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The Application of Psychological Classification of Changes Effected through Learning to Problems of Curriculum Construction

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subtler intricacies of human thought and the functional aspects of intelligence. A definite theoretical psychological basis underlies this approach, and it is believed that important contributions to general theory can result from this type of experimentation.

Future use in the individualization of instruction at the rate and level of the student's ability is described.

STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

A MEASURE OF THE AMOUNT OF CHEATING BY COLLEGE STUDENTS

E. O. FINKENBINDER

Can college students be expected to score their own or others papers without overlooking some of the errors or without changing some of the answers so as to cover up errors that have been made?

Papers containing +, -, True, False, Yes, No as answers were photographed without the students' knowledge then returned to the class the day after the test. A chart containing the correct answers was presented for them to use as a key for scoring their papers, — in some classes their own papers, yet in other classes, papers written by other students in the class.

The percentage of students who change their own answers so as to make them correct and thus do not count them as errors is around fifty, varying slightly from class to class. About five per cent will change another's answer or overlook errors in another's paper.

IOWA STATE TEACHERS COLLEGE,
CEDAR FALLS, IOWA.

THE APPLICATION OF PSYCHOLOGICAL CLASSIFI- CATION OF CHANGES EFFECTED THROUGH LEARNING TO PROBLEMS OF CUR- RICULUM CONSTRUCTION

R. H. OJEMANN

Descriptions of the objectives of education have varied from general, all-inclusive statements, to extended lists of details. The

inadequacy of general statements has been recognized by curriculum makers and several attempts have been made to develop more detailed classifications. The best-known classifications have used a mixture of general and specific abilities, or of general and specific activities. Changes effected through learning, however, are psychological in character and, according to the writer's analysis, involve the intellectual, emotional, and fundamental integrational components of behavior. This classification has been used in an attack upon problems involved in curriculum construction. Changes are expressed in terms of such categories as generalizations functioning in thinking, attitudes, etc. Special problems relating to each type of change are readily recognized. For example, in the case of generalizations, the validity, level of generality, and completeness are important. The needs of the learner are expressed as differences between what is present and what is desired. A psychological classification is also useful in giving some indication of the types of experiences required to effect changes.

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THE KNOWLEDGE AND ATTITUDES POSSESSED BY PARENTS OF ELEMENTARY SCHOOL CHILDREN

LOIS ACKERLEY

This study applies a method of determining the content of a curriculum for a group composed of mothers and fathers of elementary school children. The needs of the group are determined by a comparison of what specially selected judges consider important in the care and the guidance of children, and the knowledge and attitudes possessed by the parents. To secure a composite estimate as to what parents should know, several qualified judges rated the importance of a group of generalizations concerning mental growth, physical growth, use of money, sex education, emotional development, social development, and vocational guidance. These generalizations were obtained through an analysis of the available literature with the addition of others the judges deemed important. The status of the parents' knowledge and their present attitudes on the phases of child development selected by the judges were meas-