Tyler suggests that concepts are one element that can serve this purpose.

Taxonomies of educational objectives in the cognitive and affective domain have been prepared that provide a framework for viewing sequence. (1, 3) Bloom states: "... this taxonomy is designed to be a classification of the student behaviors which represent the intended outcomes of the educational process." .... "What we are classifying is the intended behavior of students — the ways in which individuals are to act, think, or feel as a result of participating in some unit of instruction." (1:12) These intended behaviors are arranged from the simple to the complex. Sequence is inherent in the taxonomies since complex behaviors build upon and include the ones found in the preceding classification.

The opportunity to view curriculum development in terms of sequence presented itself when the Family Life Committee of the Educational Development Program formulated an expression of concern regarding effective teaching of HMCD 145, 444, and 446. The specific concern was that major curriculum elements were possibly duplicated or covered at the same level of sophistication in more than one course. If this occurs, the implication is that sequence as a criterion for organizing curriculum elements is not met.

This research problem is concerned with developing a method to identify levels at which concepts are intended to be taught. This will reveal the degree to which the criterion of sequencing is met. The HMCD courses referred to above will be used as a laboratory for developing and testing the method. Based on this research suggestions for improving the proposed method will be made. This will result in the method being more reliable and useful in future curriculum research.

Definition of Terms

1. Concept — "An idea comprehending the essential attributes of a class or logical species. A universal term or expression or its meaning." (Websters Third New International Dictionary, 1961)

2. Major Concept — A concept that is important, central, key, directive, and useful in interrelating facts and lower level concepts.

3. Curriculum Element — Those parts of the curriculum that serve as organizing threads. According to Tyler (4) concepts, skills, and values can be curriculum elements. Concepts serve as the curriculum element in this study.

4. Sequence — The building of each successive experience upon the preceding one so that the curriculum element is covered more broadly and deeply.

5. Duplication — A given concept is intended to draw the same level of cognitive and affective behavior from students. It is also indicated when a higher level course intends to achieve a lower level of behavior than does a lower level course.

6. Intended Behavior of Students — "... the ways in which individuals are to act, think, or feel as a result of participating in some unit of instruction." (1:12)

Assumptions

1. Instructors are able to list and define the major concepts and sub-concepts in the courses they teach.

2. Instructors are able to relate concepts they intend to teach to the levels of behavior in the Taxonomy of Educational Objectives (Cognitive and Affective Domains). (1,3)

3. An instrument can be constructed to indicate cognitive and affective behavioral levels at which concepts are intended to be taught.

Objectives

1. To identify the major concepts taught in HMOD 145, 444, and 446.

2. To develop and administer, to the instructors, an instrument that identifies cognitive and affective behavioral levels at which the instructors intend to teach major concepts covered in more than one course.

3. To identify concepts taught in more than one course with intent to draw the same level of cognitive or affective behavior from students.

Limitations

1. The methodology was effective for this research problem. However, this is no indication that it would be as effective with another sample.

2. The validity of the findings is limited by the respondents' ability to understand what is being communicated and by their objectivity in completing the instrument.

3. The respondents are asked to use a framework different from that used in past teaching. Placing the course in this framework, in retrospect, could be distorting.

4. The instrument was newly developed and used for the first time. The findings must be evaluated in relation to the reliability and validity of the instrument.

5. This study did not determine to what extent the same students take all or any two of the courses used in the sample. Sequencing is important only when the same students are taking courses that discuss the same concepts.

6. Only the undergraduate family living courses were used in the sample. It was not determined if other courses in the Department of Home Management and Child Development are also including concepts that appear in HMCD 145, 444, and 446.

CHAPTER II

REVIEW OF LITERATURE

A major concern of curriculum development is organizing educational experiences to more effectively accomplish the purposes of education. The first step to this end is determining the educational purposes that a school should seek to attain. Ralph Tyler (4) believes that purposes or objectives must be conscious and clear if an educational program is to be planned and improvements made. He views objectives as a "... criteria by which materials are selected, content outlined, instructional procedures are developed and tests and examinations are prepared." (4:3) Careful selection of objectives is imperative and Tyler suggests the following sources to aid in this process:

1. Studies of the needs of the learner.
2. Studies of contemporary life outside the school.
3. Recommendations from subject matter specialists.

It is logical that no single source is adequate for all objectives but drawing from each will result in a basis for wise and comprehensive decisions. Since a large number of objectives can be derived if all sources are utilized, a criteria is needed to aid in selecting a small number of

important and obtainable objectives that can be incorporated into the educational program. Tyler suggests that the school's philosophy of education and a psychology of learning can be the screens for selecting objectives. These screens will result in selection of the most important and consistent objectives and eliminate those which are unimportant and contradictory. In order for a school's philosophy to act as a screen it needs to be clearly stated. This statement can be used to examine every objective for its harmony with a main point in the philosophy. A psychology of learning can be used as a screen if defensible elements are stated along with their implications for the objective. Objectives are checked against this statement and accepted or rejected on the basis of the points in the psychology of learning. A small list of important and attainable objectives will result from using these two screens.

The values of an objective are the aid they give in selecting learning experiences and in guiding teaching. Tyler feels that for objectives to be of value they must be stated as behavioral changes that are to take place in students. Knowledge of what changes are desired, guides the instructor in selecting experiences to encourage these changes. According to Tyler "The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student

and the content or area of life in which this behavior is to operate." (4:30) Satisfactory formulation of behavior and content aspects results in clear specifications defining the educational job.

Curriculum specialists agree that no single learning experience has a very profound effect upon the learner. Because changes in behavior take place slowly, and only after exposure to several learning experiences, it becomes apparent that no one course is completely effective in bringing about change. Tyler holds this view and feels that learning experiences must be organized to reinforce each other in order to produce a cumulative effect. Organization becomes important in curriculum development for it guides the efficiency of instruction and the degree to which major educational changes are to be brought about in the learners.

Learning experiences are organized vertically and horizontally. Vertical organization refers to a sequence of two or more courses experienced over a period of time. Horizontal organization refers to courses that are experienced at the same time and probably in different subject matter areas. Tyler lists three major criteria important to organizing educational experiences. He calls these continuity, sequence, and integration. Continuity refers to the vertical reiteration of major curriculum elements.

It involves a recurring and continuing opportunity to develop the skills deemed most important. Continuity recognizes that change occurs slowly and that no one learning experience accomplishes important objectives. Sequence is related to continuity but goes beyond it by emphasizing that each successive learning experience should build upon the preceding one but go into the topic more broadly and deeply. Meeting the criteria of sequence will avoid repeating major curriculum elements at the same level. "Integration refers to the horizontal relationship of curriculum experiences." (4:55) Material in one field is related to material in another such that the skills seem unified rather than compartmentalized. Thus integration unifies the outlooks, skills, and attitudes of students. Continuity, sequence, and integration provide criteria for organizing learning experiences, but prior to using this criteria, it is necessary to identify elements of the curriculum that can be organized. Tyler suggests that concepts, skills and values may serve as the organizing elements.

According to Dressel (2) in Tyler's work

> ... concepts include the cognitive aspect of the curriculum as it is embraced in significant ideas inclusive of definitions, generalizations, principles, and unifying or integrative words or phrases. Skills, as used in Tyler's discussions, may embrace both a set of intellectual abilities involved in manipulating knowledge and relating it to actual problems, as well as those skills requiring some overt physical action or manipulation by the individual. Finally, values include

> those basic assumptions or points of view descriptive of the nature and purpose of man and of his relationship with other men and with whatever Divinity in which he may believe. (2:11)

Of these organizing elements, concepts are unique as they improve learning by allowing the individual to organize the learning in which he engages. Concepts also permit him to deal more intelligently with new situations and function to encourage the following behaviors: (2:12-13)

1. Appreciation (illumination, motivation, inspiration, liberation).
2. Direction (endorsement, exhortation, habituation, requirement, environment).
3. Economy in and facilitation of communication (discussion, cooperation).
4. Mediation (introduction, foundation, key ideas or tools).
5. Imagination (creativity, discovery, inquiry, hypothesization).
6. Identification (observation, description, specification, definition, measurement).
7. Prediction (estimation, calculation, explanation).
8. Differentiation (classification, analysis, discrimination, separation, comparison, contrast, qualification, delimitation).
9. Integration (organization, unification, synthesis, summarization, generalization, relation, harmony, order).

Taxonomies of educational objectives in the cognitive and affective domain have been prepared to classify student behaviors which represent intended outcomes of the educational process. Concepts represent the subject matter

portion of objectives and the cognitive and affective domain represent possible student behaviors in relation to the concept. Tyler stated that objectives are most useful when they include the kind of behavior to be developed in the student and the content or area of life in which the behavior is to operate. Objectives stated in this manner guide in selecting learning experiences which bring about behavior change.

The goal of the college examiners who developed the taxonomies was to provide a standard hierarchical classification scheme that would aid the exchange of information dealing with curriculum developments and evaluation devices. In addition the scheme would:

1. Allow teachers to compare their educational goals to the taxonomies to see if there are other possible outcomes.

2. Allow teachers to determine which behaviors they are emphasizing and to broaden their emphasis if desirable.

3. Give aid in planning of learning experiences and evaluation devices.

4. Be helpful in research.

The taxonomies were developed according to an educational-logical-psychological classification system. First, education was considered because a major goal was to improve communication among educators. Second, the taxonomy was to be a logical classification with terms defined precisely

and used consistently. Lastly, the taxonomies would be consistent with psychological principles and theories.

The taxonomy authors held the view that objectives, test materials, and techniques can be classified in an almost unlimited number of ways. However, they believe that the student behaviors aimed for in objectives can be represented in a small number of classes. Therefore, the "... taxonomy is designed to be a classification of the student behaviors which represent the intended outcomes of the educational process." (1:12) They go on to say that the taxonomy does not classify subject matter but that "What we are classifying is the intended behavior of students - - the ways in which individuals are to act, think, or feel as the result of participating in some unit of instruction." (1:12) This statement recognizes that the actual behavior of students following instruction may differ from the behavior intended in the objective. The taxonomy is designed to help obtain evidence of the extent to which intended behaviors have become a part of students' actual behavior. (1)

In the taxonomies these intended behaviors are arranged from the simple to the complex. The more complex behaviors build upon and include the ones found in the preceding classifications. The main taxonomy categories follow and reveal the simple to complex organization. (3)

Organization of the Cognitive Taxonomy *

1.00 Knowledge
2.00 Comprehension
3.00 Application
4.00 Analysis
5.00 Synthesis
6.00 Evaluation

Organization of the Affective Taxonomy *

1.00 Receiving
2.00 Responding
3.00 Valuing
4.00 Organization
5.00 Characterization

The organization of the taxonomies was guided by the following principles: (1)

1. The boundaries between taxonomy categories should reflect the distinctions teachers make among student behaviors when planning curricula or choosing learning experiences.

