[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

16. [illegible] _____.

* [illegible] poor(SR)

17. [illegible] of these factors, the chances for a happy marriage are _____.

* [illegible] (SR)

18. [illegible] _____

* [illegible] (SR)

19. [illegible] _____

* [illegible] (SR)

20. [illegible] _____

* [illegible] (SR)

21. [illegible] _____

* [illegible] (SR)

22. [illegible] _____

* [illegible]

23. [illegible] _____

C. A couple has a better probability for a happy marriage if they are _____ in factors such as personality, education, and religion.

* compatible (ER)

D. An engagement should last_____.

* long enough for the couple to know each other (ER)

23. Now consider the influence of the parents' relationship upon development. For example, the constant fighting of parents does not lead to a secure environment for the child. It was shown in an earlier unit that a child needs a _____ environment for optimal development.

* secure

24. So a child will not achieve optimal development if his parents are constantly _____.

* fighting

25. Furthur, parents who are angry sometimes project their anger upon their children and punish them for no reason. Therefore, parents who constanly fight might unjustly _____ theeir children.

* punish

26. So it can be seen that relations between parents which aren't secure effect the child's _____.

* development

27. Furthur, the influence of the parental relations on development are long-lasting. Many adults can trace the cause of some of their problems back to friction between their _____.

* parents

28. So we can see that an important factor in child development is having well-adjusted _____.

* parents

QUESTIONS OF FACTUAL RECALL

1. The nuclear family consists of
   A. father and mother
   B. grandparents
   C. children
   D. A and C only
   E. all of the above

2. A reason for theshift to the smaller nuclear family is
   A. a higher divorce rate
   B. greater mobility
   C. shift in sex roles
   D. none of the above

3. The decision to marry should be based on
   A. a need for security
   B. physical attraction
   C. a mature decision
   D. "love at first sight"

4. The period of courtship should last
   A. 3 months
   B. 16 months
   C. 2 years
   D. none of the above

5. If we want to assess the effects of financial deprivation on marriage, we would use the technique of
   A. education
   B. survey analysis
   C. research
   D. counseling

6. If a couple was arguing about which of two churches to baptize their daughter at, the best way to resolve the conflict would be through the use of
   A. research
   B. counseling
   C. education
   D. none of the above

7. Culturally disadvantaged children may suffer not only from a lack of intellectual stimulation but also
   A. inferior genetic make-up
   B. lack of ambition
   C. poor parental relations
   D. none of the above

8. A factor of family life which has not changed is
   A. how stable the family is
   B. which parent provides financial support
   C. the size of the family
   D. a shift in parental role

9. According to this program, a poorly adjusted adult may be reflecting
   A. incompatability of his parents
   B. insecurity of employment
   C. poor awareness of environment
   D. lack of variety of interests

Answers

1. D	6. B
2. B	7. C
3. C	8. B
4. D	9. A
5. C	

11. [illegible]

[illegible]

12. [illegible]

[illegible]

13. [illegible]

[illegible]

14. [illegible]

[illegible]

15. [illegible]

[illegible]

16. [illegible]

[illegible] motive([illegible] order)

