

A STUDY OF THE KNOWLEDGE POSSESSED BY MONTANA'S
DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS IN THE AREA OF
THE SYSTEMS APPROACH TO LEARNING

by

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A professional paper submitted to the Graduate Faculty
in partial fulfillment of the requirements for the degree

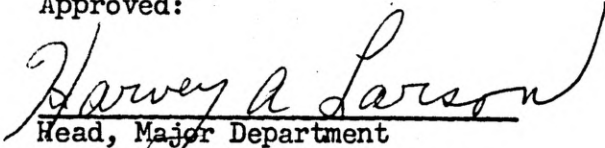
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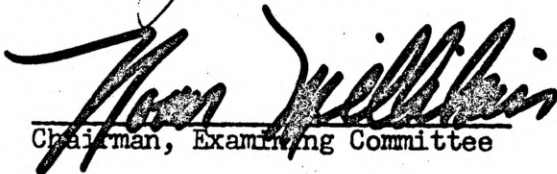
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CHAPTER I

INTRODUCTION

Although distributive education is a relatively young and growing program of study within both the secondary and post-secondary realms of our present educational structure it is not without certain recognizable curricular principles or goals. These principles would include:

1. Identifying the curriculum with the trainee's occupational objective
2. Planning the curriculum so that the proportion of time devoted to the various areas of instruction is related to the competencies required for the particular job levels-- "basic jobs" or "career development" jobs
3. Making the curriculum consistent with the type of school in which it is located--comprehensive, area, or technical
4. Adapting the curriculum to the particular instructional method that assures vocationally directed learning experiences for those enrolled--cooperative method or project method
5. Planning the curriculum in relation to the sequence of job preparation available to students in the school, community, area, or state so that students may participate in advanced training. (1:13)

Within the context of these underlying principles distributive educators are realizing that there is a pressing need for more individualized instruction to be aimed at the student in order that these curriculum goals may be better fulfilled. Students with differing career interests and occupational objectives will need the same basic knowledge concerning economics and marketing, but will also need knowledge and understanding that is peculiar to their particular interests and objectives.

As Mary Marks stated at the 1970 American Vocational Association Convention:

We must move beyond the generalized distributive education course concept and recognize that D.E. is an umbrella designation for a variety of instructional programs, any one of which, but not all, is of interest to potential students. (12:139)

From these beliefs has come the concept of "educational systems" within the framework of distributive education. Thus, educational (learning) systems are "the systematic integration of all interrelated educational components into a unified, coordinated process to more efficiently accomplish a set of specific instructional goals." (15:17) Hopefully, it is a way to better educate distributive education students according to their basic and specific curriculum needs in the fields of distribution and marketing.

The Purpose of the Study

With heavy emphasis being placed upon the development and implementation of an educational systems approach in distributive education curricula and with the construction of a new state distributive education curriculum in Montana serving as a background, it is the purpose of this study to see how well acquainted Montana's distributive educators are with the systems concept. A systems approach in distributive education curricula involves the systematic integration of all interrelated curriculum components into a unified, coordinated process in order to

more efficiently accomplish a set of specific learning goals.

This study is interested in finding out how much D.E. personnel in the state know about the systems concept in distributive education curriculum. By determining the level of understanding in this group of teachers positive steps can be taken to provide these people with systems' information. It is vital that Montana's distributive education teachers have an appreciation for and an understanding of learning systems and training in systems management whether they plan to write the new 1974-75 state curriculum, to implement this curriculum in their classrooms, or to simply keep updated in their field.

Statement of the Problem

The specific problem, or interdependent problems, to be dealt with in this study are:

1. To determine how much basic knowledge Montana's distributive educators (secondary and post-secondary) possess concerning the systems approach to learning and curriculum development;
2. To determine in what areas the state's distributive education teachers need information in understanding the systems approach with regard to distributive education curricula;
3. To develop suggestions for better educating these teachers as to what the systems concept involves.

Limitations of the Study

This research was limited to eliciting responses from Montana's distributive education teacher-coordinators on both the secondary and post-secondary levels of instruction. Gaining information from these coordinators was pertinent to the study because of the writing of a new state D.E. curriculum during 1974. Since the new curriculum will provide significant connotations to both the secondary and post-secondary levels of instruction it was necessary to obtain responses from both groups of Montana's D.E. teacher-coordinators. It was also necessary to complete the study before July of 1974 when the actual writing of the new state curriculum was to take place.

Information used in the introductory comments of Chapter I and the review of literature in Chapter II was obtained from the Montana State University library, the personal libraries of the researcher and Professor Norm Millikin of Montana State University, and from Mr. Ross Wagner of the Department of Public Instruction in Helena, Montana.

Definition of Terms

To assist the reader with the terminology of this study, the following definitions are presented:

Advisory Committee: A group of representatives from the business community and school that make recommendations in the improvement of a distributive education program.

Behavioral Objective: An educational goal that by its wording describes to the learner and instructor what the learner will be doing when he reaches the goal, what conditions or limitations are placed on the learning experience, and how the learner will be evaluated by means of setting minimum performance standards.

Cooperative Method: An organized sequence of on-the-job learning experiences used in developing a student's job competencies in relationship to related classroom instruction.

Distributive Education: A vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation. Also referred to as D.E.

Educational Systems; Learning Systems; Systems Approach; Systems Concept: The systematic integration of all interrelated curriculum components into a unified, coordinated process in order to more efficiently accomplish a set of specific learning goals.

General Related Instruction: The instructional content needed by all students in a particular vocational curriculum.

Learning Manager: A teacher-coordinator who at the local level is responsible for the organization and administration of a learning system.

Occupational Objective: The current career goal of a student which is the basis for that student's instruction in distribution and marketing.

Preparatory Instruction: Curriculum content and instruction that prepares a student for entry and advancement in a distributive occupation.

Project Method: The organization of learning experiences in which classroom instruction and related individual and/or group activities are used to advance the student toward a personal occupational objective.

Specific Related Instruction: The instruction needed by an individual student in order to meet his particular career objective.

Task Analysis: The study and breakdown of particular job functions that relate to individual occupations or to job functions that find application in all occupational areas within the realm of marketing and distribution.

Teacher-Coordinator: A local school staff member who is responsible for the coordination of learning activities of students and for the administration of the distributive education program in the school.

Training Station: The place of employment for a student in the cooperative method of instruction where the student participates in on-the-job training that is overseen by both his employer and teacher-coordinator.

CHAPTER II

REVIEW OF RELATED LITERATURE

Since this researcher was unable to locate any evidence of past studies dealing with local teacher knowledge of learning systems as a vehicle for possible in-service training in distributive education, or any other vocational field, the review of literature follows a conceptual rather than an applied approach.

Traditionally the methodological and curricular approaches to distributive education have included the ideas of general related instruction and specific related instruction.. With this dichotomy apparent in the instructional concept of distributive education, teacher-coordinators are faced with the unyielding problem of providing for students' particular career objectives. As Harrison notes, "...if there is more than one career objective in the class, there must be individual instruction in order to relate to each student's occupational objective." (8:57)

Providing for the individual needs of each student, whether in a project program or a cooperative program is no easy task. Rather than accepting the normal role as a distributive educator with the teacher-coordinator being the principle disseminator of information in the classroom, the teacher-coordinator would have to become a "learning manager" with new responsibilities. Therefore, the learning manager would be in charge of the administration and organization of a learning or educational system at the local level. In working within the systems approach the learning manager would have responsibilities in the basic component areas of the

learning system. These duties would include:

1. the identification of job training requirements,
2. the formulation of behavioral objectives,
3. the development of instructional curricula and techniques,
4. the evaluation of the the total system,
5. the management of the system itself. (15:17)

In a review of the movement in distributive education toward the systems approach in curriculum development and implementation it would be wise to look at each of these five basic systems components.