2. The taxonomy should be logical and internally consistent. Each term is defined and used consistently. The major categories can be subdivided and clearly defined to the extent that appears necessary.

3. The taxonomy should be consistent with psychological phenomena.

4. The taxonomy "... should be a purely descriptive scheme in which every type of educational goal can be represented in a relatively neutral fashion." (1:14)

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* The taxonomy categories and sub-categories are further detailed in the Instruction Booklet located in Appendix B.

The authors state "One of the major threads running through all the taxonomy appears to be a scale of consciousness or awareness. Thus, the behaviors in the cognitive domain are largely characterized by a rather high degree of consciousness on the part of the individual exhibiting the behavior, while the behaviors in the affective domain are much more frequently exhibited with a low level of awareness on the part of the individual." (1:19)

The cognitive domain of the taxonomy is concerned with <u>can do</u> behavior which refers to a student's ability to do a task when requested. Cognitive behavior can be described as remembering, recalling knowledge, thinking, problem solving, and creating. (3)

The affective domain of the taxonomy is concerned with <u>does do</u> behavior which refers to the student's willingness to exhibit a behavior because of personal desire rather than pressure from a teacher. Affective behavior emphasizes a feeling tone, an emotion, or a degree of acceptance or rejection. These behaviors may be revealed as interests, attitudes, appreciations, values, and emotional sets or biases. (3)

The developers of the taxonomies used the principle of complexity, or arrangement from simple to complex, as the major ordering basis for the cognitive domain. There is evidence that lower level objectives are easier and

quicker to achieve than more complex ones. Emphasis was also placed on classification procedures and definitions of categories and sub-categories that would be communicable after relatively little experience with classification procedures. In addition, they emphasized the comprehensiveness of classification procedures. Rarely was an objective encountered that could not be placed in a major category of the taxonomy. (1)

The organizing principle of the affective domain differed from that of the cognitive domain. It was felt that the simple to complex or concrete to abstract principle did not reveal all that was involved. They concluded that the concept "internalization" best describes the behaviors that are part of the affective domain. In the affective taxonomy ". . . internalization is viewed as a process through which there is at first an incomplete and tentative adoption of only the overt manifestations of the desired behavior and later a more complete adoption." (3:29) The taxonomy represents stages of internalization which range from being aware of a phenomenon to an outlook on life that influences all actions. (3)

Authors of the affective taxonomy found that little attention was paid to affective behaviors by teachers or schools. This is because of hesitation to grade on behaviors similiar to attitudes and interests. In addition,

evaluation techniques for the affective behaviors are inadequate and philosophical and cultural values tend to hold that affective behaviors are private concerns. (3)

The developers of the taxonomies feel that it is possible for each cognitive objective to have an affective component even though it is not stated. The interrelatedness of the two domains is shown by instances in which changes in the cognitive domain are a means to changes in the affective domain. In other instances affective objectives may be a means to a cognitive objective. The important point is that the two domains are intertwined and that an objective in one domain has a counterpart in the opposite domain. This relationship points to the importance of educators being concerned with both domains since fullest development of any objective is only accomplished by dealing with its behavior counterpart in the other domain. It becomes apparent that the split between the cognitive and affective domain is very arbitrary and most useful for analytical work.

CHAPTER III

METHODOLOGY

The Review of Literature

The review of literature dealt with four works that formed the conceptual framework of this study. These works provided the best guidelines for conducting the research. The article by Dressel (2) and the taxonomies of educational objectives (1,3) rely heavily on the principles of curriculum development and instruction presented by Tyler. (4) From these a usable framework for the research was developed.

The Sample

The sample consisted of three courses taught in the Department of Home Management and Child Development at Michigan State University. The courses were:

HMCD 145 - Relationships in the Modern Family
HMCD 444 - Interpersonal Relations Within the Home
HMCD 446 - Approaches to Studying the Family

The study was conducted by collecting and analyzing responses from the regular instructors of these courses.* HMCD 145

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*The respondents in this study will be referred to by the following code:
Instructor 1 - HMCD 145
Instructor 2 - HMCD 444
Instructor 3 - HMCD 446
Instructor 4 - HMCD 446

and IDMCD 444 are taught by separate respondents whereas, IDMCD 446 is taught by two respondents. This sample was selected because of concern by the respondents and the Family Life Committee of the Educational Development Program that major curriculum elements were possibly duplicated or covered at the same level of sophistication in more than one course. If this occurs, the implication is that sequence as a criterion for organizing curriculum elements is not met.

Development of the Instrument and Instruction Book

Identification of objectives that would guide the study and aid in developing the instrument was the initial step in the research. The format for the instrument evolved from earlier work undertaken by the Home Management Faculty at Michigan State University. Their work provided a guide for developing an instrument that would meet the objectives of this study. The following statements guided development of the instrument and instruction book.

1. The instrument will gather data which will fulfill the objectives of the study.
2. The data can be readily analyzed.
3. The instruction book and instrument will communicate precisely what is desired of the respondents.
4. The instruction book and instrument will be logically arranged.

5. The instruction book and instrument will be complete enough to obtain the desired data but will not be made burdensome by excessive detail.

The instruction book was prepared to communicate the conceptual framework of the study, the true nature of the taxonomy categories, and the procedures for responding to the instrument. Clearly communicating the same frame of reference to each respondent is necessary in order for the data to have reliability.

The taxonomy has sensitivity since each category is clearly defined to be distinct from all other categories. Additional evidence of sensitivity is that almost all statements of students' behaviors were placed within a major category in preparing the cognitive domain taxonomy. In preparation of the affective domain taxonomy the major divisions were also useful in analysis of objectives. In this study sensitivity is further insured through the instruction book to communicate definitions of categories.

Face validity was insured by distinct taxonomy categories and by selecting concepts that provided for comparability. Additional confirmation of the validity of the instrument and instruction book was sought from the following individuals who are authorities in curriculum and/or measurement:

Dr. Helen Hollandsworth, Associate Professor; College of Education, Michigan State University.

Dr. David Krathwohl, Professor; College of Education, Michigan State University.

Dr. Francis Magrabi, Associate Professor; College of Home Economics, Michigan State University.

Revisions were made on the basis of their suggestions and incorporated in the instrument.

Concepts included in the instrument were obtained from responses to written requests and interviews with the respondents. The initial step was for each respondent to compile a list of major concepts pertinent to the course he or she teaches.* The resulting lists were summarized and each respondent was requested to define the concepts in their course which appeared in one or both of the other courses. When necessary, interviews with the respondents further clarified the definitions.**

Using the information supplied from the preceding steps, the instrument was constructed to allow each respondent to check the behavior that he or she intended students to achieve for each concept. The instrument administered to each respondent included only those concepts pertinent to the respondent's course that were also covered in one or more of the other courses. The portion of the instrument consisting of the major categories for the cog-

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*The communication that guided this step and the lists of concepts received are located in Appendix A, Part I.

**The communication that guided this step, the concepts, and concept definitions from each respondent are located in Appendix A, Part II.

nitive and affective taxonomies remained the same in every case.***

Data and Recommendations

After administering the instrument to the four respondents the resulting data and comments were examined. Based on this material conclusions were drawn and recommendations made for improving the instrument and instruction book.

The data were examined for duplication of concepts intended to be taught at the same level of behavior in more than one course. In addition, recommendations were suggested for use of the data to more completely meet the criterion of sequencing.

***The completed instrument and lists of concepts are located in Appendix B.

CHAPTER IV

THE FINDINGS

Introduction

The goal of this study was to develop an instrument that would identify cognitive and affective behavioral levels at which instructors intend to teach major concepts covered in more than one course. Furthermore, it was desired to collect data which would identify concepts duplicated at the same behavior level. Four instructors participated in the study and responded to the newly developed instrument. They made written comments concerning their reactions to the instrument so that it, along with the data, could be evaluated.

The data were evaluated to determine whether or not the criterion of sequencing was met in relation to each concept. When students are able to take more than one course, in which the same concepts are included, the goal of curriculum development is to have the higher level courses go into the concept more broadly and deeply. An indication of sequencing is when instructors of higher level courses intend students to be capable of higher behavior levels than intended by instructors of lower level courses. In this study IEMCD 145 is considered a lower level course

and HMCD 444 and 446 higher level courses. When sequencing is not met duplication occurs in either of the following ways:

1. A given concept is intended to draw the same level of cognitive and/or affective behavior from students in two or more courses.

2. When a higher level course intends to achieve a lower level of behavior in relation to a given concept than does a lower level course.

The second point indicates duplication because the behavior intended by the higher level course would have previously been reached in the lower level course. The taxonomy is structured so that more complex behaviors include all of the less complex behaviors. In order for a student to exhibit a behavior at a given level he must have already achieved every lower level behavior.

Description of the Findings

Respondents included two instructors for HMCD 446; one instructor for HMCD 145 and one instructor for HMCD 444. Thus, there are two possible series any given student might experience. These are: Instructor 1 for HMCD 145, Instructor 2 for HMCD 444, and Instructor 3 for HMCD 446; or Instructor 1 for HMCD 145, Instructor 2 for HMCD 444, and Instructor 4 for HMCD 446. The data was compared with reference to these two possible combinations.

Table I shows the duplications that occur between Instructors 1, 2, and 3 and Table II gives the same data for Instructors 1, 2, and 4.*

Examination of Table I reveals the following duplications classified according to major concept and sub-concepts. The duplications are in terms of what a given instructor intends to have occur and may not be what actually occurs.

Role — Duplication between Instructors 1 and 2 in the affective domain. Instructor 1 of the lower level course intends to achieve a higher level behavior than does Instructor 2 in the higher level course.

Role Performance and Role Expectation — Duplication between Instructors 1 and 3 in the affective domain at the level of valuing.

Communication — Duplication in relation to every sub-concept in the cognitive domain. Instructor 1 intends a higher level of behavior than does Instructor 3.