17. Review:

A. A theory [illegible] childhood will [illegible]

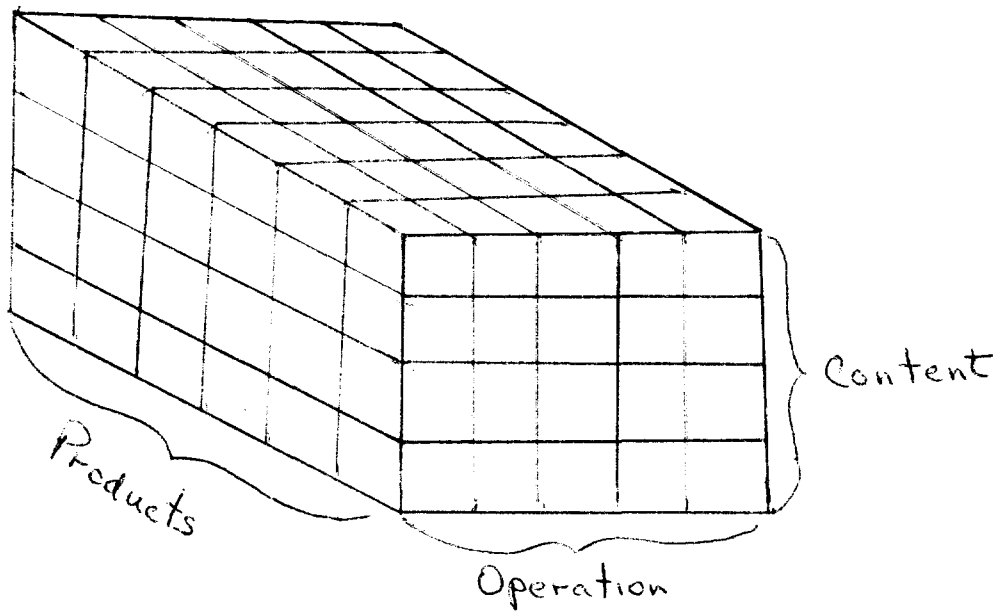
eti

ti

to t ttle on another, it is likely he [illegible]

[illegible]

[illegible] rial, not to fight the [illegible]. [illegible] reports [illegible]


Content
Products
Operation

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible] II (2)

[illegible]

* [illegible] II(2)

[illegible]

* [illegible] II(2)

[illegible]

* [illegible]

[illegible] _____ intelligence test.

* [illegible]

14. [illegible] In this case there is one teacher and one instructions. The Lifespan Test of Intelligence measures [illegible] _____ teacher and _____.

* [illegible]

15. [illegible] _____ intelligence test.

* [illegible]

16. [illegible]:
[illegible] _____ [illegible] the test.

* [illegible]

17. [illegible] _____ of [illegible] Wechsler's Intelligence Scale [illegible] _____ [illegible].

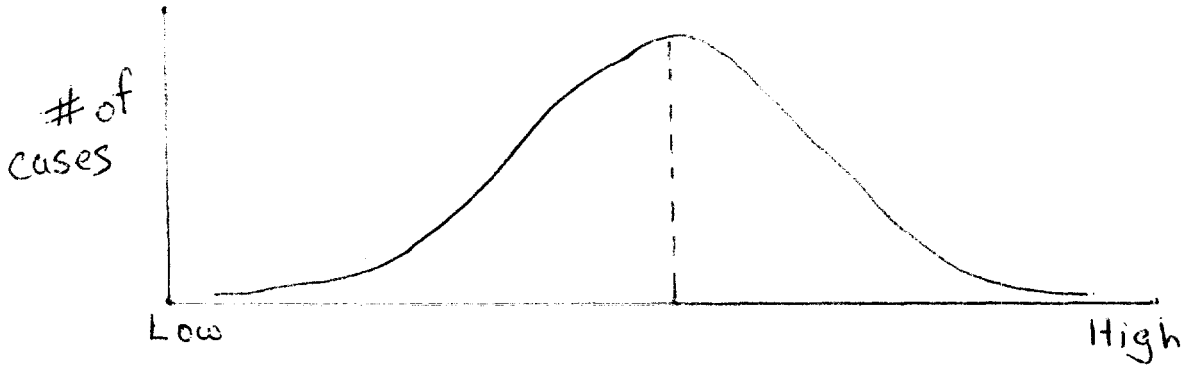
* [illegible]

18. [illegible] _____ [illegible] _____ tests.

* [illegible]

19. [illegible] _____ [illegible] _____ [illegible] test.

* [illegible] Cal[illegible]


# of cases
Low
High

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

[illegible]

* [illegible]

[illegible] all the sub-tests. If a subject passes all of the sub-[illegible]

[illegible]

[illegible] will be credited an entire age level. Each sub-test passed is given a certain number of months credit. If there are 6 sub-tests at an age level, each sub-test is worth [illegible]

* [illegible]

[illegible]

* [illegible]

[illegible]

* [illegible]

S

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible] limits for [illegible] person's capacities is the

   A. environmental factor
   B. social factor
   C. genetic factor
   D. emotional factor

[illegible]

[illegible]

[illegible]

FIELD TEST ON EARLY CHILDHOOD DEVELOPMENT (N=10)

FRAME		% correct
1.		100
2.		100
3.		100
4.		100
5.		100
6.	A.	90
	B.	100
7.		100
8.		100
9.		100
10.		90
11.		100
12.		100
13.		100
14.		80
15.		100
16.	A.	100
	B.	100
	C.	100
	D.	100
	E.	100
17.		100
18.		100
19.		100
20.		100
21.		100
22.		100
23.		100
24.		100
25.		90
26.		90
27.	A.	100
	B.	100
	C.	100
	D.	90
28.		100
29.		100
30.		90

