DOCUMENT RESUME

ED 122 782 95 IR 003 397

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TITLE Instructional Development Within Private Liberal Arts/Technical Education Climate.
INSTITUTION Salina College Consortium, Kans.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 29 Mar 76
NOTE 24p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Behavioral Objectives; *College Cooperation; College Curriculum; College Instruction; College Teachers; *Consortia; *Curriculum Design; Educational Improvement; Higher Education; Inservice Teacher Education; *Instructional Design; Instructional Technology; Program Descriptions; *Teacher Workshops
IDENTIFIERS AECT 76; Kansas Technical Institute; Kansas Wesleyan; Marymount College; Salina College Consortium

ABSTRACT

Faced with increased economic pressures and simulatneous demands for high-quality diverse educational options, Kansas Wesleyan, Kansas Technical Institute, and Marymount College have sought to promote innovation, cooperation, and efficiency through a unified program of instructional development. To that end, inservice workshops have been conducted to acquaint faculty members of the three colleges with recent developments in instructional technology with special emphasis on the writing of behavioral objectives, selecting appropriate media, and producing software media materials. This document provides: (1) a description of the structure of each college; (2) a synopsis of recent developments in instructional design; and (3) a description of the workshops that were cooperatively conducted by the three institutions. (EMH)

INSTRUCTIONAL DEVELOPMENT WITHIN PRIVATE LIBERAL ARTS/TECHNICAL EDUCATION CLIMATE

A Paper Presented

at

AECT National Convention

March 29, 1976

Anaheim, California

by

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ACKNOWLEDGMENTS

The activity which is the subject of this presentation was supported in whole or in part by the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Special thanks go to the following Academic Deans for their permission and cooperation to represent their institutions:

Paul Hallett, Kansas Technical Institute.

Sister Jean Sweat, Marymount College.

Orville Voth, Kansas Wesleyan.

Special thanks go to Robert Jensen for his assistance in furnishing institutional research information for the institutions.

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INTRODUCTION

Generation after generation of Americans have sought their own answers to the problems of providing an education for students suited to existing needs, resources, and interests. Perhaps never before has the task been so complex. The full effects of the knowledge explosion, national assessment, and accountability as well as problems not yet identified challenge higher education. This decade promises to be one of the most exciting in educational history. Hopefully, higher education will share in that excitement as answers to fresh questions are sought about accountability and quality of higher education. In the eyes of many, institutions of higher education are already in the midst of such an educational revolution.

Throughout the nation, the spiraling costs of higher education are forcing government and universities to search for innovations and new techniques to reduce expenditures wherever possible, and at the same time, break the lockstep patterns that stand in the way of academic creativity, reform, and quality education. In the past, many attempts to change education, particularly at the college and university levels, have failed, because these attempts did not include any mechanism for changing the ecological balance between teachers and students in the college classroom. Usually, these changes are imposed on the existing classroom ecology in which the teacher leads a group-based lockstep progression through the course of study. This ecology is inevitably characterized by a high degree of active involvement on the part of the teacher and a comparably high degree of passive involvement on the part of the student. The state of the art in instructional technology is

such today, that many of the tools and techniques used to bring about this needed ecological balance in the classroom are available and feasible.

The leadership of Kansas Wesleyan, Kansas Technical Institute and Marymount College recognizes and subscribes to the belief that the quality of the teaching/learning processes is fundamental to the long-term goals and mission of their respective institution. Consequently they have placed a high priority for their faculty to develop, acquire, and utilize a repertoire of teaching alternatives which make effective use of all possible media forms that currently exists within their combined resources.

Located in the same city, they have formed a consortium (Salina College Consortium - SCC) partly with Title III support and for the past three years have demonstrated that cooperatively, they can deal effectively and efficiently with common issues and problems confronting them.

BEHAVIORAL OBJECTIVE

This paper will address itself to one area of cooperation, namely, instructional development. At the end of this paper, you should be able to:

1. Describe the climate of the participating institutions.
2. Graphically illustrate the instructional development system adopted by these institutions.
3. Write a descriptive summary of the behaviorally based inservice training program.