Receiving Messages, Sending Messages, Verbal, Non-Verbal, and Enhancing Communication — Duplication between Instructors 1 and 3 in the affective domain. Generally, Instructor 1 intends a higher level of

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*The numbers in Tables I, II, and III refer to each respondent. The code follows:

1 — Instructor 1, HMCD 145
2 — Instructor 2, HMCD 444
3 — Instructor 3, HMCD 446
4 — Instructor 4, HMCD 446

TABLE I

Duplication of Intended Behaviors in Relation to Concepts Instructors 1, 2, and 3

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Pole									2	1		
Role Performance										1 3		
Role Expectation										1 3		
Role Conception												
Communication												
Receiving Messages		3		1					3	1		
Sending Messages		3		1					3	1		
Verbal		3		1					3	1		
Non-Verbal		3		1					3	1		
Intra Family Communication			3	1								
Obstacles to Effective Communication			3	1								
Enhancing Communication			3	1						1 3		

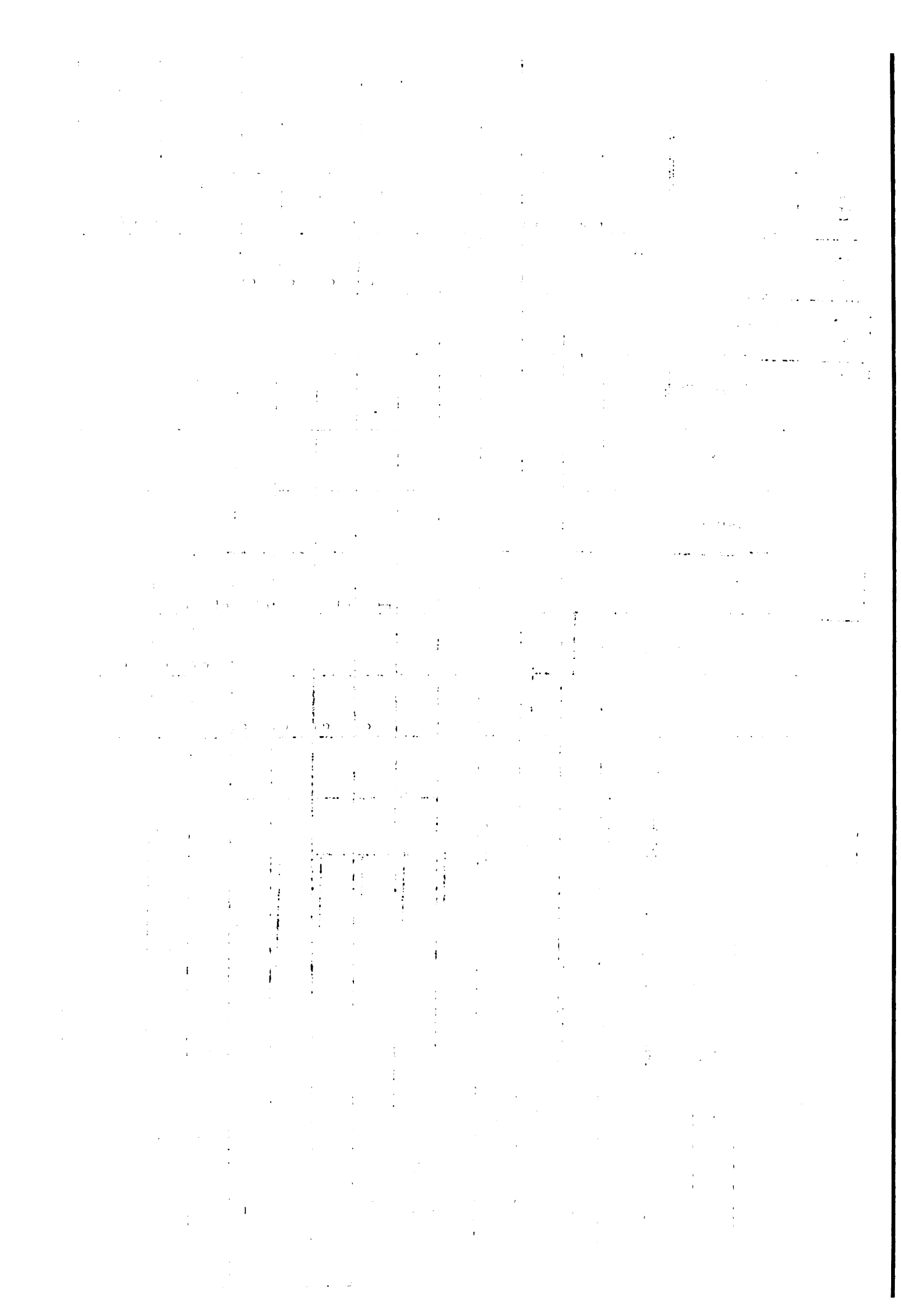


TABLE I

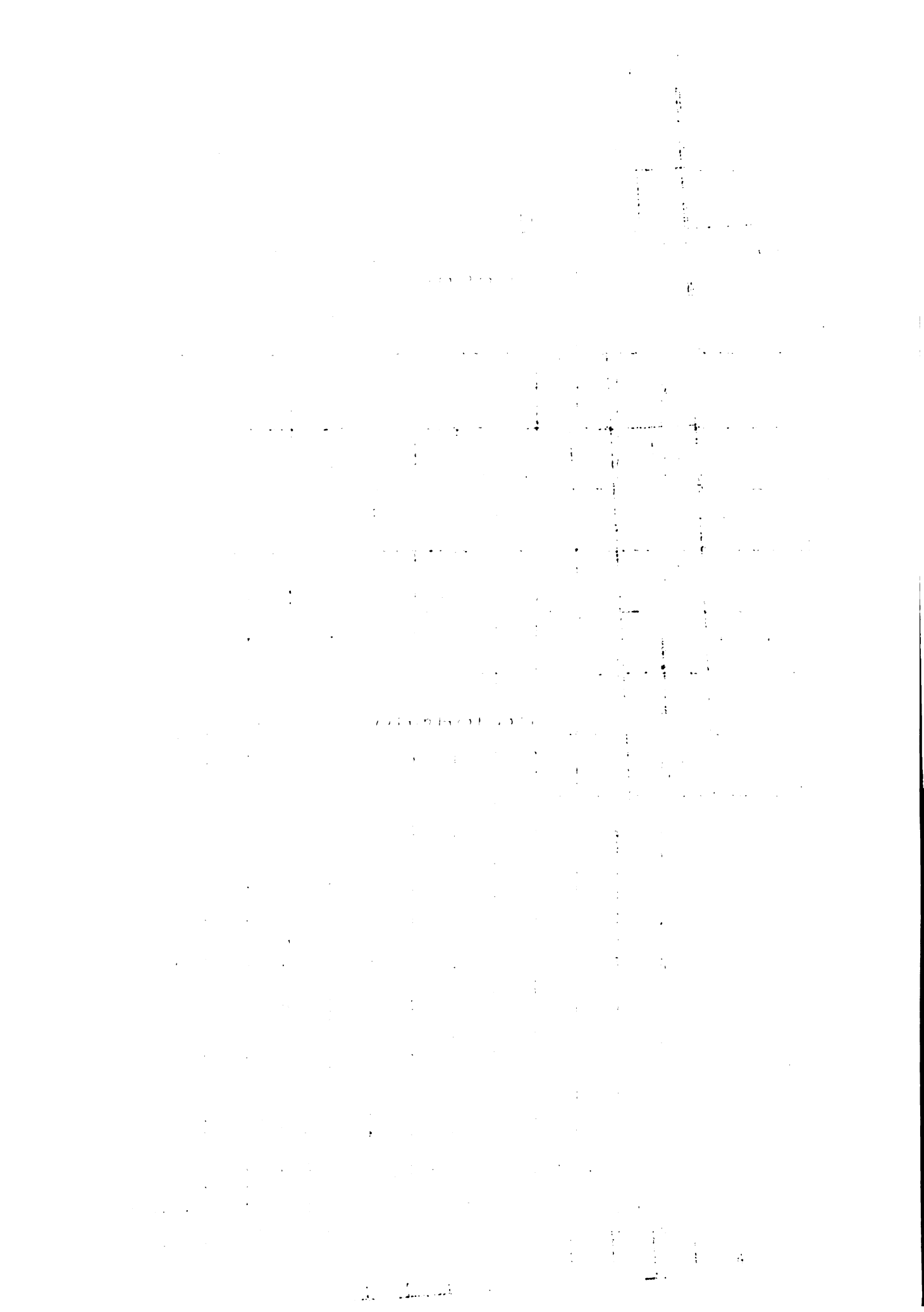
(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Conflict Resolution												
Dominance			3			1			1 3			
Voluntary Submission			3			1			1 3			
Compromise			3			1			1 3			
Integration			3			1						
Conversion			3			1						
Acceptance of Difference			3			1						
Productive Quarreling			3			1				3	1	
Destructive Quarreling			3			1				3	1	
Feelings about the Solution			3			1						
Feelings about Each Other			3			1						

TABLE I

(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Interpersonal Competence												
Health												
Intelligence												
Empathy		1 3							3	1		
Autonomy		1 3							1 3			
Judgment		1 3							1 3			
Creativity		1 3										
Family Structure												
Constellation or Organization of People in the Family									2		1	
Dynamics of Family Interaction												
Mutual Recognition of a Relationship Results in Interaction with each other												



behavior than does Instructor 3. In one case, behavior at the same level is intended by Instructors 1 and 3.

Conflict Resolution — Duplication in relation to every sub-concept in the cognitive domain. Instructor 1 of the lower level course intends a higher level of behavior than Instructor 3 of the higher level course.

Dominance, Voluntary Submission, and Compromise — Duplication between Instructors 1 and 3 in the affective domain at the level of responding.

Productive Quarreling and Destructive Quarreling — Duplication in the affective domain in that Instructor 1 intends a higher level of behavior than does Instructor 3.

Interpersonal Competence — Duplication between Instructors 1 and 3 in the cognitive domain at the level of comprehension.

Empathy — Duplication in the affective domain. Instructor 1 intends a higher level of behavior than does Instructor 3.

Autonomy and Judgment — Duplication between Instructors 1 and 3 in the affective domain at the level of responding.

Family Structure

Constellation or Organization of People in the Family — Duplication in the affective domain. Instructor 1 intends a higher level of behavior than does Instructor 2.

Dynamics of Family Interaction — No duplication indicated.

Examination of Table II reveals the following duplications of intended level of behavior between Instructors 1, 2, and 4.

Role — Duplication between Instructors 1 and 2 in the affective domain. Instructor 1 of the lower level course intends to achieve a higher level behavior than Instructor 2 in the higher level course. Duplication occurs between Instructors 1 and 4 in relation to every sub-concept in the affective domain at the level of valuing.

Communication

Receiving Messages and Sending Messages — Duplication in the cognitive domain. Instructor 1 intends a higher level of behavior than does Instructor 4.

