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Student Perception of Flexible Scheduling in Business Education Subjects at Decatur-Lakeview High School

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STUDENT PERCEPTION OF FLEXIBLE SCHEDULING

IN BUSINESS EDUCATION SUBJECTS AT
DECATUR-LAKEVIEW HIGH SCHOOL

(TITLE)

BY

Roger C. Claar

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1968

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CHAPTER I

INTRODUCTION

Enrollment is not a measurement for success in high school. The student's perception of teaching methodology is an important factor of how well he will do in school. If he doesn't enjoy high school or what he is doing in his classes, he will not progress too well or learn very much. On the other hand, if he enjoys the program, he will have a tendency to learn more and faster using their programs. Students are frequently used as experimental groups to analyze tests or their progress through school, but rarely are they asked how they think an instructional program is working or how it could be improved.

Purpose of the Study

In this particular study an attempt will be made to show how one secondary school uses flexible scheduling (large group, small group, and independent study) in its business program and then find out what students really think of such a program and see if it works in their eyes. In business, very little has been written on the large group, small group, and independent study programs on the secondary school level. It is a program that is being used more and more and is being accepted by most educators. Lakeview

High School in Decatur, Illinois, uses this unique type of program, and has been using it for five years. Experimentation with this method of instruction has shown increased achievement and better student motivation at Lakeview High School, where it is now in operation. In this study an attempt will be made to find out how the student in business education perceives this type of program in relationship to other types of programs and how it has helped his success through his business courses, if it did.

Need for the Study

In education today, there is an abundance of research in the field of new and more effective teaching methods. In business education there has been relatively little research of this nature. The Decatur-Lakeview program is used in many of today's schools, both the junior high and secondary level. Lakeview has employed this program for five years and it has been received with enthusiasm. This success is determined from the quality of students graduated and presently working or attending college. This success has been determined from students' success after graduation, but it does not show how students' felt about the program or any benefits they received from it. On the other hand, it does not show if they could see faults in the program that could be changed to improve the situation. This student opinion or perception needs to be studied to see how they really visualize it. From such a study, the program could be changed and improved, not only here but at other schools where faculty and administration might want to utilize

or are presently using flexible scheduling (large group, small group, and independent study) in their unstructional programs.

Procedures

In order to find out the students' perception of large group, small group, and independent study in business education at Lakeview High School, the author will employ the use of a questionnaire/opinionnaire. The business students of the school year 1967-68 will be used. These students will participate in the study because they have just completed a year of business courses and are the most current for a more realistic evaluation of something they have just experienced. This questionnaire/opinionnaire will be given to the students in all business classes with the exception of Type-writing I and II. The reason for this exception is that many of the students in this class were non-business students and were not vocationally oriented to office work, but were interested only in the personal-use benefit.

After the completion of this questionnaire/opinionnaire a random sampling of five per cent of the students participating will be made. These students will be interviewed and an effort will be made to find their personal reactions to similar questions.

After completing the above steps, an opinionnaire will be sent to the business teachers who taught at Decatur-Lakeview High School to obtain their opinions of the benefits and drawbacks of flexible scheduling in business education.

Delimitation and Definition of Terms

Lakeview High School is a four year high school of approximately 750 students. It is one of four public high schools located in Decatur, Illinois.

A business student is the student enrolled in a business course for vocational competency or knowledge of business practices during the school year of 1967-68.

A business course is a course listed in the Decatur Public School's Secondary Curriculum Status under business education and offered during the 1967-68 school year at Decatur-Lakeview High School.

Flexible Scheduling is an educational term that accepts the fact that the size and composition of the group should vary in length, according to the particular need. It is possible for students to learn in a variety of situations with a variety of teachers or without teachers. This term usually encompasses the following definitions.

The large group is the teacher-centered part of the program where the teacher presents to the students any phase of content in a particular course using straight lecture, audio-visual materials or for testing purposes. Usually about 50 to 100 students are involved and it usually lasts no more than 20 to 27 minutes.

The purpose of the small group is to teach students the art of communicating with each other. The primary emphasis is on interaction with student leadership being cultivated. Usually a maximum of fifteen members is best with a time length

of 45 to 60 minutes.

