

# BOOKS

GUEST  
BOOK  
REVIEW

## THE INSTRUCTIONAL DESIGN LIBRARY

By DANNY G. LANGDON

By FRANKLIN MILLS

One is immediately impressed with the size and scope of *The Instructional Design Library*. In fact the editor states in his preface that "*The Instructional Design Library may never be complete.*" The editor and authors have brought together a collection of 20 volumes (approximately 80 pages per volume) describing various instructional design formats and strategies, which they claim have been tried and tested, albeit with school children.

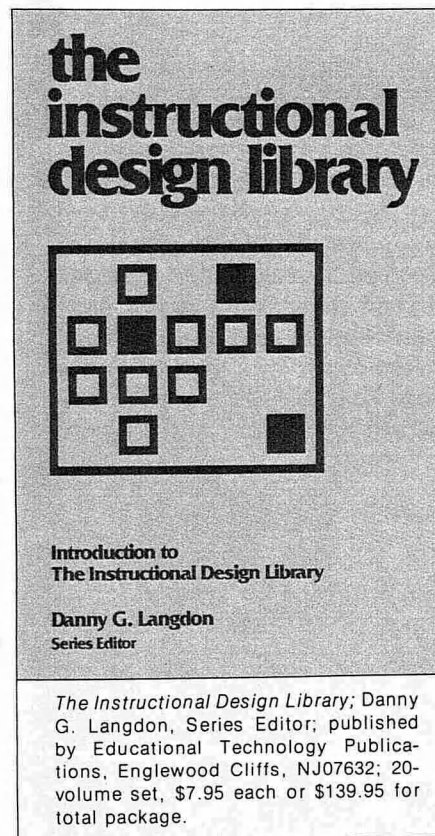
Consisting initially of 20 cloth-bound volumes, the series is a major attempt to provide educators and instructional developers with a convenient, practical source of essential information on important instructional designs — formats and strategies for structuring learning.

In preparing this collection (or library) Danny Langdon has assembled, in a systematic and standard reference format, a practical guideline for instructional design.

The initial books in *The Library* include the following (which may be ordered singly at \$7.95 each, or as a total package at \$139.95 including an introductory manual):

1. *The Adjunct Study Guide* — Danny G. Langdon
2. *Algorithms* — Ivan Horabin and Brian Lewis
3. *The Audio-Tutorial System* — James D. Russell
4. *Audiovisual Training Modules* — Harold D. Stolovitch
5. *The Audio Workbook* — Danny G. Langdon
6. *Backward Chaining* — Jay Alden
7. *The Construct Lesson Plan* — Danny G. Langdon

8. *Groupprograms* — Sivasailam Thiagarajan
9. *The Guided Design Approach* — Charles E. Wales and Robert A. Stager
10. *Individually Responsive Instruction* — Thomas M. Sherman



11. *Inquiry ILPs* — Philip and Miriam Kapfer
12. *Instructional Simulation Games* — Sivasailam Thiagarajan and Harold D. Stolovitch
13. *The Personalized System of Instruction* — J. Gilmour Sherman and Robert S. Ruskin
14. *Programmed Instruction* — Donald H. Bullock
15. *Project ILPs* — Philip and Miriam Kapfer

16. *Session Plans* — Robert G. Godfrey
17. *Student Contracts* — Thorwald Esbensen
18. *The Teaching-Learning Unit* — Harold F. Rahmlow
19. *The Token Economy System* — David Laurisden
20. *Tutoraids* — Sivasailam Thiagarajan

Each volume is similarly structured to give the reader the following information about design:

- USE (descriptive account of range of application)
- OPERATIONAL DESCRIPTION (introduction and overview)
- DESIGN FORMAT (description of function)
- OUTCOMES (benefits)
- DEVELOPMENT GUIDE (how to go about the design process)
- RESOURCES (additional information)

For any book or work of this size, the question of usefulness and/or value is the immediate concern. The fact that it is organized in separate volumes makes reference easy. There is no doubt that this work organizes for the new or experienced trainer various design formats in one place and within one useful format. This alone may be the major value of these volumes.