Conflict Resolution — Duplication in relation to every sub-concept in the cognitive domain. Generally, Instructor 1 intends a higher level of behavior than does Instructor 4. In one case, behavior at the same level is intended by Instructors 1 and 4.

Interpersonal Competence

Empathy — Duplication occurs between Instructors 1 and 4 in the cognitive domain at the level of comprehension and in the affective domain at the level of valuing.

TABLE II

Duplication of Intended Behaviors in Relation to Concepts Instructors 1, 2, and 4

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Role									2	1		
Role Performance										1 4		
Role Expectation										1 4		
Role Conception												
Communication												
Receiving Messages		4		1								
Sending Messages		4		1								
Verbal												
Non-Verbal												
Intra Family Communication												
Obstacles to Effective Communication												
Enhancing Communication												

TABLE II

(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Conflict Resolution												
Dominance				4		1						
Voluntary Submission				4		1						
Compromise				4		1						
Integration					4	1						
Conversion				4		1						
Acceptance of Difference				4		1						
Productive Quarreling												
Destructive Quarreling												
Feelings about the Solution					4	1						
Feelings about Each Other						1 4						

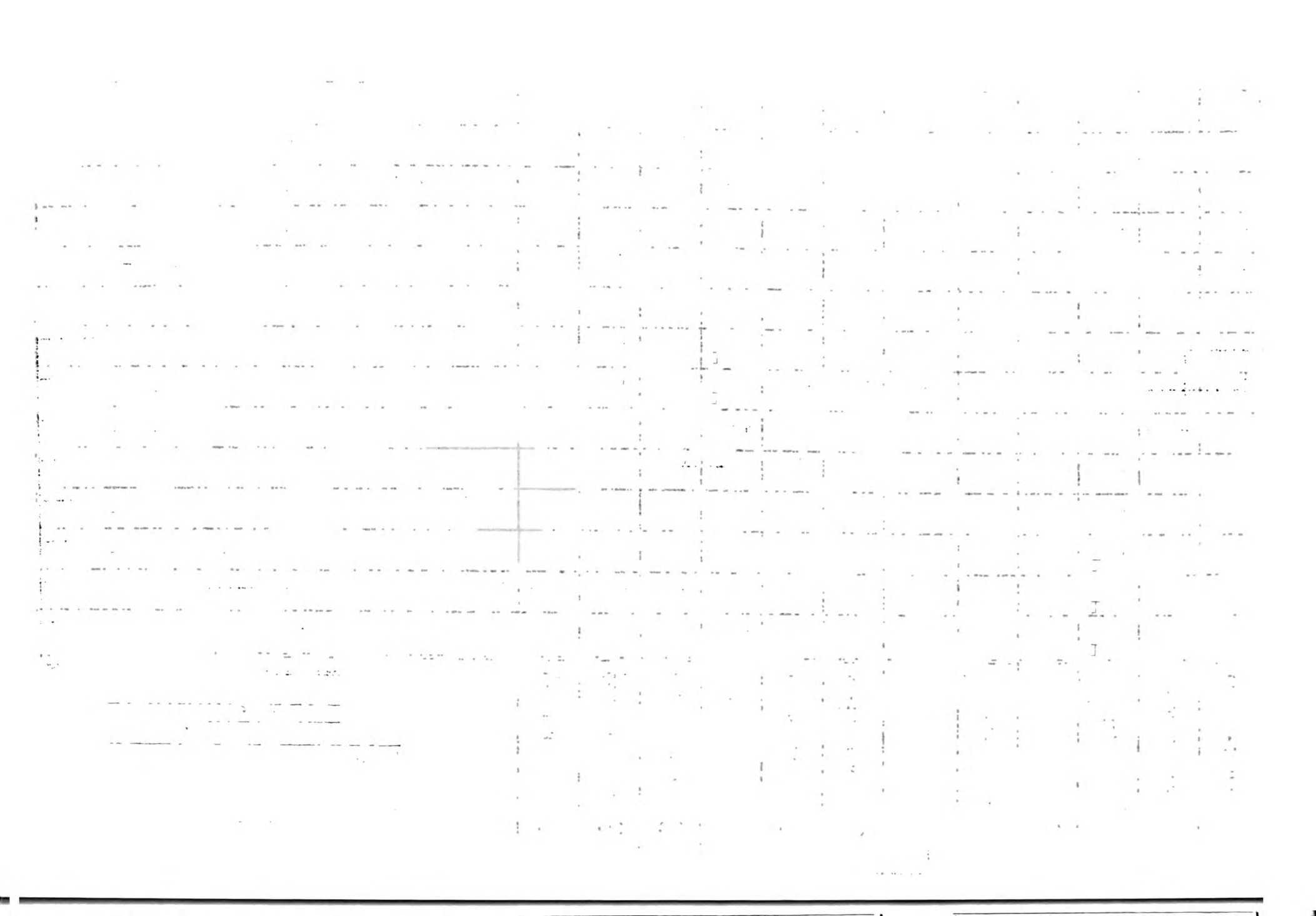


TABLE II

(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Conflict Resolution												
Dominance				4		1						
Voluntary Submission				4		1						
Compromise				4		1						
Integration					4	1						
Conversion				4		1						
Acceptance of Difference				4		1						
Productive Quarreling												
Destructive Quarreling												
Feelings about the Solution					4	1						
Feelings about Each Other						1 4						

TABLE II

(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Intepersonal Competence												
Health												
Intelligence										1		
Empathy		1 4								4		
Autonomy		1 4										
Judgment		1 4										
Creativity		1 4										
Family Structure												
Constellation or Organization of People in the Family									2		1	
Dynamics of Family Interaction												
Mutual Recognition of a Relationship Results in Interaction with each other												

Autonomy, Judgment, and Creativity — Duplication between Instructors 1 and 4 in the cognitive domain at the level of comprehension.

Family Structure

Constellation or Organization of People in the Family — Duplication in the affective domain. Instructor 1 intends a higher level of behavior than does Instructor 2.

Dynamics of Family Interaction — No duplication indicated.

Discussion of Findings

This discussion is intended to be of value to the respondents as they consider changes in HMCD 145, 444, and 446 which would more completely meet sequence as a criterion. In addition, much of this discussion would be valuable to instructors who are concerned with sequencing in related courses in other disciplines.

The responses to the instrument are summarized in Table III. The data reveals the cognitive and affective behavioral levels at which the instructors intend to teach major concepts covered in more than one course.

It can be observed that all respondents intend to achieve cognitive objectives above the level of knowledge. The taxonomy writers indicated that sophisticated learning experiences must be provided in order to achieve the higher categories of the cognitive domain. The simple lecture method can accomplish the knowledge level but is not likely to achieve the more complex types of critical thinking. To achieve complex levels to a significant degree the total educational environment must have this goal. In addition, the learner must be highly motivated and participate very actively in learning experiences. (3)

Reference to Table III points out that all respondents intend to achieve affective behaviors at the levels of valuing, organization, or characterization. Regarding

TABLE III

Summary of Data

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Role		1			2				2	1		
Role Performance		1	3	4						1 3 4		
Role Expectation		1	3	4						1 3 4		
Role Conception		1	3	4						3 4		
Communication											1	
Receiving Messages		3 4		1					3	1	4	
Sending Messages		3 4		1					3	1	4	
Verbal		3		1		4			3	1	4	
Non-Verbal		3		1		4			3	1	4	
Intra Family Communication			3	1		4			1	3		4
Obstacles to Effective Communication			3	1		4		1		3		4
Enhancing Communication			3	1		4				1 3		4

TABLE III

(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Conflict Resolution						1				1		
Dominance			3	4		1			1 3		4	
Voluntary Submission			3	4		1			1 3		4	
Compromise			3	4		1			1 3		4	
Integration			3		4	1				3	4	
Conversion			3	4		1			1	3	4	
Acceptance of Difference			3	4		1			1	3	4	
Productive Quarreling			3			1				3	1	
Destructive Quarreling			3			1				3	1	
Feelings about the Solution			3		4	1			1	3	4	
Feelings about Each Other			3			1 4			1	3	4	

