TRAINING RESEARCH ABSTRACTS

GERALD H. WHITLOCK
Editor

GEORGE S. RUBIN
Assistant

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Spring 1969

Ohio State University, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, 1969, 172 pp. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* Summer 1969, p. 552, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210)

"This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Technical, Trade and Industrial, General Vocational and Technical Education, and Other Resources. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education," are available as a separate microfilm set from the ERIC Documents Reproduction Service (VT 008 995). Others are available from the source identified in the abstract."

Annotated Bibliography on In-service Training for Key Professionals in Community Mental Health

U. S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, Public Health Service Publication No. 1900, U. S. Government Printing Office, Washington, D. C., 1969

"This bibliography pertains to in-service training of key professional personnel - psychiatrists, clinical psychologists, psychiatric social workers, and psychiatric nurses - for community mental health programs. It is the first of a group of three bibliographies on mental health in-service training. References in all three are arranged in classified order, annotated, and indexed by types of personnel and by specific training concepts. In any search, reference to the indexes of all three publications in the group is recommended. Other titles in the group are: 'Annotated Bibliography on In-service Training for Allied Professionals and Nonprofessionals in Community Mental Health' and 'Annotated Bibliography on In-service Training in Mental Health for Staff in Residential Institutions'."

Annotated Bibliography on In-service Training for Allied Professionals and Non-professionals in Community Mental Health

U. S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, Public Health Service Publication No. 1901, U. S. Government Printing Office, Washington, D. C., 1969

"This bibliography pertains to in-service training of professional and subprofessional personnel for community mental health. References on aspects of training physicians, nurses, school psychologists, teachers and special educators, clergy, social work technicians and welfare workers, police, middle-level mental health workers, non-professional aides and technicians, volunteers and urban agents are included. This is the second of a group of three bibliographies on mental health in-service training. References in all three are arranged in classified order, annotated, and indexed by types of personnel and by specific training concepts. In any search, reference to the indexes of all three publications in the group is encouraged. Other titles in the group are: 'Annotated Bibliography on In-service Training for Key Professionals in Community Mental Health' and 'Annotated Bibliography on In-service Training in Mental Health for Staff in Residential Institutions'."

Barabasz, A. F.

"A Study of Recall and Retention of Accelerated Lecture Presentation."

Journal of Communication, 18(3), 1968, pp. 283-287 (Abstracted in *DSH Abstracts,* Vol. IX, No. 3, July 1969, p. 286, Published by Deafness, Speech and Hearing Publications, Inc.)

"Subjects were 118 students in Human Behavior and Development classes at State University College at Buffalo. Two lectures, which presented part of the course content, were recorded by the subjects regular professor. Subjects were divided into three groups. Lecture number one was presented to Group A (control) at normal word speed (21 min. duration). The same lecture was presented to Group B (experimental), but at an increased word speed (14 min. duration). Group C (non-treatment) was not exposed to the tape recorded lecture. Rotational design was used for the second lecture presentation to adjust for possible inter-group differences. A 30 item recall test was administered to groups A and B immediately after presentation, and to the non-treatment group. Two to three weeks after the lecture a 20 item retention test was administered to groups A and B. Analysis of variance was computed on the raw test scores of control, experimental, and non-treatment groups for Recall Test I and II. A significant F-ratio ($P < .001$) was found for group comparisons on both tests. T-tests were calculated on the raw test scores of control and experimental groups for Recall Test I, Recall Test II, Retention Test I and Retention Test II. The results of these calculations did not demonstrate any significant differences between control and experimental groups for any of the four tests. It appears that lecture presentations, on a college level, can be increased in word rate, with a deduction in presentation time by one-third without any significant loss in recall or retention."

Foley, John P., Jr.

Job Performance Aids Research: Summary and Recommendations

Air Force Human Resources Laboratory, Training Research Division, Air Force Systems Command, Wright-Patterson Air Force Base, Ohio 45433, Apr. 1969, 27 pp.

"For several years, the Air Force Systems Command has worked to improve job performance aids. The technology which has been developed promises great savings to the Air Force through improved and less costly maintenance, and through more effective utilization of first term airmen . . . In an exploratory development program on job performance aids, a technology for the preparation of non-decision type aids for all electronic maintenance activities, including troubleshooting, has been developed. One of the most recent experiments indicated that high school students with only 12 hours of training (and using our aids) could perform within-stage troubleshooting, and remove and replace components as well as experienced technicians (using standard Technical Orders). Aids of this type are now being developed for the flight line and field shop maintenance of a Doppler radar (AN/APN0147) and its computer (AN/ASN-35). This report summarizes the AFHRL work as well as the general state of the art for job performance aids."