The abstracts at the beginning of each volume present the trainer with an excellent set of quick and easy references to each type of design. While I doubt that any individual will read all 20 volumes in one session, the *Library* can be the basis for a course in instructional design and certainly should be useful when searching for a

design after learning objectives have been developed.

The last point — selection of design — is a potential trap that one can fall into from reading this work. Potentially one has, with the *Instructional Design Library*, a “solution looking for a problem.” The trainer has a set of designs, or a favorite design, or a new design, and now develops a course of instruction to fit this instructional method rather than selecting a design *after* establishing learning objectives. The editor clearly states that “*the Instructional Design Library is not intended to be a panacea.*” He further elaborates. “*The mistake has been made many times of selecting*

*a medium of instruction and saying that it will solve all learning ills. There is no such thing.*” If you know your students and what they are supposed to learn (objectives) you will find design strategies that, according to the authors, will help answer this question for you: “*What instructional strategies exist for me to use to structure their (the students) learning so that it is both effective and efficient?*”

There are some very interesting techniques and ideas in these volumes that one can immediately apply in existing strategies. One such idea is in the audio/visual programs. I refer specifically to ZIMDEX . . . a technique for branching to specific locations on

an audio tape . . . and to the “Token Economy” design which may have immediate application in behavior modification programs.

In reading many of these volumes (I did not read all 20) I did notice that the environment most generally referenced, and the background experience of most of the authors, were with school children (grade school and high school) and occasionally with students at the college level. Although the authors describe their methods as applicable in a wide range of settings, including the industrial environment, I would carefully consider the application of these design formats with the adult learner. — *Franklin Mills*

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## RADICAL CAREER CHANGE: LIFE BEYOND WORK

By DAVID L. KRANTZ

By BARTLETT J. FINNEY  
INSTRUCTOR,  
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*Radical Career Change: Life Beyond Work* by David L. Krantz is a report on the experiences of 13 persons who chose to drop out of their established professional or vocational roles and seek a more simple lifestyle. This book is the result of a project funded by the National Science Foundation and the Andrew W. Mellon Foundation.

Beginning in the summer of 1974, Krantz, a psychologist, interviewed 35 persons that had radically changed their lifestyle and relocated in or near Santa Fe, NM. The author pointed out that there are definitely other locales with numbers of these persons in the populace, but for field research purposes it was convenient to deal with those in a designated area.

For specificity of design, three criterion were established for characterization as a radical career changer: (1) the change was made after being in a career at least five years; (2) the change was made with little or no concern for lowered status and income; and (3) considerable financial risk was

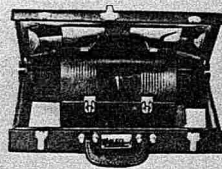
incurred in making the change. Beyond these benchmarks, personal anguish and change varied.

Age range was 32 to 62, with more near 40; the majority (but not all) were male; and all were

educated with at least an undergraduate degree. The main point to be considered was the decision to change careers. Former careers included stockbroker, social worker and insurance salesman; new careers were such as construction worker, farmer and employee of a tourist attraction. The author observed that although some interviews had a tone of self-justification, objectivity and honest answers were prevalent.

Reasons given for changing included: “*things I wanted to be but somehow couldn't believe were possible*”; hatred of the job; a search for meaning to life; “*The whole rhythm of the earth changes in different places . . . I wanted to be free to follow it*”; and “*an escape from what was wrong in their lives and a relief from crisis.*”

The book has six sections, each of which has a descriptive title quickly associated with the content. In addition to a Foreword by Seymour B. Sarason (psychologist and author of *Work, Aging, and Social Change*), the introductory section contains general review



## RADICAL CAREER CHANGE

LIFE BEYOND WORK

David L. Krantz  
Foreword by Seymour B. Sarason

*Radical Career Change: Life Beyond Work*, by David L. Krantz; with Foreword by Seymour B. Sarason.