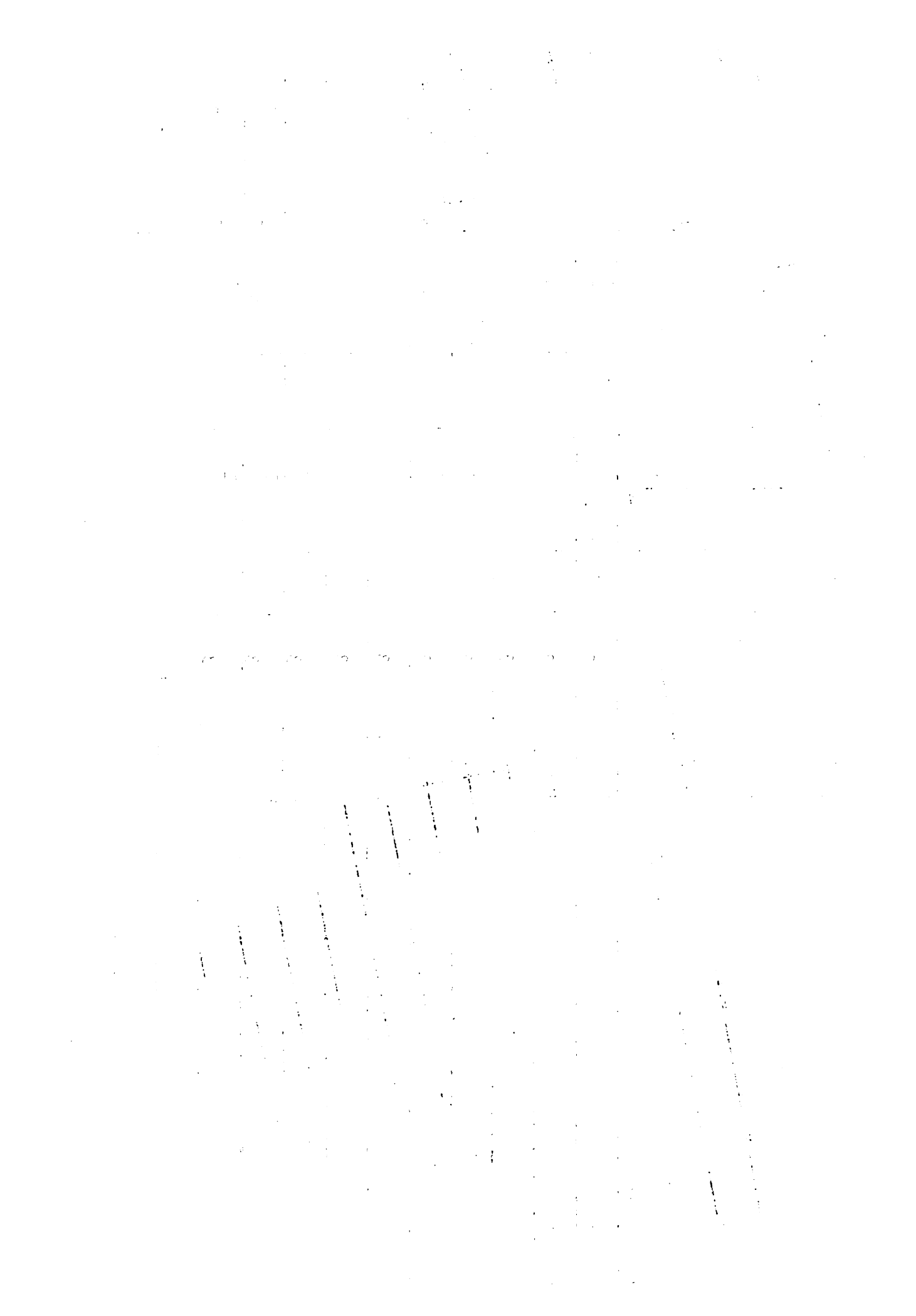
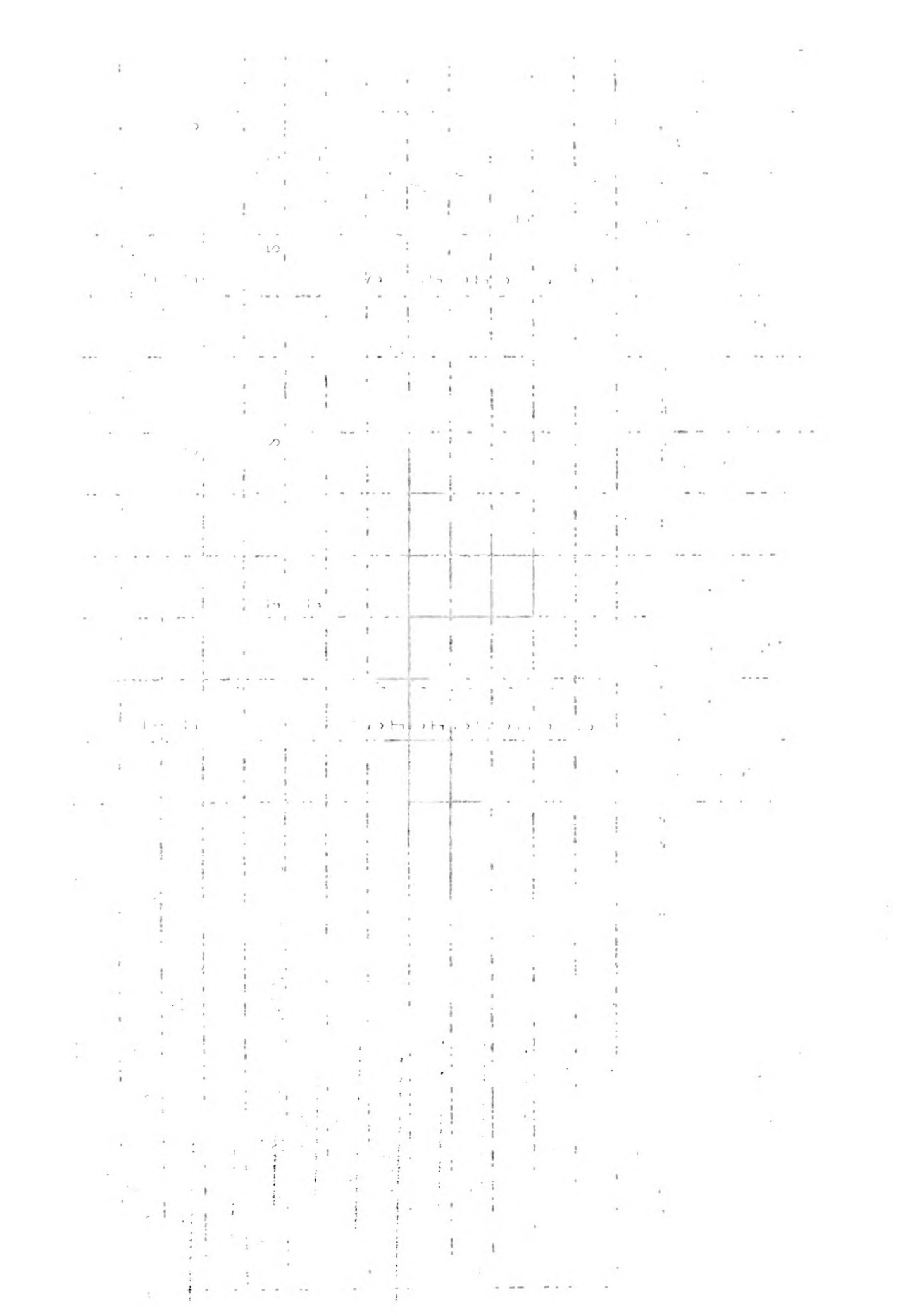


TABLE III

(continued)

	Cognitive Levels							Affective Levels				
	(1) Knowledge	(2) Comprehension	(3) Application	(4) Analysis	(5) Synthesis	(6) Evaluation		(1) Receiving	(2) Responding	(3) Valuing	(4) Organization	(5) Characterization
Interpersonal Competence			1							1		
Health		3 4							3	4		
Intelligence		3 4							3	4		
Empathy		1 3 4							3	1 4		
Autonomy		1 3 4							1 3	4		
Judgment		1 3 4							1 3	4		
Creativity		1 3 4						1	3	4		
Family Structure				1							1	
Constellation or Organization of People in the Family				1		2			2		1	
Dynamics of Family Interaction		1				2			1		2	
Mutual Recognition of a Relationship Results in Interaction with each other		1							1			



behaviors beyond the level of receiving and responding the taxonomy writers state ". . . we find that the development of learning experiences that are appropriate requires far more effort and far more complex sets of arrangements than are usually provided in particular classroom lessons and sessions." (3:78) The taxonomy writers believe it is possible to achieve the complex behaviors in both the cognitive and affective domain but feel there is a high cost in energy, time, and commitment since the learning experiences must be highly organized and interrelated. They go on to say "This means that as objectives are claimed which are classificable in the higher categories [beyond knowledge and responding] of either the cognitive or the affective domain, there must be a great involvement on the part of the staff as well as administrators in attaining the objectives." (3:79) In addition, the taxonomy writers feel that only a little progress can be made toward the most complex objectives in a single course. However, students are capable of reaching these levels and can accomplish this by the end of their undergraduate experience if the educational institution is striving to reach these ends.

Points Raised by the Data

The data in this study clearly indicate that the instructors intend to achieve high level cognitive and

affective behaviors. An appropriate question for instructors to ask themselves is whether they are actually providing experiences that will aid students in reaching the level of behavior designated as a goal. Finally, testing for the level of behavior is necessary to actually show if learning experiences are accomplishing the behavior intended by instructors.

The writers of the affective taxonomy found that little attention was paid to affective behaviors by teachers or schools. It appeared that teachers were alert for affective behaviors but made no systematic effort to find evidence for growth in affective objectives such as that found for cognitive objectives. (3) In light of this, the emphasis given to affective behaviors by the respondents in this study is surprising. Reference to Table III reveals that every concept, except one, for which there is an intended cognitive domain behavior, also has an intended affective behavior. Perhaps the family life subject matter dealt with in these three courses places more emphasis on affective behaviors than is the case in other disciplines. In addition, it may be that the Department of Home Management and Child Development places more emphasis on affective behaviors, at least to the level of valuing, than was generally found by the taxonomy writers. Another reason for the emphasis on affective behaviors could be that the instrument lists the affective taxonomy categories.

The mere listing of these behaviors may imply that they are desirable educational goals and hence apply subtle pressure for instructors to check these behaviors.

The taxonomy writers feel that it is very important for educators to be concerned with both domains of the taxonomy. They speculate that fullest development of any objective may only be accomplished by dealing with its behavior counterpart in the other domain. Emphasis placed on behaviors in both domains, for the three courses studied, could be an indication that steps are being taken to provide for full accomplishment of objectives.

Table III reveals that Instructors 3 and 4 who teach the same concepts in the same course, differ as to the intended level of behavior they expect of students. If importance is placed on behaviors of students it would be necessary for instructors to agree on the level intended and to show that this level can be achieved. In this study it is evident that the differences in levels intended by the two people teaching the same course can effect sequencing in a series of courses. This points out that differences in intended level of behavior may occur frequently when two or more people are teaching the same course.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The Instrument and Instruction Book

Summary

An instrument was developed to identify cognitive and affective behavioral levels at which instructors intend to teach major concepts covered in more than one course. An instruction book accompanied the instrument to insure that respondents approached it within the same frame of reference. The instrument called for respondents to indicate the behavior level they intended students to achieve in relation to a concept taught in their course. After doing this the respondents were requested to make comments on the strengths and weaknesses of the instrument and instruction book. Of the three respondents who did comment, it was generally agreed that the materials were attractive, easy-to-read, logically arranged and provided adequate information. Two respondents singled out the appendix and one respondent singled out the instructions for responding to the instrument as being very helpful.

Several comments indicated that respondents questioned the accuracy of the responses they had given. This expression of uncertainty indicates that the instruction book

should be improved to provide a basis for deciding the level of behavior instructors are actually intending to achieve. Accomplishing this would increase the instructors confidence in their responses and give a more reliable instrument.

Finally, a need to clarify the definition of value was indicated as one instructor experienced difficulty in understanding the definition that was given.

Observation of the data reveals several points related to the instrument and instruction book. It was apparent that respondents in this study were intending to achieve the more complex behaviors in both the cognitive and affective domain. This emphasis by the respondents raises a question regarding the comprehensiveness of the instruction book. It is possible that a criterion to aid each instructor in deciding on the intended behavioral level should have been provided. This criterion should guide the respondent to evaluate the learning experiences for behaviors they can be expected to achieve. Point 2 under recommendations further elaborates on this.

Table III reveals instances in which an instructor did not check a concept that was included on the instrument. Examples of this are the concepts health and intelligence for Instructor 1 and productive quarreling and destructive quarreling for Instructor 4. These instructors indicated that they did not teach these concepts. The writer was in

error by including these concepts on the instrument; however, this incident reveals the respondents were very alert and thoughtful as they completed the instrument.