FRAME		% correct
31.		100
32.		100
33.		100
34.		100
35.		100
36.	A.	90
	B.	100
	C.	100
37.		80
38.		100
39.		100
40.		100
41.		100
42.	A.	100
	B.	100

1.	100
2.	100
3.	100
4.	100
5.	100
6.	100
7.	100
8.	100

Overall correct response=99.0%

FIELD TEST OF MIDDLE CHILDHOOD DEVELOPMENT (N=13)

FRAME		% correct
1.		100
2.		100
3.		100
4.		100
5.		100
6.		100
7.		100
8.		100
9.		100
10.	A.	77
	B.	100
	C.	100
	D.	100
	E.	100
11.		85
12.		92
13.		92
14.		85
15.	A.	77
	B.	85
16.		85
17.		100
18.		100
19.		92
20.		77
21.		100
22.		100
23.		100
24.	A.	100
	B.	100
	C.	72
25.		100
26.		92
27.		100
28.		100
29.		92
30.		100

FRAME		% correct
31.		92
32.		100
33.		85
34.		92
35.		92
36.		100
37.		100
38.		100
39.		100
40.		85
41.		100
42.		100
43.		100
44.		92
45.	A.	92
	B.	100
	C.	100
	D.	100
	E.	100

Review Questions

1.	100
2.	92
3.	100
4.	100
5.	100
6.	100
7.	100
8.	92

Over-all correct response=93%

FIELD TEST OF DEVELOPMENTAL INFLUENCES OF THE FAMILY (N=10)

FRAME		% correct
1.		100
2.		90
3.		100
4.		100
5.		90
6.		90
7.		100
8.		100
9.		100
10.		100
11.		100
12.		80
13.	A.	100
	B.	100
	C.	100
	D.	100
	E.	100
14.		100
15.		90
16.		100
17.		100
18.		100
19.		90
20.		100
21.		100
22.	A.	100
	B.	100
	C.	100
23.		100
24.		100
25.		100
26.		80
27.		100
28.		90
29.	A.	100
	B.	100
	C.	100
	D.	100

FRAME		% correct
30.		100
31.		100
32.		100
33.		90
34.		90
35.		100
36.		100
37.		90
38.	A.	100
	B.	100
	C.	100

Review Questions

1.	100
2.	100
3.	100
4.	100
5.	100
6.	100
7.	100
8.	100
9.	100

Over-all correct response=98%

FIELD TEST OF DEVELOPMENTAL INFLUENCES OF TEACHING (N=10)

FRAME		% correct
1.		100
2.		90
3.		90
4.		80
5.		100
6.		90
7.		100
8.	A.	100
	B.	80
9.		90
10.		100
11.		70
12.		100
13.		100
14.		100
15.		100
16.		100
17.	A.	100
	B.	100
	C.	90
18.		100
19.		80
20.		100
21.		100
22.		90
23.		100
24.		100
25.		90
26.	A.	100
	B.	100
	C.	100
	D.	100
27.		100
28.		100
29.		100
30.		100

FRAME		% correct
31.		90
32.		100
33.	A.	100
	B.	70
	C.	100
	D.	70
34.		100
35.		100
36.		100
37.		100
38.		90
39.		70
40.	A.	80
	B.	90
41.		100
42.		100
43.		100
44.		90
45.	A.	100
	B.	100

Review Questions

1.	100
2.	100
3.	100
4.	100
5.	100
6.	100
7.	100
8.	100
9.	100

Over-all correct response=94.7%

FIELD TEST ON INTELLECTUAL DEVELOPMENT (N=12)

FRAME		% correct
1.		100
2.		100
3.		75
4.		100
5.		100
6.		83
7.	A.	100
	B.	100
	C.	91
8.		100
9.		100
10.		83
11.		91
12.		100
13.		100
14.		100
15.		100
16.	A.	100
	B.	100
	C.	100
	D.	83
17.		100
18.		100
19.		83
20.		75
21.	A.	83
	B.	100
22.		100
23.		100
24.		91
25.		100
26.		83
27.		91
28.	A.	100
	B.	100
	C.	100
29.		100
30.		100