Perhaps one of the most promising aspects of the systems concept is that it is a practical approach in allowing students to gain benefit from preparatory instruction, both general and specific. In order to provide for this most vital practicality in instruction a foundation must be laid for the learning system. This educational foundation is discovered in the identification of training requirements by means of job or task analysis. The basis for this task analysis comes out of the study of what marketing and distribution occupations are available to students upon the completion of instruction in the formal vocational classroom. Job or task analysis must be a result of occupational opportunity in the working world.

As stated by Crawford and Meyer:

Competencies needed to perform tasks required in distributive jobs provide the basis for the selection of instructional objectives. In order to identify these competencies it is necessary to obtain information from job analyses.

Job analyses are conducted to determine the specific and related tasks in each job and the competencies required to perform these tasks. Each job analysis should also provide information concerning personal qualities and occupational adjustment competencies needed to enter and advance in the occupation. (5:54)

The two common methods in discovering job tasks in various distributive occupational objective areas are using local, state, and national advisory committees as resource personnel and interviewing employed distributive workers as to what their actual job tasks are. Without going into needless detail, the reason that these two methods for obtaining occupational information are heavily relied upon is that they provide for a meeting ground where people employed in the distributive occupations and distributive educators can get together and actually determine what job competencies are needed for success and advancement in the fields of employment that involve distribution and marketing skills. The competencies defined by both business personnel and educators must not be limited educationally, but should include knowledge levels, attitudes, understandings, and specific skills required. In her 1967 study concerning job analyses, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education", Crawford took these major facets of occupational competencies and organized them around nine competency areas: advertising, communications, display, human relations, mathematics, merchandising, product and/or service technology, operations and management, and selling. (4:23)

The benefits accrued from task analysis in the learning system approach are that specific behavioral objectives can be clearly stated,

practical and useful learning experiences can be designed and sequenced, evaluation techniques can be realistically constructed, and individualized instructional attention can be made available to both cooperative and project students.

If a learning system in distributive education is to be successful to any degree, sound instructional objectives must be formulated in order that the effort placed in discovering the competency realities within the realm of distribution and marketing is not lost.

Advocates of the systems approach to learning are also great believers in the use of behavioral objectives. The reasoning behind the exclusive use of instructional objectives in behavioral terms is to allow the individual learning process to be properly measured according to task analysis. Behavioral objectives can provide a means by which learning is placed in clear and understandable language, rather than in imprecise and impractical terms. As Nagle points out:

If educational objectives are to give direction to the learning process and to determine the nature of the evidence to be used in evaluating the outcomes of the learning experiences, the terminology must be clear and meaningful. (13:42)

With distributive education being a partially skill-oriented course of study its learning objectives sometimes can not readily be placed in behavioral terms. An example of a clearly stated behavioral objective would be: Within seven days of the assigned date, the student will have constructed an advertisement layout for a selected product using the basic elements of design and containing a headline, copy, an illustration, and

analogous. As can be seen, this behavioral objective states in concise terms not only what the student is expected to do, but within certain limitations that can provide for proper evaluation.

Since behavioral objectives are stated to establish minimum performance standards there can be a definite danger in that some students will continually tend to achieve the minimum standard just to get by. More importantly though, behavioral objectives can give distributive educators and their students a greater sense of direction and purpose in gaining knowledge and skills in the critical task areas. (13:43) However, if there is no link between task analysis and behavioral objectives, then much of this positive purpose and direction will be negated.

It is all well and good to talk of task analysis and behavioral objectives in instituting a viable systems approach that will truly meet the needs and career objectives of students; but how does one go about taking these educational tools and using them in instructional techniques and strategies. Koeninger suggests a step-by-step breakdown of what should be done when facing this problem. His procedural suggestions are as follows:

1. Assess the instructional target population.
2. Assess school and community resources available for instructional support.
3. Analyze the content material to be presented.
4. Analyze the instructional objectives.
5. Identify all plausible alternative instructional methods.
6. Secure the most appropriate instructional methods.
7. Secure instructional materials, supplies, and equipment.
8. Secure specific personnel.
9. Pretest the instructional strategy. (10:26)

When you boil down what Koeninger is really saying in his steps for implementing instructional systems strategies you are drawn back toward the learning manager concept, whereby the teacher is an organizer of knowledge and is responsible for its over-all management. Realistically the local distributive education teacher-coordinator would be hard pressed to do all that is suggested in the above listing from time, space, and monetary standpoints. However, the local teacher-coordinator can revamp his own philosophy of evaluation in order to begin to become systems oriented. By taking a new look at proper evaluation in distributive education a teacher-coordinator can better provide for student needs in developing an educational systems approach to learning. As Casterline states:

Traditionally program evaluation has been based on criteria such as teacher qualification, certification, room size, equipment, and other items not necessarily related to student achievement. With the performance goals (systems) approach, the program is judged on student learning.... If the students are meeting the learning objectives, the program is successful. If the students are not accomplishing the objectives, a reevaluation needs to be made. The teacher-coordinator may want to use more effective media, make better use of time and space, or group students differently. There are a variety of elements that can be reevaluated, but if students are not performing adequately, the program needs to be redesigned as necessary until the objectives are achieved. (2:28)

By means of these new outlooks in program evaluation the learning manager of a local distributive education program can define his role within the learning system. With emphasis on student learning as the key to program success the teacher-coordinator can more readily understand the importance of small group instruction, multi-activity classrooms that

can become resource centers, organized filing systems that students can use to direct their own learning activities, and analysis of individual student learning problems.

As stated earlier, no one D.E. teacher-coordinator can plan and develop a comprehensive learning system for his own local program. The major barriers to implementing learning systems besides time, space, and money have included: (a) the lack of a complete system that is readily available and adaptable at the local level; (b) a lack of educational resources; and (c) a lack of in-service education on management of a system for teacher-coordinators. (6:30)

An example of one of the breakthroughs in allowing the learning systems approach to become a reality in local programs is the curriculum device developed by The Inter-State D.E. Curriculum Consortium Project, directed by Wayne Harrison of Wisconsin. The eleven states involved in this undertaking have developed, tested, and revised approximately three hundred and fifty learning activity packages that will fulfill the nine hundred and eighty-three job competencies identified in Crawford's 1967 study. These learning activity packages (LAP's) have learning objectives stated in behavioral terms, educational activities that provide for individual, small group, and large group instruction, pretests, and post-tests. Accompanying the learning activity packages is a computer printout that helps the teacher-coordinator identify job tasks common to the career objectives of each class and of each student. A guidebook is also provided that gives the teacher-coordinator suggestions that can be used in the management

of the system.

