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## Geology of Iowa Filmstrips Available

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(cognitive and affective). There is a two way interchange between Dimensions 1 and 2, which then leads to a single interchange with the third dimension.

It seems unwise that so much energy and expertise has been spent developing cognitive objectives and so very little has been spent developing affective objectives. What are the reasons for this vast disparity? Eiss (1969) offered several possible reasons why science educators have neglected to assess affective behaviors of students. One reason for the lack of teaching values in schools is because the church and the home have customarily been the localities where values were taught. The second reason could possibly be because teachers have placed great emphasis on the cognitive aspects of education. Another factor could be that teachers feel more comfortable with cognitive goals because they are easier to measure than the affective goals.

The affective domain is central to every part of the learning and evaluation process. It begins with the threshold of consciousness, where awareness of the stimulus initiates the learning process. It provides the threshold for evaluation, where willingness to respond is the basis for psychomotor responses, without which no evaluation of the learning process can take place. It includes values and value systems that provide the basis for continued learning and for most of an individual's overt behaviors. It provides the bridge between the stimulus and the cognitive and the psychomotor aspects of an individual's personality (Eiss, 1969, p. 11).

I believe cognitive behaviors and affective behaviors are developed simultaneously by students. However, I do not believe science educators can afford to gamble that the affective behaviors will develop solely of their own accord coming from the vast cognitive materials made available. Teachers must plan instruction so desired affective behaviors can be positively cultivated.

I would hope that most teachers are generally in favor of sending students away from class at least as interested in the subject as the student was when he or she arrived. However, most teachers do little or nothing to insure that this is the case. The very minimum that we should accept in science education would be to have the student be as interested after as

before, and hopefully most all students would leave our classes with a more positive affective behavior toward science.

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#### GEOLOGY OF IOWA FILMSTRIPS AVAILABLE

The Geological Society of Iowa, in cooperation with the Iowa Geological Survey, has developed and produced three filmstrips dealing with the geology of Iowa. The filmstrips cover Iowa's rock record, the ancient life of Iowa, and landscape development in Iowa. The filmstrips have the potential of supplementing local class field trips in order to give the student a view of the geology of the entire state.

The filmstrips on the rock record and ancient life consist of 40 frames. The filmstrips on landscape development consists of 50 frames. The filmstrips come with an explanatory brochure and are available at cost from the Iowa Geological Survey, 16 West Jefferson Street, Iowa City, Iowa 52240. The price of the filmstrips is \$3.50 each or all three sets for \$9.00.

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