4. Identify several strengths and weaknesses of this type of instructional development program.

5. Observe a viable alternative exemplifying the convention theme--Dependence - Independence - Interdependence.

INSTITUTIONAL DESCRIPTION AND CLIMATE

The following is a brief description of each institution and it will serve to delineate the type of climate within which instructional development activities were undertaken.

Kansas Wesleyan[1,2,3,4]

As a liberal arts college founded in 1886, Kansas Wesleyan promotes the intellectual pursuit of great ideas and the search for values--foundations for wise choices and basic life commitments.

Related to the United Methodist Church, Kansas Wesleyan provides the contact of Christian values and perspectives within which truth is pursued with freedom and openness. Kansas Wesleyan frankly proclaims its commitment to the Christ-centered life, believing that persons arrive at authentic religious conviction through open search and personal decision.

The academic program at Kansas Wesleyan offers an unusual variety of learning opportunities in both traditional and non-traditional modes, in nineteen major fields of study including the student-designed creative degree program. The entire curriculum is organized to be student-centered, flexible and unique.

Kansas Wesleyan operates on a 4-1-4 calendar and is fully accredited by North Central Association of Colleges and Secondary Schools.

Cooperative programs with Marymount College and Kansas Technical

Institute provide unique opportunities and exposure to faculty and students and serve to enrich the learning environment where scholarship, achievement of learning skills, knowledge, and mature judgments are among the primary goals of education at Kansas Wesleyan.

Table 1

A Summary of Factors Describing
Kansas Wesleyan's Climate

Factors	Description
Academic Calendar	4-1-4
Number of Major Areas	19
Total Number of Faculty	43
Total Number of Male Faculty	31
Total Number of Female Faculty	12
Percentage of Ph.D's	61%
Percentage of Tenured Faculty	69%
Mean Years of Service	10.3
Total Number of Students Fall 1975	493
FTE Fall 1975	480
Student/Teacher Ratio	14:1

Table 1 shows a summary of factors describing Kansas Wesleyan's climate. Data in Table 1 shows Kansas Wesleyan's Fall 1975 enrollment was 493 with a fulltime equivalent (FTE) of 480. The current number of faculty at Kansas Wesleyan is forty-three; of these thirty-one male and twelve female; sixty-one per cent of Kansas Wesleyan faculty has Ph.D's; sixty-nine per cent are tenured, and the mean years of service is 10.3 years. They are considered to be a strong, committed, student-centered and teaching-oriented faculty. The current student/teacher ratio is 14:1.

Kansas Technical Institute[5,6,7,8]

The Kansas Technical Institute (KTI) was established by the 1965 Kansas legislature as the state's first public technical institute.

The major goal of the Institute is to provide two-year, college level programs of applied science and technology which enable its students to become employable upon graduation.

A secondary goal of KTI is to provide a basis for understanding fundamental scientific engineering principles which will enable its students to pursue further academic study in a technical field.

Kansas Technical Institute is a unique blend of theory and practice. This combination when taken over a two-year period yields an Associate of Technology degree in nine program areas.

The Kansas Technical Institute graduate is an individual with highly specialized knowledge and skills in a course of study. The Institute does not train persons to be engineers, although this option is available to the graduate at other colleges. By the same token, the Institute does not provide vocational programs for craftsmen. Instruction, both in the classroom and in the laboratory is highly technical, college-level material, with a mixture of practicum and theory.

The State Board of Education and the Board of Control of Kansas Wesleyan have authorized the presidents of Kansas Technical Institute and Kansas Wesleyan to enter into an agreement of consortia.

The location of both schools in the south part of Salina provides easy access to each campus, making it possible for a student to benefit from coursework at either institution in any given semester.

The faculty at KTI is considered to be highly competent in their area of expertise and demonstrates an understanding of today's world of work which insures their teaching only current and valid processes and techniques.