In independent study the role of the teacher is that of a consultant in subject areas, resource person in content, manager of learning activities and assistant in the student's self-evaluation. The time spent is not spent in actual teacher-influenced instruction. This includes released time, free time, library periods, and study halls.

Team Teaching is a concerted effort to improve instruction by two or more teachers given the responsibility of working together for all or part of the instruction of the same group of students.

Related Research

There were no other research studies of a similar nature found. University Microfilms Library Services of Ann Arbor, Michigan, was consulted and after scanning its microfilms, it found nothing. Its service is sponsored by the Kerox Corporation's Education Division and it includes just about all doctoral dissertations available. The Business Education Index, which is compiled by Delta Pi Epsilon, did not show any listings of flexible scheduling in business education. The only studies available were those done by the various schools that use this type of scheduling, and these studies are not readily available to others.

One study of some thirty-three schools working in conjunction with Indiana University uses an application of the flexible scheduling concept referred to as Indiflex³, the Indiana Flexible Schedules. These schools were surveyed as part of the study

of IndiFlexS. This study was done by Donald C. Manlove and David W. Beggs, III, in co-operation with Indiana University.¹ Each school was asked to fill out a structured questionnaire and to provide descriptive materials of the school's program. While the respondents were overwhelmingly in favor of the flexible scheduling concept, they were candid and generous in reporting ~~their~~ problems and concerns.² This study was made of the teacher and student reaction from educational fields, including business education.

The results of the study conducted by Manlove and Beggs at Indiana University may be summarized like this:

The absence of comparative research data that one given length of time for a course is significantly better than another arrangement of student's time is reason enough for educators to consider the employment of a flexible schedule. Empirical evidence is very strong that flexible schedules are helpful to students in learning and to teachers in teaching. None of the schools surveyed for this study indicated students learned any less subject matter than the reporters felt they would with a traditional schedule. Some even thought the students learned more.³

A student who participated in the study of Manlove and Beggs from the state of Massachusetts made the following comment:

Before I was on a flexible schedule the teachers asked us most of the questions. Now the situation is reversed. It is the students who are questioning the teachers. I have worked harder and done more work in school since we have been

¹Donald C. Manlove and David W. Beggs, III, Flexible Scheduling (Bloomington: Indiana University Press, 1965).

²Ibid., p. 161.

³Ibid., p. 91.

on the flexible schedules than ever before. Now it is fun to work in school. It does not seem like school work!⁴

The survey of the thirty-three schools using some form of flexible schedule has given a positive reaction to the flexible scheduling concept. The schools in this survey were of various sizes, from different parts of the country, and with diverse faculty backgrounds. All agreed that their adaptation of the flexible scheduling concept was beneficial to their students and satisfying to their teachers.⁵

This was the only significant study available to the author. Others were found, but with the same results. Also, many of these were related to the above-mentioned study and were individual studies done at each of the thirty-three schools with the same results.

⁴Ibid., p. 59.

⁵Ibid., p. 92.

CHAPTER II

THE DECATUR-LAKEVIEW PLAN

In the summer of 1958, a workshop launched the local educational program of flexible scheduling, large and small group instruction, and independent study. It was sponsored by the National Association of Secondary School Principal's Commission on the Experimental Study of Staff in the Secondary School. During the following year departments experimented with classes in a limited manner at Lakeview Junior-Senior High School in Decatur, Illinois. Decatur-Lakeview High School is one of four senior high schools in Decatur. In 1960 there was more extended experimentation in all subject areas, and the faculty of Lakeview participated in a group study of learning theories and patterns of instruction.

Following the close of school that year, the Decatur Board of Education approved a five-year experimental plan. The school year of 1960-61 saw structuring in detail in each area of the curriculum at Lakeview, the formation of a philosophy to govern the plan of operation, and the organization of a lay advisory committee to serve as liaison between the school and the community.

By the fall of 1951, the school curriculum was designed around a modified schedule with varying class sizes in many courses and on all grade levels. Teachers broadened and modified their teaching methods and accepted the challenges of the experimental program.

The plan of instruction at Lakeview has grown to include all subject areas. An increasing amount of equipment has been added; the building has been redesigned and remodeled to fit the demands of the plan; and there appears to be a growing enthusiasm for the merits of this new design for learning among students, faculty and the community.