Glaser, Robert

Concept Learning and Concept Teaching

Pittsburgh University, Pa., Learning Research and Development Center, 1968, 42 pp. (Abstracted in *U.S. Government Research and Development Abstracts,* Vol. 69, No. 20, Oct. 25, 1969, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"The report defines concept learning as learning to make a common response to a set of stimuli, i.e., the learner categorizes instances, and in doing so, discriminates between instances and non-instances, generalizing his behavior so that a new instance with relevant properties can be included in the concept class. This definition is then further, and more specifically, refined in terms of the stimulus aspects and the response aspects of conceptual behavior. The major section of the chapter reviews existing research literature on the variables that influence concept learning,

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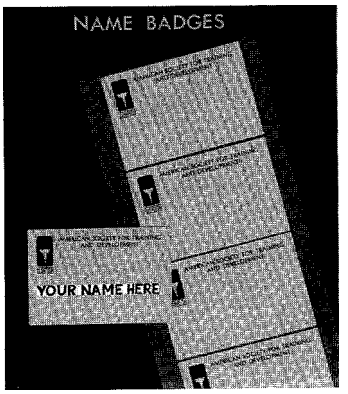

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e.g., positive and negative concept instances, relevant and irrelevant dimensions, order and sequence, salience, dominance, perceptibility, feedback and response contingencies, task conditions, and individual differences. Finally, the report considers areas which have not received adequate investigation and points out several areas where research would have important implications for the teaching of concepts: (1) study of concept hierarchies, sequencing, and transfer; (2) use of language and verbalization in concept learning; (3) study of response contingencies and informational feedback; and (4) the development of a strong theory of concept learning and conceptual performance."

Help for Out-of-Work Youth: A Manual for a Job Preparation Program in Your Community

National Committee on Employment of Youth, New York, N.Y. 1963, 35 pp. (Abstracted in *Abstracts of Research and Related Materials in Vocational and Technical Education,* Summer 1969, p. 729, ERIC Clearinghouse, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio)

"A descriptive review of three job preparation programs for out-of-work youth and guidelines for organizing similar programs in local communities are presented. The programs ranged from a large operation in Detroit to smaller individualized programs initiated by Kalamazoo, Michigan, and North Richmond, California. They were designed primarily to help youth prepare for work with the will to work and more emphasis was placed on teaching youth how to work than on the specific skills involved in a particular job. Common elements found in most programs were a job preparation course that included guidance, instruction, and work experience subsidized by the sponsoring agency, and a student followup to assure satisfactory employment. Some guidelines for the local community were: (1) Determine individual needs of the community, (2) Collect the information, (3) Decide what action should be taken, (4) Select staff for the program, (5) Prepare program guidelines, (6) Provide educational and guidance services, (7) Provide work-experience, (8) Offer placement services, (9) Conduct program followup services, and (10) Engage in research and program evaluation. The basic problems responsible for youth unemployment include automation, overall unemployment, discrimination, and inadequate educational preparation. Job preparation programs can assist many communities in solving some of their unemployment problems."

Human Relations Training for Supervisory Personnel, Leader's Manual

Ohio State Dept. of Education, Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Ave., Columbus, Ohio 43210, 1965, 121 p. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* ERIC Clearinghouse, Summer 1969)

"This teaching guide is for instructor use in presenting a course on human relations for industrial and business supervisors. It was developed by a statewide group of industrial leadership personnel and tested prior to final publication. The objective of the course is to help the new supervisor improve his skill in leading others. The course is divided into lessons titled: (1) Presentation of Foundations of Good Relations, (2) Importance of Getting the Facts, (3) Weighing and Deciding, (4) Taking Preventive Action, (5) Check Results, and (6) A Supervisor's Other Work Relationships. The material is coded to provide the instructor with ideas to say in his own words, verbatim quotes, and with instructions for flannel board cards, handouts, a chart pad or a blackboard. It is recommended that the course be conducted in five two-hour sessions. The instructor should be an experienced industrial supervisor, and the students should be persons employed in industry as supervisors or potential industrial or business leaders. A learner portfolio of 15 handout sheets ($.50), a series of flannel board cutouts ($5.00) and a tape recording of human relations cases ($3.00) are available separately for use with the course."

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Main, Earl D.