Table 2

Summary of Factors Describing Kansas Technical Institute's Climate

Factors	Description
Academic Calendar	4-1-4
Number of Major Areas	9
Total Number of Faculty	19
Total Number of Male Faculty	18
Total Number of Female Faculty	1
Percentage of Professors	42%
Percentage of Instructors	42%
Percentage of Teaching Technicians	16%
Percentage of Tenured Faculty	NP *
Mean Years of Service	NA **
Total Number of Students Fall 1975	234
FTE Fall 1975	246
Student/Teacher Ratio	12.9:1

*No Policy
**Not Available

Table 2 shows a summary of factors describing KTI climate. Data in Table 2 shows in the Fall of 1975 KTI enrolled on its Salina campus a total of 234 students with an FTE of 246. The Institute has nineteen faculty. Of these, forty-two per cent are ranked as professors, forty-two per cent instructors and sixteen per cent teaching technicians. Data

on tenure and length of service were not available.

The current student/teacher ratio at KTI is 12.9:1.

Marymount College[9,10,11,12,13]

Marymount College is a Catholic, undergraduate college for men and women; owned and sponsored by the Sisters of St. Joseph of Concordia, Kansas; incorporated and fully accredited as a degree-granting institution of higher education; and governed by a board of directors composed of lay and religious members.

The mission of Marymount College is to be a community of learners where persons share in an ongoing search for truth in an environment conducive to human and Christian values. Marymount College commits itself to an educational program that is person-centered, career and service oriented, and purposeful.

Marymount College views liberal education as a process which creates an atmosphere where the various modes of knowing and living are integrated to promote Christian self-actualization. Progress toward self-actualization occurs through freedom of inquiry, truth seeking, religious vitality, academic excellence, critical thinking and responsible service-oriented living in a pluralistic society.

The teaching faculty are a group of dedicated educators who know what they are about in educating young men and women at the undergraduate level.

Table 3 shows a summary of factors describing Marymount College's climate. Data in Table 3 shows twenty per cent of ranked members have

Ph.D's. Faculty data on tenure and mean years of service were not available.

Table 3

Summary of Factors Describing Marymount College's Climate

Factors	Description
Academic Calendar	4-1-4
Number of Major Areas	18
Total Number of Faculty	67
Total Number of Male Faculty	28
Total Number of Female Faculty	39
Percentage of Ph.D's	20%
Percentage of Tenured Faculty	NA *
Mean Years of Service	NA *
Total Number of Students Fall 1975	717
FTE Fall 1975	667
Student/Teacher Ratio	15:1

* Not Available

Marymount College currently offers eighteen major areas of study leading to the Bachelor's Degree. Operating on a 4-1-4 academic calendar, Marymount College strives to provide the student with an atmosphere of learning in which the maximum breadth and depth in the pursuit of knowledge can be acquired. The entire curriculum structure allows great flexibility in teaching and learning and provides for the student to pursue a specific field of study and other related areas.

Marymount College has cooperative programs with several educational institutions including Kansas Wesleyan. These opportunities

greatly enhance and broaden the learning experiences for Marymount students.

Table 3 also shows Marymount's 1975 Fall student body comprised a total of 717 students for an FTE of 667. The present student/teacher ratio is 15:1.

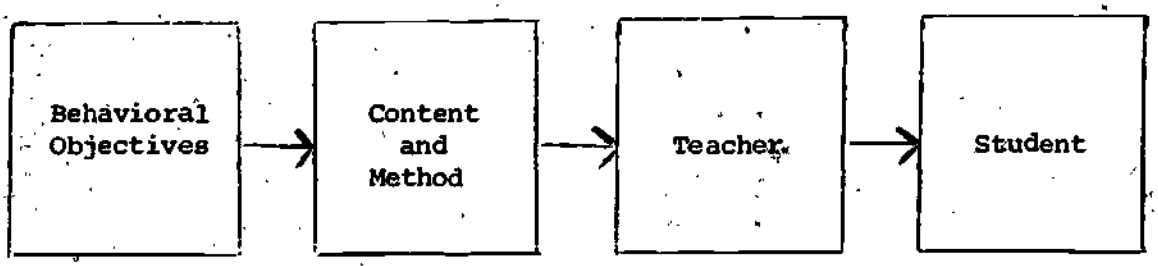
I.D. SYSTEM ADOPTED BY KW-KTI-MC

From the preceding descriptions, it is discernible that each institution would like to continue providing quality educational experiences for their students on a large-group, small-group and individual basis.