Another interesting occurrence was that Instructors 3 and 4 did not respond to the major concepts although instructed to do so. There was a tendency for Instructors 1 and 2 to do the same although not consistently. Perhaps this can be explained by the written comment of one instructor who felt that the sub-concepts clearly showed what content was involved in the major concept and therefore, a response to the major concept was not meaningful or valid.

Recommendations

The following recommendations, based on the respondents comments and evaluation of the data, are made for improving the instrument and instruction book.

1. Due to the favorable comments regarding the attractiveness and readability of the materials it is recommended that the present format be retained.

2. A discussion should be included in the instruction book to guide instructors in a realistic evaluation of the level of behavior they intend to achieve. This discussion should focus on asking instructors to look at the kinds of learning experiences they provide related to each concept. By evaluating their learning experiences an instructor can more realistically decide what the intended level of behavior

actually is. An explanation of this type could have resulted in differences in the data probably in the direction of greater reliability. This change in the instrument would increase the probability that the same responses would occur on a retest of a given population.

3. The frequent failure to check an intended level of behavior for major concepts and the logical reason for this indicates the instructions should be changed to ask for responses to sub-concepts only.

4. The definition of value in the condensed version of the taxonomy should be clarified to provide for greater communicability. Inclusion of a statement that valuing is used in its normal sense, which is that a thing, phenomenon, or behavior has worth, may clarify this definition.

5. It should be made clear that affective levels are to be checked only if instructors actually intend to achieve them. There is no evidence that the instructors checked these behaviors because they were merely listed and hence seemed desirable, but this is a possibility that may be considered.

With the recommended changes the instrument and instruction book would be more reliable as an indicator of intended levels of behavior and would result in a more dependable check for sequencing in a series of related courses.

The Data

Summary

The data indicated the cognitive and affective behavioral levels at which instructors intend to teach major concepts covered in more that one course. Futhermore, the data allowed for comparison of concepts so that those duplicated at the same behavioral level could be identified.

Evaluating the data revealed considerable duplication between IMCD 145 and IMCD 446. More duplication was apparent when Instructor 3 taught IMCD 446 than when Instructor 4 did. Since few concepts taught in IMCD 145 and IMCD 446 are taught in IMCD 444, little possibility for duplication exists and little was revealed by the data. The interesting observation about the duplication between IMCD 145 and IMCD 446 is that the higher level course intends to achieve a lower level of behavior than does the lower level course.

The data also reveals that the instructors, in all courses, intend to achieve the more complex behaviors in both the cognitive and affective domain. Accomplishment of complex behaviors is desirable but their achievement requires sophisticated learning experiences that involve the student to a great degree. (3)

Recommendations for Use of the Data

The purpose of collecting the data in this study was to identify duplication of intended level of behaviors in

relation to a concept. The study was exploratory in nature and the reliability of the data can be questioned and evaluated in relation to criticisms of the instrument and instruction book previously discussed. However, observations can be made from the data that allow the following recommendations:

1. Curriculum changes in these courses should begin with an appraisal of the levels of behavior intended by Instructors 3 and 4 for the same course. Sequencing can only be a reality when all instructors teaching a given course intend to have students achieve the same level of behavior. The data reveals that sequencing may be occurring more frequently with one instructor of IDCD 446 than with the other.

2. Once agreement is reached regarding the intended levels of behavior for IDCD 446 it will be possible to hold conferences involving the instructors of all three courses to determine if the apparent duplications shown in Tables I and II really exist.

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APPENDIX A

PART I

To: Instructor 1 - HMCD 145
Instructor 2 - HMCD 444
Instructor 3 - HMCD 446
Instructor 4 - HMCD 446

From: Sharon Curry

Subject: Faculty participation in a Masters' Problem

The Family Living courses, HMCD 145, 444, and 446 are being used as a laboratory for this research problem. The faculty members teaching these courses have agreed to compile a list of concepts pertinent to the coursesthey teach. The original decision was to have these lists completed by January 15, 1965. The purpose of this communication is to offer criteria to use as a guide in this process. The following criteria originated with Paul Dressel and can be found in the Home Economics Seminar material from the French Lick Conference. A helpful discussion of the role of concepts in curriculum planning can also be found in the same publication.

Criteria for the Selection of Concepts

1. Important, central, key.
2. Transmittable through planned educational experiences.
3. Based on or related to research.
4. Useful in stimulating search for meaning and in encouraging further investigation.
5. Useful in interrelating facts and lower level concepts.
6. Useful in decision making.
7. Directive, cumulative, and integrative.

After preparation of the list the faculty members will define the concepts to be used in the instrument and eliminate those that overlap in meaning. This step will provide for comparability of data. After the instrument is constructed it will be administered to each faculty member teaching the courses. This research problem requires considerable investment of time and effort on the part of faculty members. However, careful work at each step will ensure more reliable data that can be used to improve teaching of the family living courses.

This student is available to discuss the research problem with individual faculty members if this is thought necessary.

To: Sharon Curry

From: Instructor 1

Subject: Concepts taught in HMCD 145

Family Life Cycle

Developmental Tasks

Courtship Process

Theories of Mate Selection

Emotional Maturity (Competence)

Personality

Communication
- Perception

Roles
- Male and Female
- Husband and Wife
- Parent
- Adjustments in Marriage

Dynamics of Family Interaction

Power Distribution

Conflict or Differences
- Resolving Conflict
- Productive Quarreling
- Destructive Quarreling

To: Sharon Curry

From: Instructor 2

Subject: Concepts taught in HMCD 444

Family
- Structure
- Function(s)
  - Socialization
  - Affectional

Individual
- Role (Performance)
  - Strain
  - Differentiation
  - Reversal

Interaction

Identification
- Ego Development
- Familial Determinants

Dependence

To: Sharon Curry

From: Instructors 3 and 4

Subject: Concepts taught in HMCD 446

Motivation
- Basic Needs
- Role
- Basic Personality Type
- National Character
- Reference Group

Communication
- Verbal
- Non-verbal

Conflict Resolution
- Dominance
- Compromise
- Integration
- Conversion

Person Perception

Interpersonal Competence
- Empathy
- Judgment
- Creativity
- Health
- Intelligence
- Autonomy

Self-awareness

Literary Experience

Maturity

APPENDIX A

PART II

To: Instructor 1 - HMCD 145
Instructor 2 - HMCD 444
Instructor 3 - HMCD 446
Instructor 4 - HMCD 446

From: Sharon Curry

Subject: Definition of Major Concepts Taught in more than one Course

The lists of concepts prepared by the faculty members teaching HMCD 145, 444, and 446 have been compared. Concepts that are listed for more than one course have been selected for definition. This will ensure that the faculty members involved attach similiar meaning to the concept taught. Careful definition of these concepts will give confidence that the data collected with the instrument will be comparable.

The following list of concepts is drawn from the course you teach. These concepts also appear in one or both of the other courses involved in this research problem.

Please define these concepts within the context of the course you teach. It would be appreciated if the definitions were returned to me as soon as convenient.

Thank you.

The list of concepts that accompanied each communication is presented below.

HMCD 145

Roles

Emotional Maturity (Competence)

Dynamics of Family Interaction

Communication

Perception

Conflict Resolution

HMCD 444

Roles

Interaction

HMCD 446

Roles

Interpersonal Competence

Communication

Person Perception

Conflict Resolution

To: Sharon Curry

From: Instructor 1

Subject: Definition of concepts taught in HMCD 145 that are also taught in another course.

Role

A role is the "part" an individual plays in a family or group. The conception an individual has of the way he plays his role is based on feed back received from others. Role can be considered to be an organized set of expectations varying with the individual's age, sex, and status in the group.

Interpersonal Competence or Emotional Maturity

Emotional maturity or interpersonal competence is the fullest development of an individual rendering him capable of coping with situations throughout life in a positive or satisfactory way, considering the needs, wants, and desires of others as well as his own. Included are the components of competence as discussed by Foote and Cottrell (Identity and Interpersonal Competence, 1955). These components are empathy, autonomy, judgment, and creativity. A sense of personal responsibility and respect for others are also important elements.

Dynamics of Family Interaction

This concept refers to the mutual recognition of a relationship that results in interaction between the people involved. In interaction there are forces within a given family that bring about changes, movement, and action throughout the family life cycle. By understanding what happens we may be able to control or channel forces to bring about constructive rather than destructive results. For example a family member plays his role based on his conception of it and alters his role performance based on how another family member reacts.

Communication

Communication is an exchange of thoughts, ideas, feelings, and desires between two people or within a group. This sending and receiving of messages can occur verbally or non-verbally. Intra family communication is emphasized with special attention given to obstacles of communication, and ways to enhance communication.

Perception

Perception is an awareness produced by a stimulus. It is how something appears to an individual and is influenced by who he is and the experiences he has had.

Conflict, Conflict Resolution

Conflict is a difference of opinion or a disagreement. This is to be expected between husband and wife and within a family. How these conflicts are resolved can lead to better understanding and feelings of togetherness for the individuals involved or to alienation. An understanding of productive and destructive quarreling is aimed for. Methods of resolving family conflict are dominance, voluntary submission, compromise, conversion, integration, and acceptance of differences. These are from Gross and Crandall (Management for Modern Families, 1963, pp. 75 - 79).

Family Structure

This concept refers to developing an understanding of the constellation or organization of people in the family. Facts concerning what families are like now and what they will be like in the future are discussed.

To: Sharon Curry

From: Instructor 2

Subject: Definition of concepts taught in HMCD 444 that are taught in another course.

Role

A role is a structured mode of participation in social life. A part of a social position having a more or less integrated or related sub-set of social norms which is distinguishable from other sets of norms forming the same position.

Role Performance: behavior manifested by an individual as he acts out a role.

Role Strain: conflict in the demands of two or more roles.

Role Differentiation: elaboration of the role performance so that the necessary work of a relationship can be carried out.

Role Reversal: a situation in which one performs a role with behavior more appropriate to a person of the opposite sex.

Family Structure

Interaction and organization of elements (e.g., people in the family) in their external and internal relationships.

Dynamics of Family Interaction

A relationship exists the instant two people perceive each other. Mutual action ensues from the mutual recognition of the relationship.

To: Sharon Curry

From: Instructor 3

Subject: Definitions of concepts taught in HMCD 446 that are also taught in another course.

Role

A structured way of participation in social life. More simply, it is what society expects of an individual occupying a given position in a group.

In order to relate the concept of role to personality as well as to society, four meanings of role are distinguished:

1. Role-Expectations

   They are what most people in a society or a sub-culture of that society come to expect of a family member, such as the father or the mother.