FRAME		% correct
31.		91
32.		100
33.		100
34.		75
35.		100
36.		100
37.	A.	100
	B.	91
	C.	83
	D.	100
38.		100
39.		100
40.		100
41.		100
42.		100
43.		100
44.		100
45.		100
46.		100
47.	A.	100
	B.	100

Review Questions

1.	100
2.	83
3.	100
4.	75
5.	100
6.	100
7.	100
8.	83
9.	91

Over-all correct response=96%

Appendix B

Test results for Experimental group.....77
Test results for Control group.....78
Student response to programmed units.....79

TEST RESULTS FOR EXPERIMENTAL GROUP

Student	Test I	Test II
1.	45	46
2.	45	50
3.	63	67
4.	55	53
5.	56	57
6.	53	48
7.	51	46
8.	59	60
9.	48	49
10.	54	49
11.	51	50
12.	58	49
13.	63	68
14.	71	68
15.	63	55
16.	60	57
17.	56	62
18.	40	38
19.	57	51
20.	62	64
21.	53	56
22.	53	45
23.	37	41
24.	49	44
25.	63	55
26.	45	52
27.	49	51
28.	45	52
29.	58	59
30.	55	49
31.	59	42
32.	56	39

TEST RESULTS FOR CONTROL GROUP

Student	Test I	Test II
1.	65	65
2.	62	56
3.	66	62
4.	60	54
5.	42	42
6.	60	54
7.	60	50
8.	58	64
9.	60	44
10.	45	49
11.	54	52
12.	54	52
13.	52	52
14.	62	62
15.	56	52
16.	62	50
17.	48	53
18.	64	58
19.	58	66
20.	60	63
21.	63	59
22.	63	59
23.	47	40
24.	64	53
25.	55	52
26.	67	66
27.	63	60
28.	49	46
29.	63	61
30.	68	68
31.	51	49
32.	51	49
33.	57	49
34.	59	46
35.	57	58
36.	46	48
37.	44	44

STUDENT RESPONSE TO PROGRAMMED UNITS

Student 1: I scored low on the tests, but still may have scored lower without programs.

Student 2: I can't answer yes or no at this time. I thought they would help. I did every one as I got them and went over them before the test. Besides that I reviewed other materials and got a C- on the test.

Student 3: I would like to commend you on your work on the programs. I was fascinated how anyone could do such a good and thorough job of making out the programs. I feel they helped me greatly in understanding parts of the chapters which I otherwise would have probably read over. I wish you could make out programs for our last five chapters -- very helpful.

Student 4: Usually programming helps me in testing however for some reason-- my second test score was much lower than the first test.

Student 5: My test score improved and I feel as though the programs made studying easier as it seemed to show the natural organization of the chapter. For my own interest I was wondering what you plan to do as a control for the Hawthorn effect?

Student 6: The chapters for the second test were easier to understand than the chapters for the first with or without the programs.

Student 7: They did help some but they didn't cover a lot of the points that were on the test.

Student 8: My test score improved. However, I still missed quite a few on the text part of the exam. The improvement came in the part that covered the lecture notes.

Student 9: The grade doesn't seem to agree. I scored a letter grade lower on this second test than I did on the first test and the day I took the first one I was sick. I could have guessed as well as I did on this second test. It's rather discussing because I wasted a substantial amount of time studying for it.

Student 10: It might have been more beneficial if I had studied and looked over them for the test.

Student 11: The programmed units should be available to students in all classes. Although my score was not raised appreciably, I felt the test was easier to work through because I understood more.

Student 12: I got the feeling that sometimes you called for answers which you had not sufficiently prepared for in the previous explanatory material.

Student 13: I felt that the programs weren't as complete as they should have been. In some instances certain details were omitted in the program that were important on the test. I felt that the Chapter 6 program was exceptional.

Student 14: Helped a lot to get overall characteristics of that particular section. Felt there was an overly great amount of repetition--although that was the method. Perhaps repeated once would be better.

Student 15: I thought they would however after reading all chapters and doing all programmed units, I didn't do very well on the test.

Student 16: I thought by studying the programs after working them, I had learned quite a bit, plus the reading in the text. But by the looks of the test after studying and working the programs something was lost. I did feel that I learned from them.

Student 17: For some reason it didn't (help) I read the text and had little difficulty with the programs but all of my questions missed were over the text section of the test.