Let us look for a moment at some developments in instruction techniques and technology and place in perspective the educational need to put the best educational innovations, ideas, and resources within the reach of every teacher and student.

Figure 1

Traditional Instruction



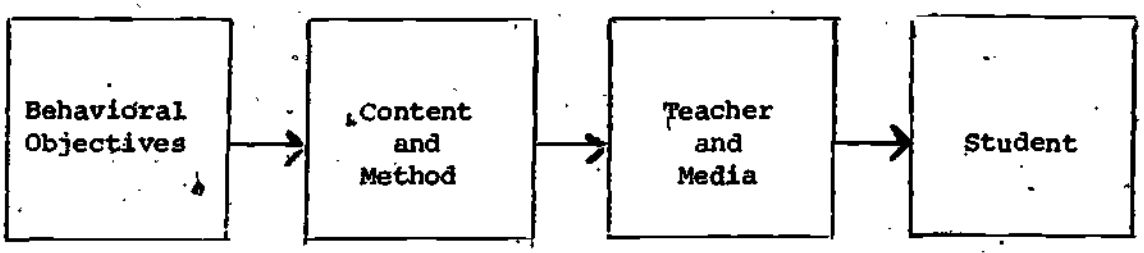
The shift from a book-oriented instruction to instruction that utilizes judiciously the materials and equipment of educational technology necessitates some change in the role of the classroom teacher.

Visualize the teacher-student relationship in a traditional college classroom (Fig. 1). Though the teacher in this environment may have made effective use of printed materials other than the textbook, chalk-board, and a few other devices, no real technology is involved. One must assume that the category labeled "objectives" is clear in the mind of the teacher! But what about the student??

If the teacher had learned to incorporate such materials as films, and filmstrips, the classroom relationship may be thought of in terms of Media Function Number One (Fig. 2). In this situation, the technological media supplement the teacher.

