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Future Volumes of ISTJ

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FUTURE VOLUMES OF ISTJ

The Publications Committee of IAS has approved a plan for enlarging future volumes of ISTJ. This issue will be the last of Volume 10 and the last with the current newsletter format. The December issue will return to a Journal style - the exact form yet to be determined. We do inform the readers to expect changes in Volume 11 of ISTJ!

TEACHING FOR AFFECTIVE LEARNING

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During the last ten years, many innovations have been aimed at reconstructing science education from kindergarten through high school. These efforts have produced more up-to-date information which was supposed to reflect more nearly the scientific enterprise as it is today. Gallagher (1971) contends that the course-content improvement projects have failed to show this, and they have failed to show that science is a significant cultural force.

. . . curriculum projects and study groups are still not enough. The most important component is still missing, perhaps now more than ever before. We strive to improve curricula, equipment, scope and

sequence, grade placement, and objectives. Rarely do we attempt to improve in terms of people. In a sense we have succeeded in dehumanizing the stuff of scientific information. There is an urgent need to make subject matter relevant, and relevancy means that the subject matter should attempt to illuminate a student's value structure (Shattuck, 1970, pp. 9-10).

Science educators must place affective components of learning in the curriculum to help solve the problem of dehumanization that is present in much of the science that is taught. The use of objectives in the affective domain could help solve this problem for science educators by constructing objectives relating to "feeling" and to "commitment." However, there is a real pedagogical problem associated with the planning and usage of affective behavioral objectives.

Hirschlein (1971) suggested that two prerequisites must be considered before teachers can effectively develop affective objectives: (1) the ability of the teachers to initiate a positive atmosphere for affective learning and (2) the ability of the teacher to recognize affective objectives as an essential portion of the curriculum.

Williams (1971) proposed a three dimensional model to help teachers identify affective behaviors as an integral part of the curriculum. The three dimensions are proposed as follows: Dimension 1, Curriculum (subject matter content); Dimension 2, Teacher Behavior (strategies or modes of teaching); Dimension 3, Pupil Behaviors