2. Role Conception

   Role conception is what a given father or mother expects of himself in his role as father or mother. Each person defines his role in his own way which may or may not agree with the expectations of most people in his society or sub-culture.

3. Role-Acceptance

   The degree of acceptance of one's role constitutes role-acceptance. In other words, it is the degree of favorable or unfavorable response a given father or mother may have for the role whether role is defined in terms of the expectation of others or in terms of ones own conception.

4. Role-Performance

   Role performance is what the given father or mother actually does with his specific role. Performance, of course, depends on all the foregoing meanings and attendant traits of personality.

Interpersonal Competence

According to Foote and Cottrell, (Identity and Interpersonal Competence, 1955) "competence" is a synonym for ability. The term "interpersonal" refers to all intimate relationships of significant persons in the family constellation, including, for example, close friends. These authors have identified six components of competence in interpersonal relations and consider them acquired capabilities for effective interaction. The six components are: health, intelligence, empathy, autonomy, judgment, and creativity. Determined principally through reflection upon previous research and observable interpersonal behavior, they are not seen as the total or final grouping of the essential components of interpersonal competence. Although each component is based upon inherited potentialities, each is seen as an acquired skill found to some extent in any normal person who may, therefore, increase the degree of each of these skills toward the end of controlling the outcome of social acts.

Person Perception

Person perception refers to the understanding of another person. No one can understand another human being completely for it is considered impossible to share identically the motives, thoughts and feelings of any other person. But the effort to understand another person rests most solidly on knowing what his intentions are, that is, what he is trying to do, what kind of future he is trying to bring about. A large number of factors affect the degree of success or failure in person perception. Research shows certain attributes to be a part of a good judge of personality; experience; similarity, for example, in age, sex, race and culture; intelligence; cognitive complexity; self-insight; social skill and adjustment; detachment; esthetic attitude and intraceptiveness.

Communication

Communication is commonly defined as the process through which a message sent by one person is received by another. In this sense, the communication is effective only when the message (sign or symbol) from Joe Doe calls forth the same response in John Doe as it does in Joe Doe. Certainly communication is essential in arriving at satisfactory interpersonal relationships, for interaction consists of communication. Communication is usually thought of as verbal

(communication by words) and non-verbal (communication by body movements and behavior). Both verbal and non-verbal communication may be used to convey correct or incorrect information, to clarify or mislead. Intra-family communication is a way of sharing, of receiving as well as sending. Communication is considered an acquired skill. Numerous obstacles to effective communication have been identified as well as ways to improve communication.

Conflict Resolution

This concept refers to the ways by which conflict may be resolved. Families as a small, intimate group tend to have certain characteristics which evoke conflict, for example, memberships in families are not voluntary, a child or parent cannot easily resign his membership; contacts between family members are intimate and demanding compared to membership in other organizations; and families are constantly changing, in size, in needs of its members. A number of means for preventing family conflict and for resolving family conflict can be employed. Discussion, accomodation, mediation, and separation are common measures used by families. In addition, Gross and Crandall, (Management for Modern Families, 1963) describe the methods they call dominance, voluntary submission, compromise, conversion, integration, or acceptance of difference.

To: Sharon Curry

From: Instructor 4

Subject: Definition of concepts taught in HMCD 446 that are also taught in another course.

Roles

Roles are generalized expectations of behavior in socially designated positions. The part played by the person in a group or social situation which is a function of the group organization.

Interpersonal Competence

The degree to which one can relate effectively to others in primary group relationships. It is composed of several elements, and one may have varying degrees of competence in any of these. These elements include health, intelligence, empathy, judgment, autonomy, creativity and possibly others.

Communication

The process of transmitting, sharing, or making common any experience. Mechanism through which human relations exist and develop. It includes all the symbols of the mind together with the means of conveying them through space and preserving them in time. These include expressions of the face, attitudes, gestures, tone of voice, words, writing, printing, and any other means for conveying these feelings and attitudes and interpreting them.

Person Perception

The particular frame of reference through which one forms judgments or inferences about others. It is based upon ones own past experiences, beliefs and prejudices. Intraceptiveness or sensitivity to others is an important element. Accuracy of perception seems to be correlated with experience, maturity, intelligence, cognitive complexity and self-insight.

Conflict Resolution

Conflict may be resolved in various ways. The solution itself is not as important as how the participants feel about the solution. If conflict is resolved at a low level, some or all participants are dissatisfied and unhappy with the solution and the conflict will re-occur. If conflict is resolved at a high level, all are satisfied with the solution and the resolution is permanent. Methods of resolution may be designated as dominance, voluntary submission, compromise, conversion, integration, or acceptance of difference.

APPENDIX B

To: **Faculty members who are respondents in Sharon Curry's research problem: Dr. Alice Thorpe, Dr. William Marshall, Dr. Eugene Peisner and Mrs. Thelma Hansen.**

Enclosed: **Instruction Booklet and Instrument to be used in providing data for analysis.**

Instructions: **Please study the Instruction Booklet carefully before responding to the Instrument. Sharon Curry is available to answer any questions that might arise.**

This instrument has been developed to test the degree of duplication that curs with regard to selected concepts in courses dealing with related subject tter. In this research the concepts are drawn from HMCD 145, 444, and 446. spondents are teachers of the same courses.

The results of this research will be as reliable as the respondents' under-anding of the taxonomies of educational objectives in the cognitive and affective main. Several points regarding the two domains will help to put the taxonomies perspective.

The taxonomies are hierarchical in nature. This means if a teacher intends teach at a given level the student will be able to exhibit the behavior of the wer levels. For example, if a teacher intends for the student to analyze this ans that the student is able to exhibit knowledge, comprehension, and the ability apply in relation to the same concept.

The concept internalization best describes the behaviors that are part of the fective domain. In the affective taxonomy "internalization is viewed as a pro-ss through which there is at first an incomplete and tentative adoption of only e overt manifestations of the desired behavior and later a more complete adop-on." (p:29) The taxonomy represents stages of internalization which range from ing aware of a phenomenon to an outlook on life that influences all actions.

The cognitive domain of the taxonomy is concerned with <u>can do</u> behavior. This ans that a student shall be able to do a task when requested. Cognitive behavior n be described as remembering, recalling knowledge, thinking, problem solving, d creating.

The affective domain of the taxonomy is concerned with <u>does do</u> behavior. This behavior the student will do on his own because of personal desire rather than essure from a teacher. Affective behavior emphasizes a feeling tone, an emotion, a degree of acceptance or rejection. These behaviors may be revealed as inter-ts, attitudes, appreciations, values, and emotional sets or biases.

Instructions for Responding to the Instrument

Results of this research will be as reliable as the respondents' understanding what is being communicated. The following procedures are stated so that each respondent will follow the same course of action.

- Make your judgment regarding the highest cognitive level at which you intend to teach the concept or sub-concept. Indicate this level by checking the appropriate box in the cognitive domain.

  Example - If you teach the concept of role performance at the level of analysis place the check opposite role and under analysis.

- Make your judgment regarding the highest affective level at which you intend to teach the concept. Indicate the level by checking the appropriate box in the affective domain.

- Respond to the affective portion of the instrument only if you intend to achieve behaviors in this domain.

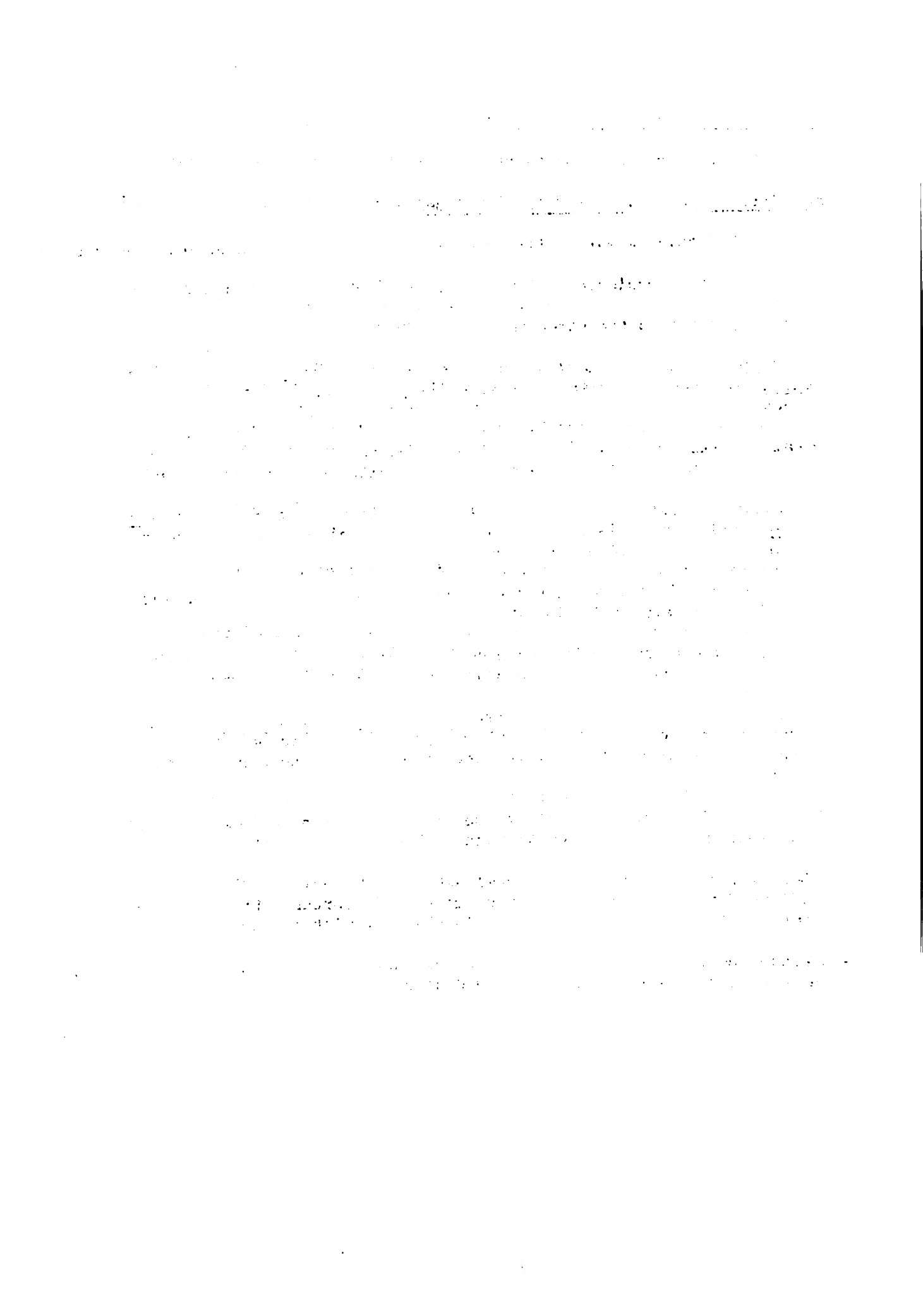
- The Appendix is available for elaboration of the taxonomies if the abbreviated version is not sufficient.