Figure 2

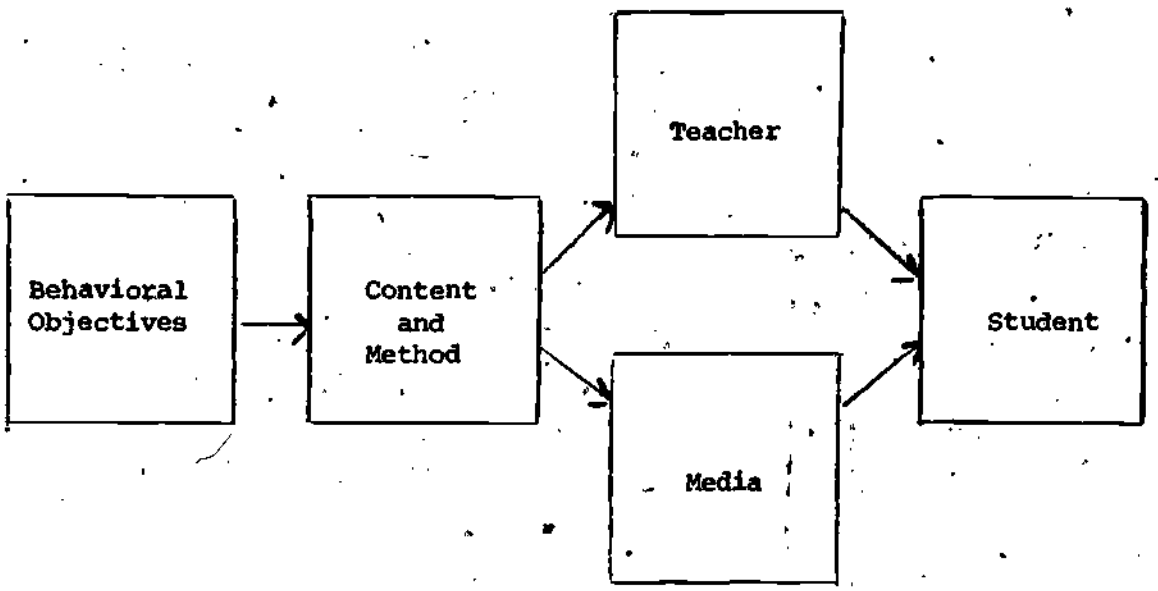
Media Function 1



In Media Function Number Two (Fig. 3), the teacher has begun to use a variety of media such as instructional television, slide/sound presentations, programmed instruction, etc., as alternative channels for disseminating instructional content. Note, however, the teacher is held responsible and accountable for determining the instructional objectives, selection of content and method, and student evaluation.

Figure 3

Media Function 2



Next, we have an instructional system (Fig. 4) which graphically represents an approach to instruction that combines three teaching-learning channels, and one that provides a climate which teachers can use to modify the ecological balance in the classroom and still provide quality educational experiences for students on a large-group, small-group, and independent study basis.

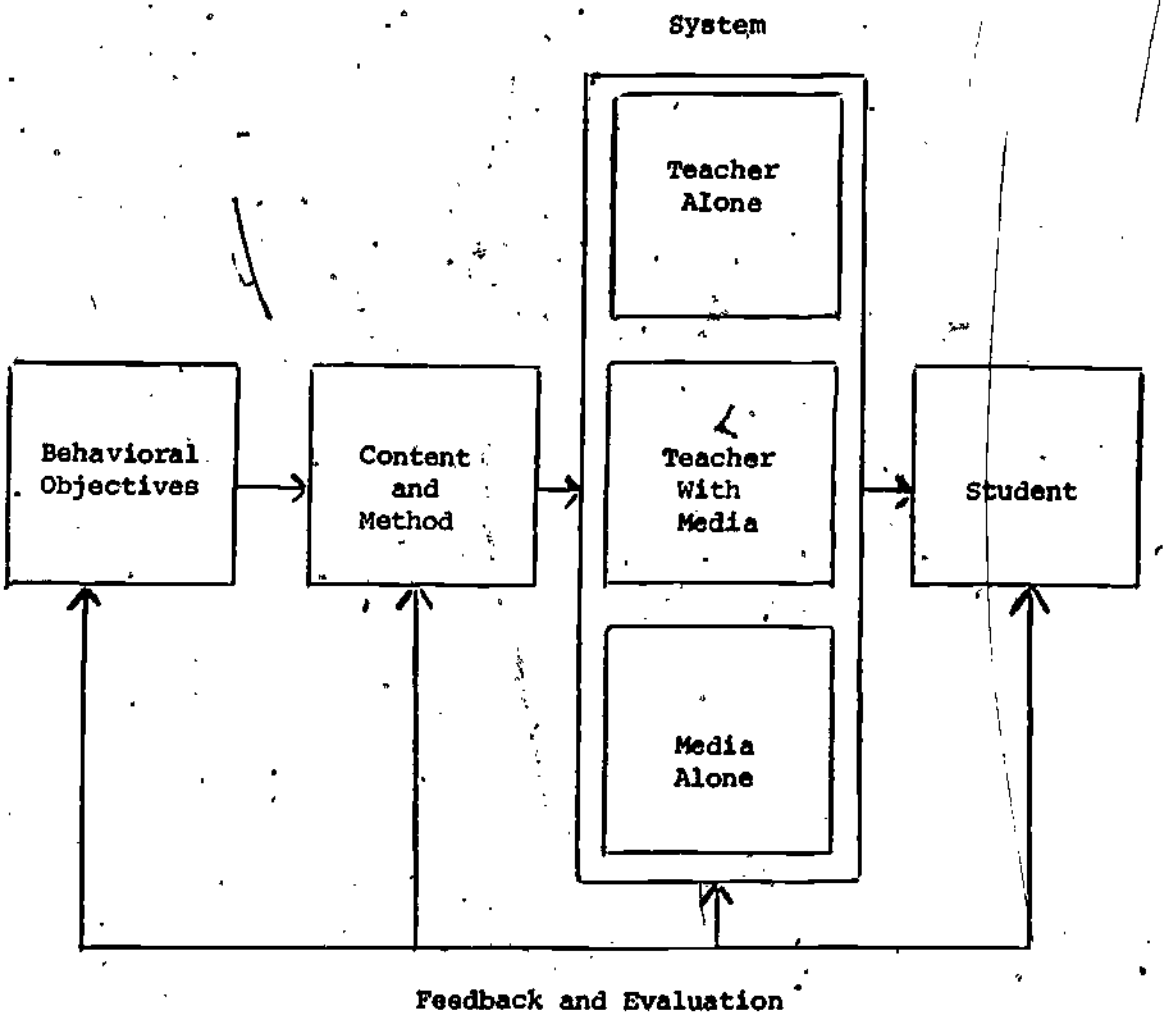
Within this system, objectives are stated in writing, and are given to students. Each faculty member is responsible for selecting content materials and facilitated by an ID consultant, design, develop and produce learning activities utilizing a variety of print - non-print materials, that elicit written and oral feedback from students for