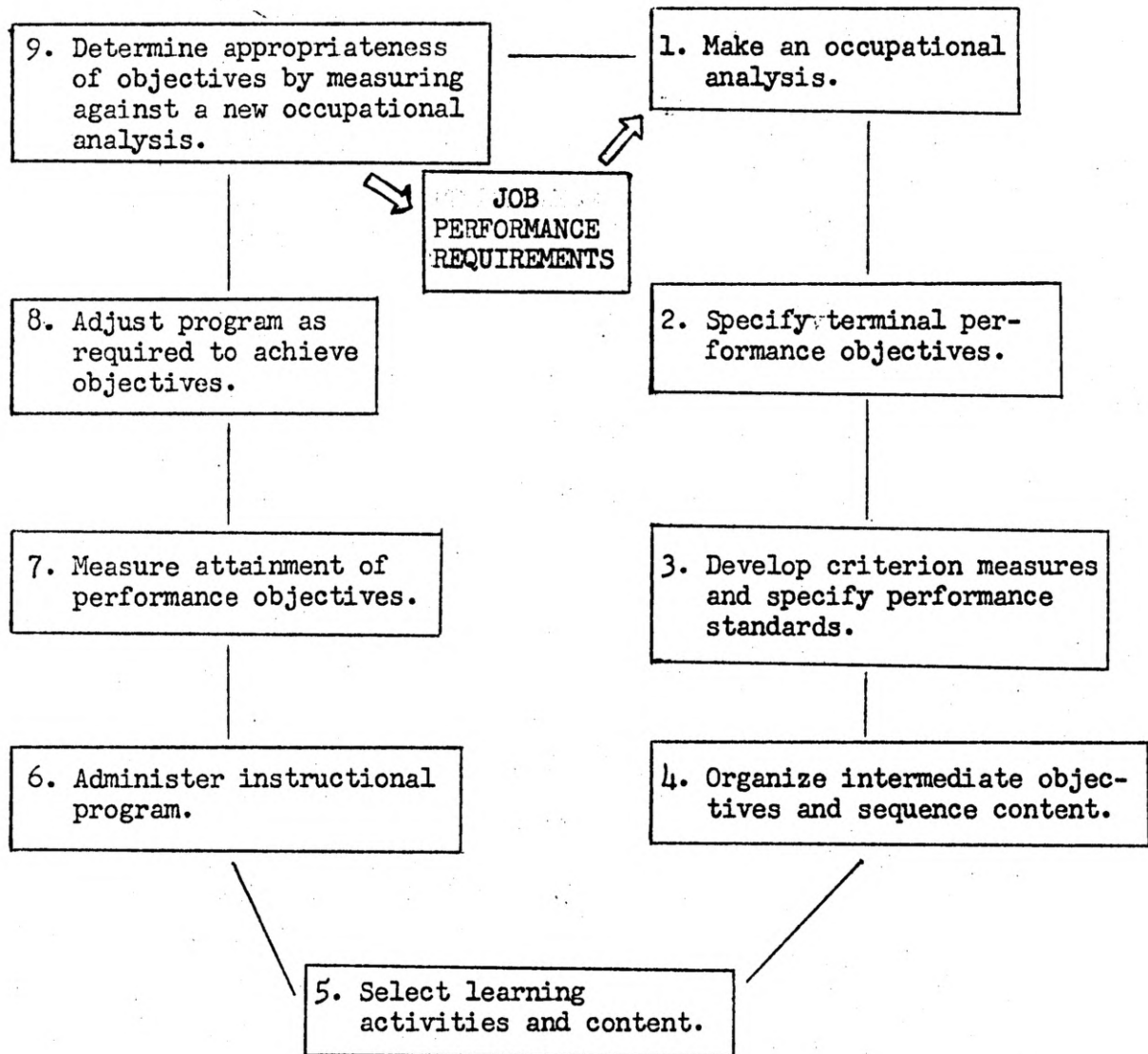
Despite the advances made toward providing local programs the foundation for a systems curriculum in distributive education, the LAP's vehicle has several shortcomings. It fails to take into account the particular employment opportunity differences of various communities that might adopt the curriculum. The task analysis, therefore, does not have universal application. In addition, the cost of the LAP's program is still somewhat prohibitive when one considers the expense of obtaining reference materials that the learning activities utilize, not to mention the cost of the learning packages themselves.

Three factors appear to stand out and be pivotal if systems distributive education instruction is to be successful. These main factors include: 1) the amount of time available to the teacher for finding or preparing appropriate materials in small enough modules to be applied to specific critical tasks (competencies) for individual career objectives; 2) a system to manage a different curriculum for each student; and 3) the development of management skills on the part of the teacher. (8:57) The LAP's program or any other similar curricular proposal will essentially take care of the first two above factors. However, without the teacher-coordinator at the local level understanding his role in the systems approach to learning it appears that any such distributive education program would be doomed to some large portion of failure. It must be remembered that the measurement of the failure would be according to student learning levels.

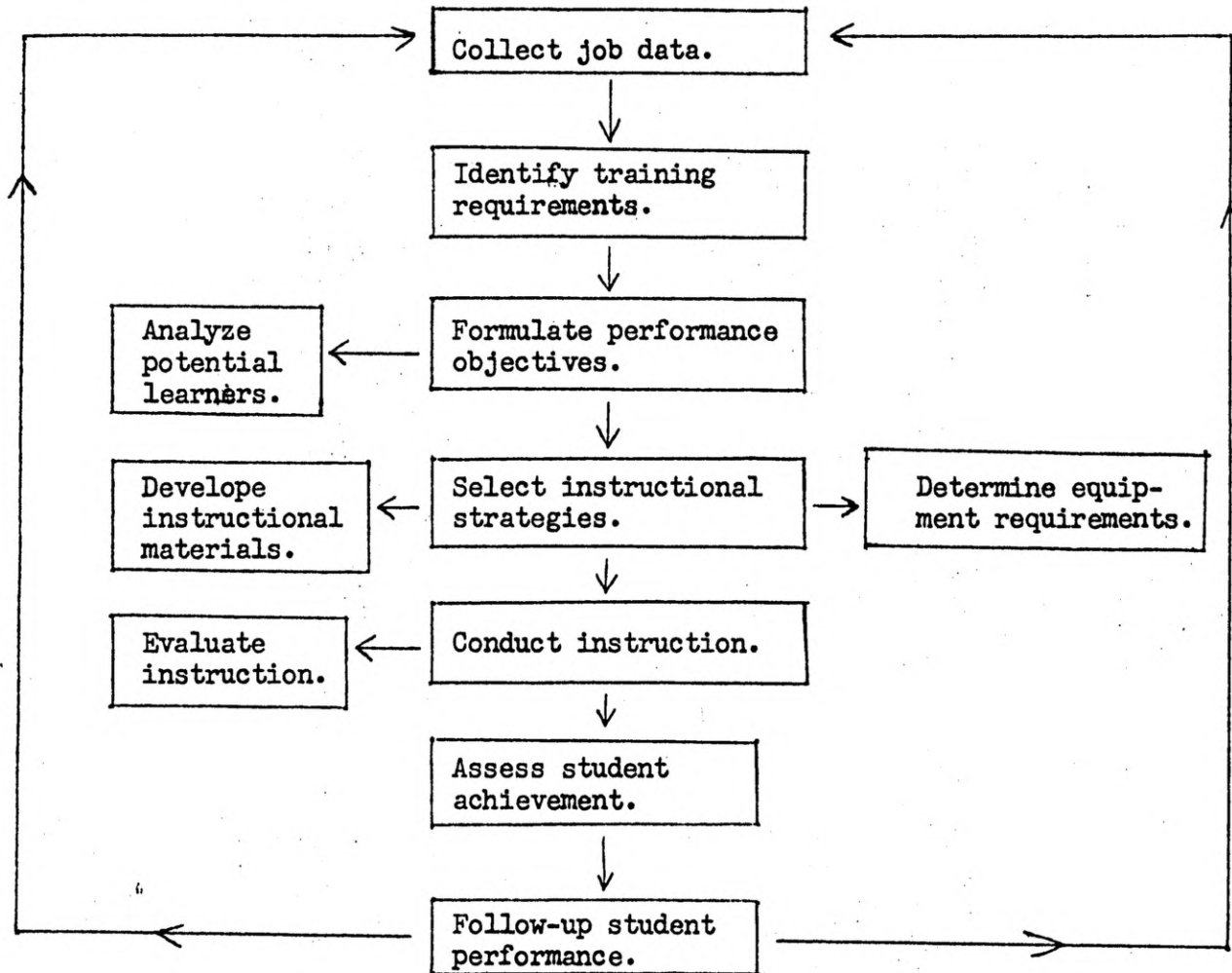
As Ditzenberger points out in summarization:

Managing a learning system for a distributive education program involves more than effective classroom instruction, on-the-job training, or working with youth clubs. This is not to imply that any of these program elements are not important. The point is, that in addition to answering questions on how to teach, the coordinator must first carefully consider what he should teach. This process is often taken too lightly by the typical distributive education teacher-coordinator. An effective distributive education coordinator must carefully plan his curriculum (program goals and objectives) and also teach or direct the learning activities which will fulfill these goals. The teacher-coordinator, therefore, should consider himself as more than a teacher; he should consider himself as a "manager of the learning process". As a learning manager, the teacher-coordinator must be able to perform many of the same functions as any manager. To develop and manage a learning system for a distributive education program, the coordinator, as a learning manager, must be able to plan, develop, organize, direct, evaluate, and revise the total instructional program. Effective learning managers are required to make many critical decisions. The rationale for these decisions should be well-thought through and based on the best available research, innovative projects, studies, and program practices. (6:29)

In order that the reader may gain a fuller conceptual understanding of a learning systems approach in distributive education curricula, the researcher is providing the following items at the end of the review of literature: 1) two diagrams of learning systems models as developed by Walsh and Ertel; and 2) an adaptation of a procedural guideline for local teacher-coordinators in developing and managing a learning system. These items are presented directly following the review of literature's conclusion to allow the reader to more ably relate the diagrams and guideline to the rest of the review, thereby not having to refer to an appendix at the rear of the study.

Learning System Model

Developed by: Lawrence A. Walsh
Editor in Chief, Career Education
McGraw-Hill Book Company

Learning System Design Diagram

Developed by: Kenneth A. Ertel
University of Massachusetts

Steps in Developing and Managing a D.E. Learning System

Step I: D.E. Program Planning--Plan program purposes and objectives. Decide curriculum competencies to be developed based on students' career goals.

1. Study sources of curriculum:
 - a. student career goals and interests
 - b. curriculum competencies needed for gainful employment
 - c. local task analysis
 - d. state and local curriculum guides
2. List competencies to be developed by students.
3. Add other concepts or goals.

Step II: D.E. Curriculum Development--Write the general and specific behavioral objectives. Develop learning activities.

1. Write the general and specific behavioral objectives for the marketing competencies.
2. Develop the learning activities to fulfill the behavioral objectives.
3. Utilize commercial or D.E. learning resource center instructional materials.

Step III: D.E. Program Organizing--Organize the learning activities into modules, blocks, minicourses, or classes. Schedule and sequence the learning activities into large group, small group, and individual instruction.

1. Decide which competencies can best be fulfilled by:
 - a. in-school learning activities
 - b. on-the-job training experiences
 - c. student projects
 - d. club activities
2. Decide how the competencies should be sequenced.

Step IV: D.E. Program Directing--Develop a favorable climate for learning. Explain your role as a learning manager. Explain the learning system to the students and initiate the learning activities to fulfill the behavioral objectives that have been based on the previously completed task analysis.

1. Decide what instructional approaches to use in directing the learning activities.
2. Utilize a variety of learning activities to insure motivation and adapt to different learning styles of students.
3. Implement an individualized approach to instruction.

Step V: D.E. Program Evaluation--Recognize that program evaluation is a continuous on-going activity. Look constantly for means to improve your value decisions on curriculum and your ability to develop and direct the learning activities.

1. Determine additions, deletions, or revisions to components of the curriculum.
2. Were the behavioral objectives achieved?
 - a. Were performance standards too high or too low?
 - b. Were behavioral objectives measurable?
3. Conduct student survey on positive and negative reactions to the system.
4. Could the learning activities have been fulfilled more effectively by a different approach or media?

Developed by: Roger Ditzenberger
University of Northern Iowa

CHAPTER III

PROCEDURES

In explaining the procedures of this study it is necessary to describe and explain the following procedural areas: 1) the source of the data gathered; 2) the construction of the survey instrument used to obtain the data; 3) procedures used in conducting the data gathering; and 4) the method used for compiling the information obtained.

Source of Data

All information obtained through use of the questionnaire came from Montana's secondary level distributive education teacher-coordinators except for two post-secondary distributive educators. Since the new 1974-75 state distributive education curriculum is based upon the systems approach to learning and because the above mentioned group of teacher-coordinators will have direct contact with the curriculum in its construction and/or in the classroom it was decided to receive responses from these distributive education personnel. The two post-secondary teachers were chosen because of their involvement in the actual formulation of the new systems based curriculum.

It should be noted that there was a 100% return of all twenty-four questionnaires given to the teacher-coordinators and that all of the returns were usable in analyzing the data gathered.

Construction of the Questionnaire

The questionnaire (see appendix, p. 50) was composed and refined

in February of 1974. Although the questionnaire utilized four types of questions, the instrument itself was not divided according to subject areas involved in understanding the various aspects of learning systems. Appropriate attention was given to all the major component parts of and educational system as well as to general questions involving the entire systems concept. An explanation of each of the sixteen questions' purposes is found in Chapter IV.

The four kinds of questions used in the survey instrument were seven true-false with allowance for open-ended responses when the coordinator identified a false statement, seven multiple choice with six possible answer selections for each question, one yes-no identification question, and one open-ended short answer question.

The questionnaire was reviewed before it was put into final form by the researcher's graduate committee and by the business education graduate students at Montana State University. After suggestions from this review were incorporated into the questionnaire the revised draft was tested on two of the teacher-coordinators who were to be surveyed. Upon completion of this process and further consultation with graduate committee members a final draft was adopted for use in the study.

Gathering the Data

During the first week of February, 1974, a personally addressed letter (see appendix, p. 53) was sent to all distributive education instructors in Montana explaining the purpose of the study and its rela-

tionship to the new state curriculum. At that time, it was planned to administer the questionnaire to all post-secondary and secondary distributive education teachers in the state at either the post-secondary Career Development Conference in Bozeman or the secondary CDC in Helena.

Unfortunately, the post-secondary conference was cancelled, thereby resulting in a change in plans and a re-evaluation of the sample to be tested. Through consultation with his graduate committee, the researcher decided to limit the sample size to all of Montana's secondary distributive education teacher-coordinators and to the post-secondary personnel directly involved in the new state curriculum's construction.

On March 20, 1974, the questionnaire was administered to approximately ninety percent of Montana's secondary teacher-coordinators at the Career Development Conference in Helena. Those of the sample who could not be reached at that time were mailed the questionnaire, a letter of explanation, and a self-addressed stamped envelope on April 1 (see appendix. p. 54). Replies were received from all these mailings within ten days after they were sent out.

Data Compilation

The information gathered from the questionnaire was compiled in two ways. First, each question was analyzed according to number of correct and incorrect responses and as to what the wrong answers were in the multiple choice questions. Second, each completed questionnaire was evaluated according to responses found in the open-ended questions.

This was done in order to make possible suggestions and recommendations for future consideration to distributive education personnel in the state.