- Several gradations of behavior are possible at a given level of the taxonomy. This is apparent from the Appendix. It is correct to respond at a given level even if you do not intend to achieve each gradation within that level.

- Respond in terms of your intent when teaching a typical undergraduate class during the regular school year.

- Since the category headings (knowledge, comprehension, etc.) may be defined differently from common usage it is important that each respondent use the definition specified in the abbreviated taxonomy.

- Please record your reactions to the instruction booklet and instrument on the blank sheet of paper provided at the end of this booklet.



Abbreviated Versions of the Taxonomies

Cognitive Domain

1. Knowledge - "Knowledge ... involes the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."

2. Comprehension - Comprehension is the lowest level of understanding. "...the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."

3. Application - Emphasis is on remembering and bringing to bear upon given material the appropriate generalizations and principles.

4. Analysis - "The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit."

5. Synthesis - "The putting together of elements and parts so as to form a whole. This involves the process of working with the pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before."

6. Evaluation - "Judgment about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal."

Affective Domain

1. Receiving - The student is sensitized that certain phenomena and stimuli exist and is willing to receive or attend to them.

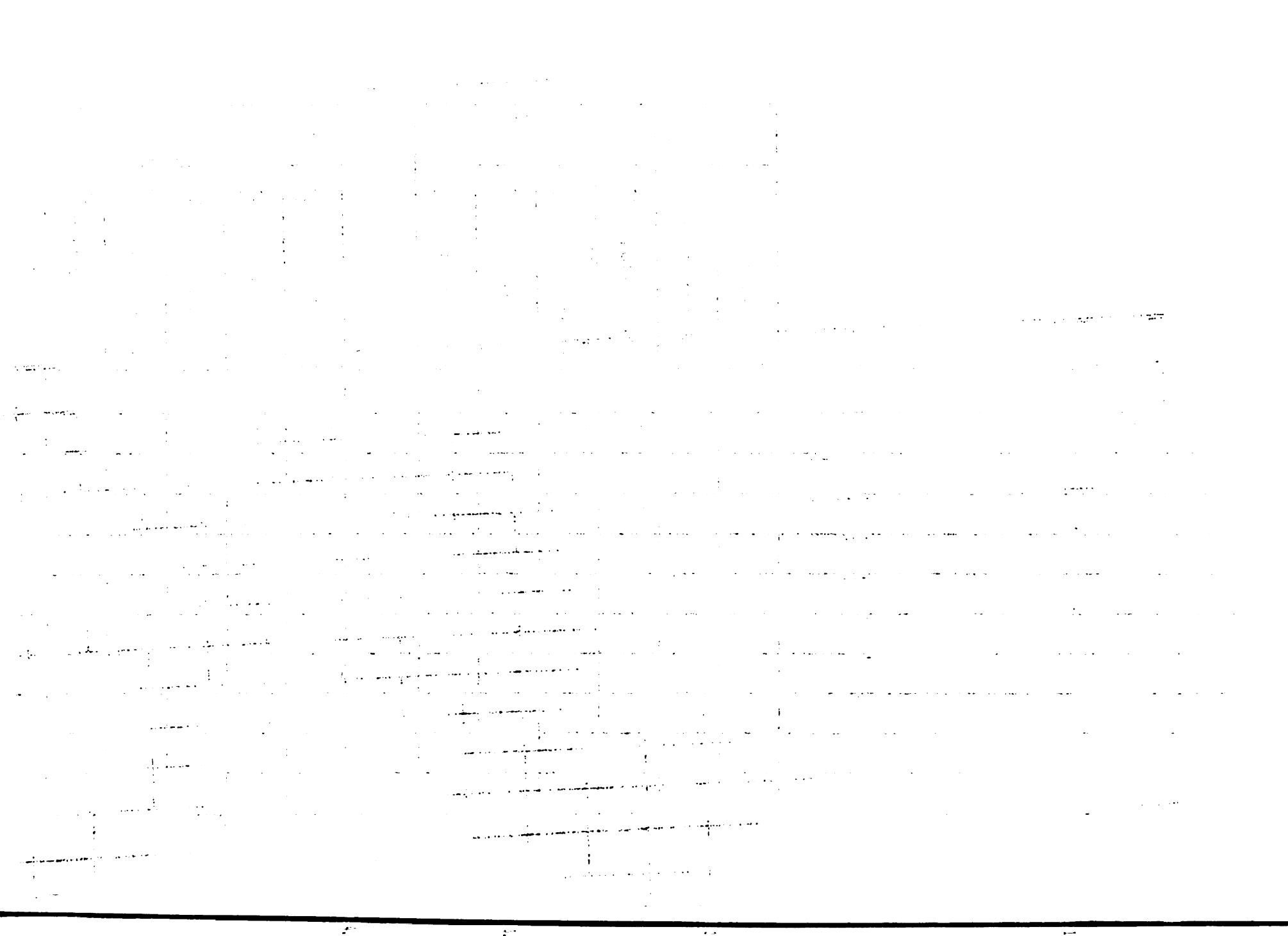
2. Responding - The student is sufficiently motivated so that he is actively attending to the phenomenon. He is interested.

3. Valuing - The behavior is "...motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior."

4. Organization - The values are internalized and a value system is gradually built.

5. Characterization by a Value or Value Complex - "The individual acts consistently in accordance with the values he has internalized..."

Cognitive Levels	Knowledge	(1)
	Comprehension	(2)
	Application	(3)
	Analysis	(4)
	Synthesis	(5)
	Evaluation	(6)
Affective Levels	Receiving	(1)
	Responding	(2)
	Valuing	(3)
	Organization	(4)
	Chacterization	(5)



APPENDIX

Condensed Version of the Taxonomy of Educational Objectives Cognitive Domain

Knowledge - "Knowledge ... involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting." Remembering is the major psychological process involved. One or more of these behaviors is implied:

Knowledge of specifics
Knowledge of terminology
Knowledge of specific facts
Knowledge of ways and means of dealing with specifics
Knowledge of conventions
Knowledge of trends and sequences
Knowledge of classifications and categories
Knowledge of criteria
Knowledge of methodology
Knowledge of universals and abstractions in a field
Knowledge of principles and generalizations
Knowledge of theories and structures

Comprehension - Comprehension is the lowest level of understanding. "...the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications." The student can grasp the meaning and intent of the material. The student has the ability to:

translate - the original communication is preserved
interpret - give a new view of the material
extrapolate - predict trends from data

Application - "The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules or procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied." Emphasis is on remembering and bringing to bear upon given material the appropriate generalizations and principles. An example is remembering the facts necessary in order to solve a problem.

Analysis - "The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit." One or more of these behaviors is implied:

The analysis of elements in a communication
The analysis of relationships in a communication
The analysis of organizational principles which hold the communication together.

Synthesis - "The putting together of elements and parts so as to form a whole. This involves the process of working with the pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before." Synthesis includes the ability to:

Produce a unique communication
Produce a plan or proposed set of operations
Derive a set of abstract relations

Evaluation - "Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him." Evaluation is the ability to:

Make judgments in terms of internal evidence (an internalized standard)
Make judgments in terms of external criteria (an external standard)

Affective Domain

Receiving (Attending) - The student is sensitized that certain phenomena and stimuli exist and is willing to receive or to attend to them. The student may be responding in one or more of the following ways:

Awareness - given appropriate opportunity the learner will be conscious of something - he will take it into account.

The student "is willing to take notice of the phenomenon and give it his attention." He at least tolerates the stimulus and does not try to avoid it.

The learner controls his attention. When the favored stimulus is presented he attends to it despite distracting stimuli.

Responding - The student is sufficiently motivated so that he is actively attending to the phenomenon. He is interested. The student may exhibit one or more of the following behaviors:

"The student makes the response, but he has not fully accepted the necessity for doing so." Obedience or compliance may best describe the behavior.

The student is willing to respond because he is sufficiently committed to exhibiting the behavior and he does so voluntarily. He proceeds from his own choice.

The student receives satisfaction in response. His "...behavior is accompanied by a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment."

Valuing - The behavior is "...motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior." Behavior "...is sufficiently consistent and stable to have taken on the characteristics of a belief or attitude." The student may exhibit the following types of behavior:

The student ascribes worth to a phenomenon, behavior, object, etc. However, his position is somewhat tentative and he is willing to re-evaluate his position. The behavior is consistent enough so that the person is perceived by others as holding to the belief or value.

The person accepts a value, is identified with it, and is sufficiently committed to the value to pursue it, to seek it out, and want it.

The person is clearly perceived as holding the value with a high degree of certainty. He acts to further the thing valued in some way.

Organization - As values are internalized a value system is gradually built. The student will exhibit one or more of the following behaviors:

He attempts to conceptualize a value to provide a basis for their evaluation and interrelationship with other values. He is able to see how the value relates to those he already holds or to new ones that he is coming to hold. This is an abstract process.

The individual is able to organize a value system. He brings together a complex of values and brings them into an ordered relationship with one another.

Characterization by a Value or Value Complex - "The individual acts consistently in accordance with the values he has internalized..." In the individuals behavior:

There is a generalized set or basic orientation "...which enables the individual to reduce and order the complex world about hime and to act consistently and effectively in it." A predisposition to act in a certain way.

There is a value system that concerns one's view of the universe, one's philosophy of life.

HMCD 444

Role
- Role Performance

Family Structure
- Constellation or organization of people in the family

Dynamics of Family Interaction
- Mutual recognition of a relationship results in interaction with each other.

HMCD 446

Role
- Role Performance
- Role Expectation
- Role Conception

Communication
- Receiving Messages
- Sending Messages
- Verbal
- Non-Verbal
- Intra Family Communication
- Obstacles to Effective Communication
- Enhancing Communication

Conflict Resolution
- Dominance
- Voluntary Submission
- Compromise
- Integration
- Conversion
- Acceptance of Difference
- Productive Quarreling
- Destructive Quarreling
- Feelings about the Solution
- Feelings about Each Other

Interpersonal Competence
- Health
- Intelligence
- Empathy
- Autonomy
- Judgment
- Creativity