course evaluation.

Moreover, it is within the context of this instructional system that the Salina College Consortium involving Kansas Wesleyan, Kansas Technical Institute and Marymount College have begun to utilize various ID activities as educational tools to aid in the presentation and improvement of their respective expanding instructional programs.

Figure 4

An Instructional System



SUMMARY OF BEHAVIORALLY BASED INSERVICE TRAINING PROGRAM

Effective teachers who can skillfully control and guide their own instructional behavior are greatly needed. The supply of such teachers is very limited and programs designed to develop such skills frequently miss the mark. In driver education, provisions may be made for the finest automobile plus information about driving and even the opportunity to frequently observe automobile driving and still not produce skillful drivers; similarly in college teaching, provisions may be made for the finest instructional materials plus information about teaching methods and an opportunity to observe good teaching and still not produce skillful teachers. As in driver education, a practical, behaviorally based program is needed. Such a program should optimize feedback and systematically help the teacher to independently execute wiser "on-the-job" decisions.

The Learning Technology Inservice Training Program is designed to increase a teacher's knowledge, awareness and understanding of the many stimuli occurring in the classroom environment and its relative impact upon the teaching/learning processes.

The entire training program is divided into three interrelated phases--training, independent study, and application.

During the training phase, participants receive the following:

A) Training and practice in writing behavioral objectives.

B) Training and practice in selection and utilization of various media equipment.

C) Training and practice in producing software media materials.

D) Training and practice in producing single concept pacquetts.

During the independent study phase, participants are engaged in selected activities with emphasis upon acquiaition and refinement of skills presented during the training phase.

With the application phase, participants are free to incorporate the above skills in his/her present teaching load or future course offerings. All materials needed to complete these projects are provided by the program. This inservice training program meets once a week per semester. Faculty participants in the Fall semester are given released time during Interterm (the month of January) while Spring semester participants are released in June or July to complete the program objectives. All participants are volunteers and receive no stipends for attending workshops.

A unifying goal of the three institutions is to permit each institution to grow and develop at their own potential without sacrificing or losing their respective functions by utilizing common available resources. This is interpreted to mean avoiding duplication of services and resources whersver possible. Table 4 shows a summary of Learning Technology Program activities for the period Fall 1973, to Spring 1975.