A Nationwide Evaluation of MDTA Institutional Job Training Programs, Report No. 118

Office of Manpower Policy, Evaluation and Research, Washington, D.C., October 1966, 176 pp. (Abstracted in *Abstracts of Research and Related Materials in Vocational and Technical Education,* Summer 1969, p. 714, ERIC Clearinghouse, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio)

"To learn what effects Manpower Development and Training Act (MDTA) institutional job training courses had on income and employment, a nationwide representative sample of about 1,200 former trainees (784 completers and 413 dropouts) were interviewed early in 1966 – over a year after their job training – to learn their opinions of the programs and their subsequent employment experiences. A partially-matched control group of 925 persons who were unemployed at the time trainees entered training was also interviewed, as well as 136 persons who had been referred to the courses but who failed to enroll and participate. The effects of training were ascertained through comparison of the sample groups, using multiple regression analysis to control for the effects of 10 factors other than training. A large number of tentative findings were reached, the most general and conclusive of which were: (1) Most trainees gave favorable evaluations of their training, (2) Training apparently did not help get better paying jobs, but it did help former trainees to obtain more full-time employment, and (3) It was estimated that between 13 and 23 percent of the full-time employment experienced during the period after training was attributable to Manpower Development and Training Act for completers, and between 7 and 19 percent for dropouts."

McDonough, Frances S.

Expanding the Choices Through the Development of Curriculum Materials: A Guide for Building a Course of Study

Tennessee State Board for Vocational Education, Vocational Curriculum Laboratory, Box 1114, Murfreesboro, Tenn. 37130, 1969, 104 pp. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* ERIC Clearinghouse, Summer, 1969)

"This study guide is for use by teachers who are planning adult vocational education courses for Manpower Development Training (MDT) programs. It was developed by vocational teachers. The purpose of the content is to encourage and guide individual teachers in planning a course of study which is suited to the local needs and situation. Major topics are (1) Parts of a Course of Study, (2) Planning the Course Outline, (3) Related Material, (4) The Four Step Lesson Plan and (5) Instruction Sheets. Supplementary materials include sample course outlines, lesson plans, instruction sheets, lesson plan forms, job sheets, information sheets, operation sheets and assignment sheets."

Methods of Group Instruction (Teaching Methods and Techniques in Trade and Industrial Education, Study Guide C-2)

Ohio State Department of Education, Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Ave., Columbus, Ohio 43210, 1964, 25 p. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* ERIC Clearinghouse, Summer 1969)

"This study guide is for teacher educators' use in assisting those trade and industrial teachers who have had no teacher education or whose teacher training has been in some field other than trade and industrial education. Developed by a group of teacher educators and tested with trial use prior to final edition, this guide has been designed to: (1) acquaint the teacher with methods of teaching groups more effectively, (2) help him choose the appropriate method and plan for group instruction

and (3) provide him with an opportunity for practice. Assignments of work are given in the following methods of group instruction: (1) discussion groups, (2) demonstration, (3) conference procedure, (4) the lecture, (5) open forum, (6) field trips, (7) using resource persons and (8) the developmental method. The appendix lists the advantages and disadvantages of group instruction method and includes an information sheet on the development method and a bibliography."

Methods of Individualized Instruction (Teaching Methods and Techniques in Trade and Industrial Education, Study Guide C-3)

Ohio State Dept. of Education, Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Ave., Columbus, Ohio 43210, 1965, 15 p. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* ERIC Clearinghouse, Summer 1969)

"This study guide is for the use of teacher educators in the teacher training programs of new trade and industrial education instructors. It was developed by a group of teacher educators at the state level and tested with trial use prior to final edition by teacher use of the material. The guide is designed to: (1) help the instructor understand the need for, and techniques of, individualized instruction, (2) provide him with suggestions for dealing with individual differences, (3) help him realize the importance of teaching his students how to study and provide him with a study technique he can teach to his students and (4) offer the instructor some means of evaluating individualized instruction. Assignments include the following: (1) purposes and techniques of individualized instruction, (2) individualized instruction in the shop or laboratory, (3) individualized instruction in the related classroom and (4) teaching students how to study. A short bibliography is included."