Analysis and details of the results of the questionnaire are found in Chapter IV.

CHAPTER IV
ANALYSIS OF THE DATA

The data gathered in this study will be analyzed in two ways. First, a general analysis will be made in examination of the over-all performance of those tested and in examining the questionnaire itself. Second, a question by question analysis will be made in order to further pinpoint what information was found in the study. Each question will be looked at in order to examine exactly what strengths and weaknesses are present in the test group's knowledge and understanding of learning systems in relationship to distributive education.

General Analysis

Since the questionnaire was designed to test knowledge and understanding of the systems concept of learning the true-false and multiple choice questions were analyzed according to whether or not correct responses were given. This type of analysis was not applicable to the yes-no identification question or the open-ended short answer question.

	<u>Total Possible Responses</u>	<u>Total Responses</u>	<u>Correct Responses</u>	<u>Incorrect Responses</u>	<u>No Response</u>
True/False Questions	168	163	130 (77.4%)	33 (19.6%)	5 (3%)
Multiple Choice Questions	168	164	74 (44%)	90 (53.6%)	4 (2.4%)
Total	336	327	204 (60.7%)	123 (36.6%)	9 (2.5%)

As can be seen from the above information the over-all performance percentage of correct responses was 60.7%. It must be noted that this figure does not reflect the entire results of the questionnaire because of the absence of the identification and short answer questions from this figure and lack of analysis concerning the open-ended portions of some true-false questions.

The multiple choice questions proved to be significantly more difficult for the test group than did the true-false questions. This is pointed out in the fact that over half of the responses to multiple choice items were incorrect.

A very low percentage of non responses were apparent in the actual completion of the questionnaire by the test group.

Item-by-Item Analysis

In analyzing the information gathered in each question the researcher will present the number of responses made for each answer choice and its percentage relationship with the total possible responses for each question. A written analysis will then follow these figures. The reader may refer to the actual questionnaire by looking on pages 50, 51, and 52 in the appendix.

Question 1

T F Learning systems have the potential to provide a better way to educate distributive education students according to their basic and specific curriculum needs.

Correct Response - True

True - 24 (100%)

False - 0 (0%)

No Response - 0 (0%)

All respondents answered this question correctly, thereby indicating their understanding that learning systems can allow for instruction in both the general related and specific related areas according to a student's training requirements or needs.

Question 2

T F The construction of a learning system involves the integration of unrelated educational components (identifying training requirements, collecting employment data, etc.).

Correct Response - False

True - 17 (70.8%)

False - 6 (25%)

No Response - 1 (4.2%)

The great majority of respondents answered the question incorrectly indicating that the test group basically does not realize that the component parts of a learning system (employment data and trends, task analysis, etc.) are related throughout the formulation of a learning systems curriculum. This belief is further supported by the fact that only two-thirds of those who answered false indicated that the phrase "unrelated educational components" was the key false item in the question. Poor performance on this item may have been due to the test group's unfamiliarity with what the components are in a learning system.

Question 3

Yes No I am familiar with the term learning manager.

Yes - 6 (25%)

No - 18 (75%)

No Response - 0 (0%)

Only one-fourth of the test group stated that they were familiar with the term learning manager. Since an understanding of what a learning manager does is organizing and administering an educational system is paramount in understanding the entire concept of systems this data acquires real value. If the systems approach is to be successfully adopted in Montana's distributive education classrooms, Montana's teacher-coordinators must be knowledgeable in what the role of a learning manager is.

Question 4

- A B C If a teacher-coordinator accepts the role of a learning manager
in the classroom as part of the system concept
D E F
- A) he will have a project program
 - B) he will have to re-evaluate his duties and responsibilities
 - C) he will be responsible for the formulation of behavioral objectives
 - D) both A & C
 - E) both B & C
 - F) A, B, & C

Correct Response - E

A - 0 (0%)	B - 1 (4.2%)	C - 3 (12.5%)
D - 0 (0%)	E - 9 (37.5%)	F - 9 (37.5%)

No Response - 2 (8.3%)

Most incorrect responses came as a result of an often seen misunderstanding that if a distributive education program is systems oriented then it is necessarily a project program. A systems curriculum

is just as applicable to the cooperative method of instruction as it is to the project method. Those who answered either B or C failed to realize that both re-evaluation of duties and responsibilities and the formulation of behavioral objectives are part of the learning manager's role within a systems curriculum.

Question 5

T F One of the foundations of a learning system is an identification of training requirements by means of job or task analysis.

Correct Response - True

True - 23 (95.8%)

False - 0 (0%)

No Response - 1 (4.2%)

This question was answered correctly by all of the respondents except for a single non response. This resulted primarily because a task analysis was currently being made by all those teacher-coordinators who were actually involved in constructing the 1974-75 state distributive education curriculum. Since approximately eighty percent of the test group was involved with this on-going task analysis they were acquainted with this component of a systems curriculum.

Question 6

A B C Methods by which job tasks may be discovered in various distributive occupations include:

D E F

- A) using advisory committees as resource personnel
- B) studying previously written systems curricula
- C) interviewing employed distributive workers
- D) both A & C
- E) both A & B
- F) A, B, & C

Correct Response - D

A - 0 (0%)	B - 0 (0%)	C - 1 (4.2%)
D - 4 (16.7%)	E - 0 (0%)	F - 19 (79.1%)

No Response - 0 (0%)

Only one-sixth of the test group answered the question correctly by indicating that the job tasks on which learning systems may be built cannot be discovered by studying previously written curricula. Only those job tasks that are unique to a particular geographic area or cultural group can be realistically used in a learning system designed for that area or group. Those that responded by answering F were unable to possibly distinguish between the importance of collecting primary job task information and reviewing secondary data which may not apply to the geographical and cultural surroundings in which the system is employed.

It must be noted that since this question did not specifically state that the job tasks to be discovered pertained to a particular geographic region or cultural setting that an F response could quite possibly be considered correct. In instances where tasks are to be found for more broadly based curricula, studying previously written systems curricula may be a means by which to discover job or occupational tasks. Despite many reviews of the questionnaire item before it was administered to the test group, the question could have been more precisely written for the purposes of the study.

Question 7

- T F Task analysis should provide information concerning personal qualities and occupational adjustment competencies needed to enter and advance in an occupation.

Correct Response - True

True - 23 (95.8%) False - 1 (4.2%) No Response - 0 (0%)

Once again in a question dealing with the task analysis segment of a learning system the vast majority of the test group was able to answer correctly. With an on-going task analysis being performed by most of the respondents the group was aware that personal qualities and occupational adjustment competencies needed to enter and advance in an occupation were included as part of a job task analysis. The one teacher-coordinator who responded to the question with a false answer felt that the statement was false because only those tasks should be identified that allow a person to competently perform on the job rather than "enter and advance in an occupation" as stated in the question.

Question 8

- A B C Benefits accrued from task analysis in the learning system approach include:
- D E F
- A) learning experiences can be designed and sequenced
 - B) behavioral objectives can be clearly stated
 - C) evaluation techniques can be realistically constructed
 - D) individualized instruction can be given
 - E) A, B, & C
 - F) A, B, C, & D

Correct Response - F

A - 1 (4.2%)	B - 0 (0%)	C - 0 (0%)
D - 3 (12.5%)	E - 1 (4.2%)	F - 19 (79.1%)

No Response - 0 (0%)

A clear majority of the respondents felt that the logical designing and sequencing of learning experiences, the clear stating of behavioral objectives, the realistic construction of evaluation techniques, and individualized instruction were all positive outcomes of task analysis. The over twenty percent of incorrect responses indicated primarily that the only benefit accrued from task analysis was that individualized instructional attention could be given to students.