Data in Table 4 show a total of fifty-five faculty members within the three institutions have experienced Learning Technology Inservice Training activities. Forty-eight have elected to participate in project activities and their combined efforts yield a total of 103 units of instruction--complete with written behavioral objectives and a variety

of supporting media for twenty different teaching areas. These units of instruction were largely for student independent study.

Table 4

A Summary of Learning Technology Program Activities
For the Period Fall 1973 to Spring 1975

Number of Participants	102
Faculty	55
Student	47
Number of Faculty Participants in Project Activities	48
Number of Teaching Areas	20
Units of Instruction	103

Data in Table 4 further show a total of forty-seven students were facilitated in producing non-print reports in various course work. Listed in Table 5 are the twenty different teaching areas that Learning Technology participants represented.

Table 5

A Listing of Teaching Areas

Aero Technology	History
Art	Home Economics
Biology	Library Science
Business Administration	Mathematics
Chemistry	Mechanical Technology
Civil Technology	Nursing
Education	Philosophy
Electronics Technology	Physical Education
English	Physics
General Technology	Spanish

Tabls 6 shows a listing of production effort by medium and total number of units produced. Data in Tabls 6 reveal that slide/sound, filmstrips, and audio tape/handbooks were the media most frequsntly utilized for production.

Tabls 6

A Listing of Production Effort by Medium and Total Number of Units

Medium	No. of Units
8 MM Film	1
Filmstrip	19
Filmstrip/Sound	17
Slide	13
Slids/Sound	38
Tape	1
Tape/Graphics	1
Tape/Handbook	10
Transparency Sets	4
Video Tape	7

STRENGTHS OF THIS ID PROGRAM

The following are a few of the strsngths and weaknesses of this type of Instructional Development program activities as observed during the past two years within the consortium.

Strengths

1. Permits the introduction of alternative ways for transmitting instructional content to infiltrate into selected areas of the curriculum on an experimental basis.

2. Provide a repository of curricular materials heretofore unavailable for use within the consortium.
3. Faculty participants are highly enthusiastic over the results of their efforts and would support such a program on a wider scale.
4. Students who have been exposed to instructional programs developed and produced by faculty participants found excellent alternative ways for receiving their instruction and in general, would like to see more of these opportunities be made available.

Weaknesses

1. Lack of monies available to each institution for releasing faculty participants for at least one semester to apply in greater depth newly acquired skills via Learning Technology workshops.
2. Lack of a wider range of programming and production capabilities in terms of personnel, and equipment, especially I.T.V. for extended utilization of product.
3. Noticeable change and impact on curricular offerings will not be evident within the consortium until the above weaknesses are minimized if not eliminated.

CONCLUSION

Small colleges across the nation are caught in an uncomfortable crosscurrent. On the one hand, they are compelled by pressing economic

concerns to prove their academic program; on the other, they must respond to societal demands for new curricula, career programs, and innovative teaching/learning strategies if they are to attract students and flourish. Kansas Wesleyan, Kansas Technical Institute and Marymount College are in a unique position to deal creatively with this cross-current. Located in the same city, they have formed a consortium partly with Title III support and for the past three years have demonstrated that cooperatively they can deal effectively and efficiently with common issues and problems confronting them. This paper addressed itself to one area of cooperation--instructional development--and in my opinion offered a viable alternative exemplifying the convention theme: Dependence - Independence - Interdependence. To paraphrase Albert Camus,

> Do not walk in front of me for I may not follow
> Do not walk behind me for I may not lead
> Step up beside me and together we shall walk forward.[14]

Footnotes

1. Regents Report No. 48 (unpublished report), University of Kansas, Office of Institutional Research, January 21, 1976.

2. Kansas Wesleyan. Self Study Report to North Central Association. North Central Association of Colleges and Secondary Schools, Basic Institutional Data, December 15, 1974.

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14. Schutz, Susan Polis (ed.). The Language of Friendship. Boulder, Co.: Blue Mountain Arts, Inc., April, 1975.