

C. U. P. 101

WORKSHOP ON
THE PERSONALIZED SYSTEM OF INSTRUCTION
("PSI BY PSI")

Ben A. Green, Jr.

Distributed by

THE CENTER FOR PERSONALIZED INSTRUCTION

Georgetown University
Washington, DC 20007

ceefori

WORKSHOP ON
THE PERSONALIZED SYSTEM OF INSTRUCTION
("PSI BY PSI")

Ben A. Green, Jr.

The Center for Personalized Instruction
Georgetown University
Washington, D. C. 20007

Preface

This is a set of study guides, readings, and sample teaching materials for use in a brief, personalized course on the Personalized System of Instruction (PSI, also known as the Keller Plan or self-paced study). They are addressed to active college teachers who are assumed to be participating in a workshop for the purpose of learning how to give a PSI course of their own in the near future and to start the preparation of the necessary materials. These workshop materials are not intended to be used in isolation; aspects of the workshop which do not appear here are vital to its success.

The workshop, format and substance, has evolved through several stages. It originated with the Short Course on Self-Paced Study I gave at MIT's Education Research Center in the summer of 1971. I had observed Billy Koen's brief workshop in which he had the participants write a study guide as a member of a group. I copied this feature, adding an introductory PSI-like unit at the beginning and following it with two others. This format with increasing modification was used in some twenty workshops between 1971 and 1973.

In that period I resisted the obvious suggestion to run the workshop in PSI lines - teaching about PSI by PSI - because I didn't know how to do it in the face of the tight time constraints of a brief, intensive workshop; group activities seemed needed in order to establish rapport among the participants and staff extremely quickly.

It was only in 1974 with the first workshop sponsored by the Center for Personalized Instruction that I found a sequence of units which seemed so natural to the introduction of PSI and the initiation of individual work by the participant that I was persuaded to try individualizing the workshop in an almost pure form. It worked out well - with all the touted advantages of PSI accruing - and I was reassured that this way is better. The criticisms of that workshop were to the effect that we didn't go far enough. There was a near rebellion over the fact that one unit had no test! The present version has remedied this.

I wish to express my thanks to all those workers in PSI who have helped me give workshops in the past three years. They make an impressive list: Paul Bamberg, Carolina Martuscelli Bori, Jeff Corey, Jorge Diaz, Charles Friedman, Stanley Hirschi, Henning Leidecker, Robert Karplus, Fred S. Keller, Berol R. Robinson, Robert S. Ruskin, Luis F. P. Serpa, J. G. Sherman, and Edwin F. Taylor. Each has taught me something about running workshops, and I am grateful.

Preface

This is a set of study guides, readings, and sample teaching materials for use in a brief, personalized course on the Personalized System of Instruction (PSI, also known as the Keller Plan or self-paced study). They are addressed to active college teachers who are assumed to be participating in a workshop for the purpose of learning how to give a PSI course of their own in the near future and to start the preparation of the necessary materials. These workshop materials are not intended to be used in isolation; aspects of the workshop which do not appear here are vital to its success.

The workshop, format and substance, has evolved through several stages. It originated with the Short Course on Self-Paced Study I gave at MIT's Education Research Center in the summer of 1971. I had observed Billy Koen's brief workshop in which he had the participants write a study guide as a member of a group. I copied this feature, adding an introductory PSI-like unit at the beginning and following it with two others. This format with increasing modification was used in some twenty workshops between 1971 and 1973.

In that period I resisted the obvious suggestion to run the workshop in PSI lines - teaching about PSI by PSI - because I didn't know how to do it in the face of the tight time constraints of a brief, intensive workshop; group activities seemed needed in order to establish rapport among the participants and staff extremely quickly.

It was only in 1974 with the first workshop sponsored by the Center for Personalized Instruction that I found a sequence of units which seemed so natural to the introduction of PSI and the initiation of individual work by the participant that I was persuaded to try individualizing the workshop in an almost pure form. It worked out well - with all the touted advantages of PSI accruing - and I was reassured that this way is better. The criticisms of that workshop were to the effect that we didn't go far enough. There was a near rebellion over the fact that one unit had no test! The present version has remedied this.

I wish to express my thanks to all those workers in PSI who have helped me give workshops in the past three years. They make an impressive list: Paul Bamberg, Carolina Martuscelli Bori, Jeff Corey, Jorge Diaz, Charles Friedman, Stanley Hirschi, Henning Leidecker, Robert Karplus, Fred S. Keller, Berol R. Robinson, Robert S. Ruskin, Luis F. P. Serpa, J. G. Sherman, and Edwin F. Taylor. Each has taught me something about running workshops, and I am grateful.

Thanks are due also to Benjamin S. Bloom, Fred S. Keller, S. M. Austin, K. E. Gilbert, M. A. Philippas, R. W. Sommerfeldt, D. Marvin Glick, and R. S. Ruskin and their publishers for permission to reproduce their work. Bloom's "Learning for mastery" was originally published in Evaluation Comment, May 1968, Vol. 1, No. 2, by the Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles. Keller's "Goodbye, teacher . . ." was published in the Journal of Applied Behavior Analysis, Vol. 1, No. 1, 1973, pp. 79-89. Austin and Gilbert's "Student performance in a Keller-plan course in introductory electricity and magnetism" appeared in the American Journal of Physics, Vol. 41, 1973, pp. 12-18. Philippas and Sommerfeldt's "Keller vs lecture method in general physics instruction" appeared in the same journal, Vol. 40, 1972, pp. 1300-1306. Glick's and Ruskin's study guides are unpublished.

Washington, DC
March, 1974

Ben A. Green, Jr.