It should be noted that performance on this particular task analysis question was lower than on previous questions concerning task analysis. This factor indicates that approximately one-fifth of the teacher-coordinators tested knows what occupational task analysis is but are not able to clearly relate the function and purpose of the component part of a learning system with other components, especially in relating the formulation of behavioral objectives with task analysis. This point is mentioned because the writing of clearly stated behavioral objectives is probably the most direct benefit brought about by task analysis.

Question 9

T F Within a learning system, a primary reason behind the use of behavioral objectives is to allow for proper student evaluation according to task analysis.

Correct Response - True

True - 19 (79.1%)	False - 4 (16.7%)	No Response - 1 (4.2%)
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The majority of those responding indicated their understanding of the direct relationship between behavioral objectives and student evaluation procedures. Those who gave a false response stated that the item was false because there were additional reasons for using behavioral objectives. Other reasons given were accountability in program operation, gearing instructional strategies to each student's learning level, and aiding in the formulation of instructional content. Hence, those that did give a false reply did show an understanding of how behavioral or performance objectives fit into a systems approach to learning in the area of student evaluation.

The single no response was a result of a teacher-coordinator questioning the phrase "proper student evaluation according to task analysis" and its use in the questionnaire item. This member of the test group felt that proper student evaluation can be made by employing other bases of evaluation as well as task analysis.

Question 10

- A B C Behavioral objectives are used in a distributive education learning system for the following reasons:
- D E F
- A) behavioral objectives are placed in clear and understandable language
 - B) behavioral objectives give students a sense of direction in gaining skills and knowledge
 - C) behavioral objectives are more adaptable to a distributive curriculum than to other vocational curricula
 - D) both A & B
 - E) both A & C
 - F) A, B, & C

Correct Response - D

A - 1 (4.2%)	B - 4 (16.7%)	C - 0 (0%)
D - 17 (70.8%)	E - 0 (0%)	F - 2 (8.3%)
No Response - 0 (0%)		

The majority of the test group (70.8%) indicated that behavioral objectives were less adaptable to a distributive education curriculum than to other vocational curricula by responding with a D answer. A significant percentage of the teacher-coordinators (20.9%) felt that either the potential of behavioral objectives being placed in clear and understandable language or the ability of these objectives to give students a sense of direction in their learning experiences represents the only reason why behavioral objectives are used in a learning system. Thus, slightly over one-fifth of the test group did not realize that both the above mentioned reasons together provide the rationale for using performance objectives in a distributive education systems curriculum.

Only two of the coordinators incorrectly indicated that behavioral objectives are more adaptable to a distributive education curriculum than to other vocational curricula. Over half of those who responded incorrectly believed that the only reason behavioral objectives were used in a learning system was to give students instructional direction.

Question 11

T F In a learning system there is little danger of a student attempting to meet only the minimum performance standards.

Correct Response - False

True - 5 (20.8%)	False - 18 (75%)	No Response - 1 (4.2%)
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Of those responding to the questionnaire item a clear majority of the test group answered correctly thereby indicating that they realize there is danger of a student attempting to meet only minimum performance standards. The explanation of why the statement was false reveals the opinion that if students are conditioned to only meet minimum standards set by the learning manager then there is a greater likelihood that only minimum standards will actually be met and that student motivation will be greatly reduced. Another general opinion expressed was that no matter what objectives or standards are established for a program there will be certain students who will do as little as possible to get through the instructional material.

Again, approximately one-fifth of the coordinators did not respond correctly indicating that indeed there was little danger in basing a curriculum on minimum performance standards. This percentage closely parallels the number of incorrect responses in questions nine and ten which also dealt with the role of behavioral objectives in a learning system. Logically then, it follows that approximately the same number of teacher-coordinators responded to all three behavioral objective questions (numbers 9, 10, and 11) correctly.

Question 12

- A B C D.E. program evaluation should be based primarily on the following:
D E F
- A) teacher qualifications
 - B) student learning
 - C) student enrollment

- D) quality of training stations used
- E) both B & D
- F) A, B, & D

Correct Response - B

A - 0 (0%)	B - 7 (29.2%)	C - 0 (0%)
D - 0 (0%)	E - 7 (29.2%)	F - 10 (41.6%)

No Response - 0 (0%)

Only a small percentage of the respondents correctly answered this questionnaire item indicating that the level of student learning is the primary base upon which program evaluation can be made. No respondents were incorrect in stating that student enrollment should be a basis for evaluation. In the over seventy percent of incorrect responses it is indicated that these teacher-coordinators could not differentiate between the primary basis for program evaluation (student learning) and those factors which contribute to this basis (teacher qualifications and the quality of training stations used).

Nearly sixty percent of the incorrect responses (41.6% of the total responses) stated that teacher qualifications, student learning, and training station quality were all primary evaluation foundations while the other incorrect responses omitted teacher qualifications from their bases for evaluation with an E response. Hence, between those who answered incorrectly the main point of disagreement was whether or not the qualifications of the teacher-coordinator should be a part of total program evaluation.

Question 13

- A B C The basic components of a learning system include:
- D E F A) evaluation of the system in use
 B) reorganization of teaching materials within the classroom
 C) development of instructional curricula and techniques
 D) both B & C
 E) both A & C
 F) A, B, & C

Correct Response - E

A - 0 (0%)	B - 0 (0%)	C - 3 (12.5%)
D - 1 (4.2%)	E - 5 (20.8%)	F - 14 (58.3%)

No Response - 1 (4.2%)

Only one-fifth of those responding indicated that the reorganization of teaching materials within the classroom was not one of the basic component parts of a learning system. Nearly sixty percent of the test group incorrectly answered that this reorganization aspect was a component part. Hence, the majority of the teacher-coordinators were not able to understand that a reorganization of teaching materials within the classroom is a result of incorporating a systems approach to learning in a distributive education classroom and is not a part of the system itself.

Those that answered with either a C or D response failed to recognize that the evaluation of a learning system in use is one of the basic components of that system. All those that responded indicated that the development of instructional curricula and techniques was a component. The single non-respondent explained on the questionnaire that he

did not answer the multiple choice item because he did not have any idea what the component parts of a learning system are. None of the teacher-coordinators indicated that either the evaluation of the system or the reorganization of materials stood alone as the only component part of a learning system listed in the question.

Question 14

- A B C For a learning system in distributive education to be successful the following factors must be present:
 D E F
- A) the development of management skills in the teacher-coordinator
 - B) time to prepare instructional materials that can be applied to individual career objectives
 - C) large group instruction in general related instruction
 - D) both A & B
 - E) both A & C
 - F) A, B, & C

Correct Response - F

A - 0 (0%)	B - 0 (0%)	C - 1 (4.2%)
D - 8 (33.3%)	E - 1 (4.2%)	F - 13 (54.1%)

No Response - 1 (4.2%)

A slight majority of those responding answered correctly indicating that the development of managerial skills, preparation of instructional materials, and large group instruction in general related curriculum all are present in a successful distributive education learning system. One-third of the group incorrectly responded that large group instruction for general related material was not part of the systems approach. No incorrect responses were made which indicated that only the development of managerial skills or instructional material preparation stood

alone in the question's listing as successful factors.

Question 15

T F Because secondary distributive education is more concerned with entry level skills, the systems concept has more value to this level of instruction than to mid-management training on the post-secondary level.

