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ABSTRACT

The purpose of the study was to determine if there were any differences in learning between graduate students taught to understand, administer, and score the Wechsler Intelligence Scale for Children (WISC) by an independent study method as compared to those taught by a more traditional instructional procedure. The subjects were those students enrolled in two sections of an individual intelligence testing course in the fall of 1973 at the University of New Mexico. The scores on two outcome measures--a cognitive examination and a performance examination--were compared and an analysis of covariance procedure indicated no significant differences between the groups on both measures. The range of scores on both examinations (cognitive and performance) was larger for the experimental, or independent study, group. The number of WISC tests administered by the experimental group correlated significantly with both cognitive examination scores and performance examination averages. A significant correlation was obtained between the number of protocols handed in for evaluation and the cognitive examination scores of the experimental group. (Author)

THE COMPARISON OF TWO METHODS OF INSTRUCTION IN TEACHING
THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN

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Statement of the Problem

The study was conducted in an effort to determine if there were any differences in terms of student learning between two methods of instruction in teaching the Wechsler Intelligence Scale for Children (WISC). The scores on two outcome measures--a cognitive examination and a performance examination--were compared between students in an Experimental group who learned by means of independent study and those in a Control group who learned to understand, administer, and score the WISC by means of a traditional method.

Procedures

The study was conducted in the Department of Guidance and Counseling at the University of New Mexico. The subjects were those students enrolled in two sections of an individual intelligence testing course. Initial differences between the groups were ascertained on 18 variables--i.e., age, sex, undergraduate grade point average, and the 15 scales of the Edwards Personal Preference Schedule (EPPS).

The subjects in the Experimental class attended a full-day workshop. Other than this one required attendance, they were not asked to attend any other class meetings. Ten cassette lectures were available for their check out, informational handouts were distributed, and two texts were recommended. Three WISC videotape

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demonstrations were shown. They were encouraged to watch others administer the WISC, administer the WISC for observation, "hand-in" protocols for checking, and meet with the instructor and graduate assistant if they wished.

The subjects in the Control class were taught by a fairly traditional method. The regular class meetings consisted of lectures over the same material that was available to the Experimental group on the cassettes, WISC demonstrations, and discussions. They were required to administer 15 WISC tests and hand in 15 scored protocols, observe 5 colleagues administering the WISC, and administer one test for observation. The 3 videotape demonstrations were also optional for this group.

Results

Taking initial differences into consideration, an analysis of covariance procedure indicated no significant differences between the groups on the cognitive examination scores and the performance examination averages. The Control group obtained significantly higher scores on one performance examination item (Accuracy of scoring procedures). The range of scores on both examinations (cognitive and performance) was larger for the Experimental group. Experimental group members made both higher and lower scores when compared with the range of the Control group scores.

None of the initial variables correlated with either the cognitive examination scores or the performance examination averages in the Experimental and combined groups. For the Control group, both age and the EPPS variable of Change correlated nega-

tively with the cognitive examination scores. The variable of Nurturance correlated negatively with the performance examination averages.

Significantly high relationships were found between the two outcome measures of the Experimental and combined groups. The Control group data indicated little relationship between the cognitive examination scores and the performance examination averages.

The number of WISC tests administered by the Experimental group correlated significantly with both cognitive examination scores and performance examination averages. A significant correlation was obtained between the number of protocols handed in for evaluation and the cognitive examination scores of the Experimental group.

Conclusions

1. The data essentially confirmed the findings of previous research in the area of comparative teaching methods--that is, that one method of instruction was generally as effective as another in affecting outcome on a final examination. Success on outcome measures is less dependent upon method of instruction than upon the personality of the individual. Although it was not selected as an initial measure in this study, level of motivation was thought to be critical to success.

2. A minimum number of practice WISC administrations are essential in a course in individual intelligence testing.

3. A minimum number of scored protocols should be submitted for evaluation in a course in individual intelligence testing.