Nall, C. K., and Others

A Programmed Text on How to Train an Employee

Kansas State Teachers College, Dept. of Business, Cremer Hall, Emporia, Kansas 66801, July, 1968, 40 p. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* ERIC Clearinghouse, Summer 1969)

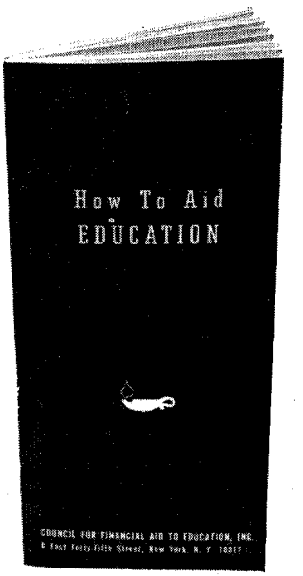
"This programmed text is for use in training current or potential supervisors for basic supervisory competency. It was developed by secondary vocational coordinator-instructors and tested with secondary students prior to printing. Included are four basic principles involved in the process of learning: (1) prepare the learner, (2) present the material to be taught, (3) application and performance and (4) test on understanding and ability to do. Chapters included in this programmed text are: (1) Preparing Yourself for Training, (2) How to Train, (3) Case Study and (4) Applying the Technique. The materials are designed to be used by the student trainees at their own rate. Each chapter contains textual information and is followed by programmed questions and a self-test for review at the end of each chapter."

Pieper, William J., John D. Folley, Jr. and Horace H. Valverde

Learner-Centered Instruction (LCI): Volume V - Description of the Job Performance Test

Technical Report No. ASA-68-5161-3, AFHRL-TR-69-4, Applied Science Associates Inc., Valencia, Pa. June 1969, 22 p. (Abstracted in *U.S. Government Research and Development Abstracts,* Vol. 69, No. 20, Oct. 25, 1969, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"A description is presented of the development of a job performance for the



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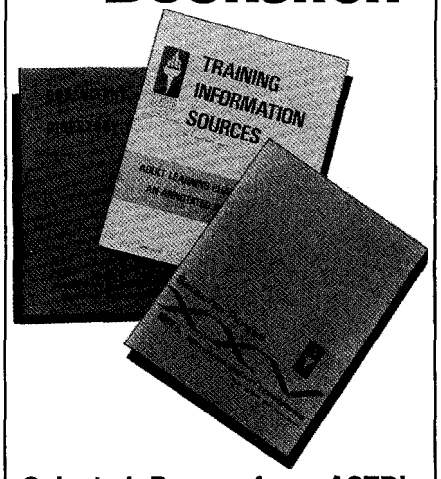

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Learner-Centered Instruction (LCI) weapon control systems mechanic/technician, Air Force course. The performance test was administered to the LCI experimental course subjects as well as the control course subjects upon graduation. The test items are, for the most part, based on tasks derived from the behavioral description of the actual job. The test contains three major parts: Operational checkout, Troubleshooting, and auxiliary task performance. Most of the test items are performed on the Simulated Maintenance Task Environment (SMTE), a simulator used for F-1111a flight line electronics maintenance testing and training."

Rundquist, Edward, A.

Course Design and Redesign Manual for Job Training Courses (First Edition). Research Report SRR 66-17.

Naval Personnel Research Activity, San Diego, Calif., Naval Training Research Lab, January 1967, 103 pp. (Abstracted in *Abstracts of Instructional Materials in Vocational and Technical Education,* Summer 1969, p. 551, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210)

"The course design project was initiated for two reasons: (1) to discover why training courses generally are not designed or improved in accordance with seemingly obvious principles, and (2) to develop a systematic approach to course design that would result in the application of such principles. The major changes to be found in this revision concerned a criterion for stating on-the-job tasks which simplify the design process, greater emphasis on the role of tests in the feedback loop, a new point of view on the statement of objectives, and a general clarification of the steps in the design and redesign process. The 10 steps of the redesign process are: (1) state the course mission, (2) identify the tasks to be learned, (3) establish gross job entry standards for inventory tasks, (4) group the tasks for instructional planning purposes, (5) develop training exercises for each task, (6) state tentative end-of-course objectives, (7) develop lesson plans, (8) integrate lesson plans within and across instructional units, (9) conduct course and evaluate attainment of end-of-course objectives, and (10) improve the course."

Training Methodology (Four Annotated Bibliographies)

U. S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, Public Health Service Publication No. 1862, Parts I, II, III, and IV, U. S. Government Printing Office, Washington, D. C., 1969

These publications consist of a group of four annotated bibliographies on training methodology. "References in all four are arranged in classified order, annotated and indexed. Additional information about concepts emphasized in this publication may be located by references to indexes of other publications in the group. Part I, Background Theory and Research, pertains to research and theory on individual behavior, group behavior and educational and training philosophy. Part II, Planning and Administration, pertains to aspects of instructional design, course planning and training program administration. Part III, Instructional Methods and Techniques, pertains to specific instructional methods and techniques. It contains selected references on methods and techniques for individuals and groups. Part IV, Audiovisual Theory, Aids and Equipment, pertains to the media aspects of training and contains selected references on audiovisual theory and methods, aids, facilities and equipment."