Correct Response - False

True - 6 (25%) False - 17 (70.8%) No Response - 1 (4.2%)

A clear majority (70.8 percent of the test group) responded correctly indicating, without further investigation, that this percentage of the teacher-coordinators felt the systems concept does not have more value to the secondary level of instruction than to mid-management training on the post-secondary level. This response also indicates that the majority of the group believes that learning systems have value in both levels of distributive education curriculum.

Of those coordinators responding correctly with a false answer, all but four stated that they believed a systems approach is applicable to any and all levels of instruction primarily because training requirements should be identifiable at any and all levels of instruction. Other responses received questioned the test item by asking whether or not post-secondary programs always do provide mid-management training. Other coordinators stated that the implementation of a learning system into a distributive education curriculum allows for a continuous means of instruction that could begin at the secondary entry skills level and proceed through post-secondary mid-management training.

Question 16

Do you feel that a learning system curriculum could be used in your local program? Please list reasons why or why not.

Only two (8.3%) of the teacher-coordinators stated that they presently have a systems curriculum in operation in their local programs. One of these coordinators stated that he had such a curriculum base but did not identify his curriculum with system's terminology. The other coordinator felt he had a partial on-going learning system in his local program and stated that he needed more training in systems management.

Twelve members of the test group (50%) definitely believed that a learning systems curriculum could be used in their local programs. Of these twelve teacher-coordinators:

- two gave no reasons why the curriculum could be used in their local program;
- four stated that physical limitations (teacher work loads, number of students in the program, classroom sizes, inadequate materials) would greatly hinder the implementation of a systems curriculum locally;
- six cited that the relevancy of such a curriculum, brought about by the employment trend data and identification of key occupations, task analysis, and behavioral objectives bases of a learning system, would be the basic reason for implementing a learning system locally.

The remaining ten teacher-coordinators (41.6% of the test group) would respond to the question neither affirmatively or negatively. All of those respondents stated that they were not familiar with what the systems concept of learning is and that they were confused in the application of systems' terminology. Beliefs and feelings typically expressed by this sector of the test group included:

- knowing nothing about the systems approach to learning;
- having never heard the terms "learning system(s)" or "systems approach";
- needing more information about learning systems before making either a yes or no response with regard to learning systems and their local programs;
- confusion over the difference and relationship between learning systems and individualized instruction;
- having difficulty in explaining the systems approach to learning to their local administrators in attempting to use such a curriculum in their local programs.

All members of the test group responded in some fashion to the questionnaire item that has just been discussed.

CHAPTER V

CONCLUSIONS, SUMMARIZATION, AND RECOMMENDATIONS

The final chapter of this study handles the three major topics within it somewhat differently than in other final chapters of similar research efforts. The conclusions drawn from the study are placed in the first third of the chapter as a natural extension of Chapter IV. The summary precedes the recommendations, rather than coming after, because the researcher feels that the summarization should not include a summary of the recommendations. The recommendations should be a separate aspect of the research that is made once the entire previous research process has been completed, including summarization.

CONCLUSIONS

1. All of Montana's participating teacher-coordinators realize that the systems approach to learning possesses the potential to better educate distributive education students in both general related and specific related instruction.
2. An overwhelming majority of Montana's teacher-coordinators do not realize that a learning system is composed of related component parts that systematically provide realistic instruction by means of collecting employment data, performing task analyses, establishing behavioral objectives, formulating instructional strategies, and providing for program evaluation.
3. Three-fourths of these coordinators are not familiar with the term

learning manager which means that they do not realize what the role of the manager is in a learning system. Hence, there is little understanding of how the adoption of a systems curriculum into a local program will effect the coordinator's self concept as a teacher and leader of learning activities.

4. Montana's distributive education coordinators are aware of what occupational task analysis is and how it relates to the other component parts of a learning system. However, the majority of the coordinators are not aware that task analysis needs to be made for each particular geographic or cultural setting that it will be used in for directing vocational instruction. Only one-sixth of the coordinators realize that job tasks cannot be discovered for a particular geographic or cultural area by reviewing previously written curricula.
5. Approximately seventy-five percent of the teacher-coordinators understand the reasoning behind the use of behavioral objectives in a learning system and how their use directly relates to occupational task analysis and student evaluation.
6. One-fourth of the coordinators are confused about the role of behavioral (performance) objectives in

-- not realizing the inherent danger of employing behavioral objectives and possible resulting minimum student performance;

-- not understanding how behavioral objectives can be adapted

to a distributive education learning system; and

-- not perceiving the direct relationship between behavioral objectives and proper student evaluation.

7. Montana's coordinators are unable to basically distinguish between the primary basis for program evaluation, student learning, and secondary bases for evaluation like teacher qualifications and the quality of training stations used.
8. The vast majority of Montana's coordinators do not know what the component parts of a learning system are and especially do not realize that a reorganization of teaching materials within the classroom is not a component of a learning system but an outgrowth of a systems curriculum being implemented.
9. Approximately one half of the teacher-coordinators are aware that large group instruction in general related material is a part of a systems approach to learning.
10. The majority of the teacher-coordinators see the adaptability of learning systems to the secondary and post-secondary levels of instruction.
11. Only one half of Montana's distributive education teacher-coordinators definitely feel that a systems curriculum could be established in their local programs. Despite often-cited limitations that could hinder a local systems curriculum, the relevancy of using such a curriculum is believed to outweigh these limitations.
12. Slightly less than one half of the coordinators are not familiar with

what the systems approach to learning is or with various systems' terms. This group of coordinators is unable to evaluate the merits or drawbacks to a systems curriculum approach due to a lack of knowledge concerning principles of systems' instruction.

SUMMARIZATION

In view of recent developments in vocational systems curricula and the construction of a new distributive education curriculum (1974-75) in Montana based on employment trend information, occupational task analysis, and behavioral (performance) objectives this study attempted to find out how much Montana's teacher-coordinators knew about the systems approach to learning.

The review of related literature had a conceptual base since no previous studies of this kind could be found and examined by the researcher. The review contains general information with regard to educational systems in distributive education by including segments on the rationale for using learning systems in a distributive education classroom, the basic components of a learning system, the role of the learning manager in organizing and administering a learning system, the steps needed for a system's implementation at the local level, and schematic diagrams of different learning systems that have been designed by distributive educators.

By administering a questionnaire that made inquiries about each coordinator's knowledge of learning systems data was collected that could

be used to measure coordinator understanding of the systems concept. In analyzing the data it was hoped that certain recommendations could be made in order to better educate Montana's present and future distributive education coordinators about learning systems, especially with the advent of the above mentioned state curriculum.

In analyzing the data collected it was found that Montana's teacher-coordinators are basically weak in their understanding of the systems approach to learning. A lack of knowledge and understanding was most prevalently found in:

- 1) identifying exactly what a learning system is and what its component parts are, in systems' terminology; and
- 2) properly evaluating a program's performance and student learning.

The teacher-coordinators tested showed an understanding of occupational task analysis and its relationship with the establishment of behavioral objectives and student evaluation. Those tested also exhibited an understanding of how learning systems are relevant to the employment needs of an area and therefore to the training required by students in order to become successfully employed.

Exactly half of the coordinators definitely stated that a learning system could be established in their local program despite various program limitations. Only two coordinators stated that they had an educational system in operation at the present time in their local program

despite one coordinator not being familiar with systems' terminology and the other expressing a need for system's management training.

RECOMMENDATIONS

The following recommendations are made in order that the systems approach to learning may be effectively employed in distributive education, and hopefully other vocational curricula, so that Montana's young people who desire quality job training may receive it through the already established channels of public instruction.

1. A new course should be established by the Business Education department of the School of Commerce to provide both the graduate and undergraduate student with learning systems' philosophy, foundations, and training. It could be offered as a two credit course under the current Commerce 480/580 -- Special Topics designation. This designation would be necessary until a more permanent course number could be established for the 1976-78 Montana State University catalogue.

The general purpose of the course would be to look at all the component parts of a learning system in depth and then to unite these components together in order that students might see how a learning system actually operates. Attention should also be given to problems faced by teacher-coordinators in trying to establish a learning system in their own local program.

If it is impossible to implement the previous recommendation then the following suggestion should be acted upon.

2. The training of future distributive education teacher-coordinators at Montana State University could include more course content geared toward systems' philosophy, organization, and management. At the present time, the only course offered by faculty members of the School of Commerce that provides any considerable attention to the systems approach to learning is Commerce 503 -- Business Education Curriculum. It should be noted that Commerce 503 is a graduate course that undergraduates do not get an opportunity to take. Courses which could provide considerably more systems' training include:

- Commerce 301 -- Business Education in the Curriculum
- Secondary Education 461 -- Methods of Distributive Education
- Secondary Education 356 -- Methods of Teaching Basic Business.

Irregardless of which of the two previous recommendations is acted upon a third suggestion is considered necessary.

3. Montana's current distributive education coordinators should be provided with in-service training in the areas of learning systems' philosophy and management. This in-service instruction could take many forms including:

- a distribution of a series of recent articles written concerning the systems approach to learning;

- a summer workshop conducted for the purpose of educating teacher-coordinators about how learning systems can be implemented and maintained at the local level by emphasizing practical instructional techniques and strategies;
- devoting limited time at the 1974 distributive education curriculum workshop for systems' management training, (due to time and priority limitations this procedure would not by itself provide all the information and training required by the coordinators.

If Montana's new state distributive education curriculum is to be successfully used in local programs then it is necessary that in-service training be given teacher-coordinators in the areas of systems' foundations, organization, and management.

APPENDIX

APPENDIX A

LEARNING SYSTEMS QUESTIONNAIRE

Instructions:

Please circle the answer in the left-hand column that you believe to be correct.

With TRUE/FALSE questions, if you feel the statement is FALSE explain why you believe it to be FALSE in a brief phrase.

- | | | |
|-------|----|--|
| T | F | 1. Learning systems have the potential to provide a better way to educate distributive education students according to their basic and specific curriculum needs. _____ |
| <hr/> | | |
| T | F | 2. The construction of a learning system involves the integration of unrelated educational components (identifying training requirements, collecting employment data, etc.). _____ |
| <hr/> | | |
| YES | NO | 3. I am familiar with the term learning manager. |
| A | B | C |
| D | E | F |
| | | 4. If a teacher-coordinator accepts the role of a learning manager in the classroom as part of the systems concept |
| | | A) he will have a project program |
| | | B) he will have to re-evaluate his duties and responsibilities |
| | | C) he will be responsible for the formulation of behavioral objectives |
| | | D) both A & C |
| | | E) both B & C |
| | | F) A, B, & C |
| T | F | 5. One of the foundations of a learning system is an identification of training requirements by means of job or task analysis. _____ |
| <hr/> | | |
| A | B | C |
| D | E | F |
| | | 6. Methods by which job tasks may be discovered in various distributive occupations include: |
| | | A) using advisory committees as resource personnel |
| | | B) studying previously written systems curricula |
| | | C) interviewing employed distributive workers |
| | | D) both A & C |
| | | E) both A & B |
| | | F) A, B, & C |
| T | F | 7. Task analysis should provide information concerning personal qualities and occupational adjustment competencies needed to enter and advance in an occupation. _____ |
| <hr/> | | |

- A B C
D E F
8. Benefits accrued from task analysis in the learning system approach include:
- A) learning experiences can be designed and sequenced
 - B) behavioral objectives can be clearly stated
 - C) evaluation techniques can be realistically constructed
 - D) individualized instruction can be given
 - E) A, B, & C
 - F) A, B, C, & D
- T F
9. Within a learning system, a primary reason behind the use of behavioral objectives is to allow for proper student evaluation according to task analysis. _____
-
- A B C
D E F
10. Behavioral objectives are used in a distributive education learning system for the following reasons:
- A) behavioral objectives are placed in clear and understandable language
 - B) behavioral objectives give students a sense of direction in gaining skills and knowledge
 - C) behavioral objectives are more adaptable to a distributive curriculum than to other vocational curricula
 - D) both A & B
 - E) both A & C
 - F) A, B, & C
- T F
11. In a learning system there is little danger of a student attempting to meet only the minimum performance standards. _____
-
- A B C
D E F
12. D.E. program evaluation should be based primarily on the following:
- A) teacher qualifications
 - B) student learning
 - C) student enrollment
 - D) quality of training stations used
 - E) both B & D
 - F) A, B, & D
- A B C
D E F
13. The basic components of a learning system include:
- A) evaluation of the system in use
 - B) reorganization of teaching materials within the classroom
 - C) development of instructional curricula and techniques
 - D) both B & C
 - E) both A & C
 - F) A, B, & C

- A B C 14. For a learning system in distributive education to be successful
the following factors must be present:
D E F
- A) the development of management skills in the teacher-coordinator
 - B) time to prepare instructional materials that can be applied to individual career objectives
 - C) large group instruction in general related curriculum
 - D) both A & B
 - E) both A & C
 - F) A, B, & C
- T F 15. Because secondary distributive education is more concerned with entry level skills, the systems concept has more value to this level of instruction than to mid-management training on the post-secondary level. _____
-
16. Do you feel that a learning system curriculum could be used in your local program? Please list reasons why or why not.

School of Commerce
Dr. Harvey A. Larson, Director

Appendix B

As a Montana distributive educator, I'm sure that you see constant changes and new developments within the realm of D.E. Prominent among these developments is the concept of educational systems where D.E. teachers can provide for individual student occupational objectives while instructing in general related topics.

Whether you plan on writing the new state D.E. curriculum, using this new curriculum, or simply wish to stay abreast of what is happening in the field, the systems approach to learning is an important aspect of the current scene in D.E. With most new curricula being based upon a learning system approach, including the new state curriculum, it is vital for all distributive coordinators to have a basic understanding of the systems concept.

During the post-secondary Career Development Conference in Bozeman and the secondary Career Development Conference in Helena I will be trying to find out what you know about the systems concept of learning. The questions I have for you will take up only 10-15 minutes of your time. As a result of the information I get from you, I will be able to give you back information on the systems approach that I hope will prove beneficial to you.

I look forward to working with you and I appreciate your consideration and cooperation.

Sincerely,

Bob Kruse
Graduate Teaching Assistant
Distributive Education

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4421

School of Commerce
Dr. Harvey A. Larson, Director

Appendix C

April 1, 1974

Dear _____:

During the recent CDC in Helena I was unable to see you long enough to get your responses to the enclosed questionnaire.

I have written you previously in mid-February concerning the new state D.E. curriculum and its learning systems, or systems approach basis. The results of the questionnaire will be used to give Montana's distributive education personnel the information they need about the systems approach to learning in order to more fully understand the new state curriculum.

It should take you no longer than from ten to fifteen minutes to complete the questionnaire.

I appreciate your responses to the questionnaire and thank you for helping me with this study. Enclosed is a self-addressed stamped envelope for your reply.

Sincerely,

Bob Kruse
Teaching Assistant
Distributive Education

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