Features of the Plan

The features of the Decatur-Lakeview Plan are not original, but rather fit generally those of other experimental schools throughout the country which have adopted similar programs during the last ten years. The pattern was set forth by J. Lloyd Trump in the booklet, Images of the Future. The following is an explanation of an organization for teaching which appears to appeal to teachers and students who enjoy variety and change.

- 1) It calls for classes of varying size within and between courses. Students sometimes may meet in large assembly classes, and at other times in small inquiry classes. In addition, part of the day will be spent in individual or independent study.
- 2) It provides for instructional groups which meet at varying frequencies and for varying lengths of time. Some classes may meet every day of the week, others will not. Some instruction sessions will be for a short duration, others for an extended period of time.

- 3) It makes team teaching possible in decisions by teachers¹ about students, content, and teaching methods.

Outstanding features of the program, then, are large and small group instruction, flexible scheduling, team teaching, and independent study. The following paragraphs will contain explanations and guidelines of the five features of the program at Decatur-Lakeview High School. These explanations and guidelines are what the faculty of Lakeview High School strive to achieve at all times.

Team Teaching

Team teaching is not new in education, as far as the basic tenets are concerned. Teachers have been sharing ideas, exchanging worthwhile materials and conferring on the merits of instructional methods since education graduated from the one-room schoolhouse. The new team approach is not just an administrative gimmick injected into teaching. It is a concerted effort to improve instruction by the reorganization of personnel in teaching. Two or more teachers are given the responsibility of working together for all or part of the instruction of the same group of students. Under team teaching the quality of education of a student is not dependent upon the competence of a single teacher.

¹Donald C. Manlove and David W. Beggs, III, Flexible Scheduling (Bloomington: Indiana University Press, 1965), p. 23.

The talents and potentialities of at least two teachers will be used in the planning. "Teachers working together on projects and constantly evaluating grow professionally and take an increased interest and pride in the quality of their contribution."² There is no more planning alone and simply sending the reports and plans to a department head. It is a team effort.

Assignments as to team positions may remain constant or may change as the year progresses. At any one time, one member is titled teacher-presenter, and others on the team are called teacher-instructors. They are all considered of equal importance, although the teacher-presenter usually serves as chairman of the group in the planning sessions. The teacher-presenter delivers the lectures and is generally responsible for the instructional progress. The teacher-instructor acts as supervisor in the lecture and deals with students in the small group classes on an individual basis.

Because the faculty of Decatur-Lakeview is limited in number, the teacher-presenter must also be responsible for some small group classes. It is expected that each teacher on the team will assume the role of lecturer at times during the year. Individual teams are free to make this change of roles as they see fit. Assignment of teacher-presenter

²Lorene Wills, "Team Teaching in the Content Field," in Team Teaching-Bold New Ventures, ed. by David W. Beggs, III. (Indianapolis: Unified College Press, 1964), p. 156.

is decided within the team on the basis of enthusiasms or interest in a particular unit, background information which would enrich the unit or simply the "turn-about" policy of fair play and the sharing of responsibilities.

The lecturer must be a presenter of material and a motivating force as well as a resource person. The teacher-instructor must serve as a member of the group, a liaison source of communication between the lecturer and the students, a counselor, and a teacher who is sensitive to individuals and their needs.

Time is allotted on each team member's schedule for team meetings. The number of meetings per week will vary with the subject areas. During this meeting of ideas and plans, the best possible program of activities for the following day's classes will be formulated. The teacher-presenter for that specific unit under consideration is responsible for the over-all planning, but tasks such as typing for duplication, test preparation, and the like should be shared by all members of the team.

Flexible Scheduling

Flexible scheduling rejects the assumptions that all teachers are alike, that the same class period length will serve all purposes, that a class size of 30 is appropriate for all instruction, that the self-contained classroom with one teacher present will provide as wide a variety of learning experiences, that all learners learn at the same rate, that all students should be scheduled for five hours

a week in all courses, and that students will not learn unless they are taught in classrooms by a teacher.³

Instead, the program of flexible scheduling accepts that the size and composition of the group should be appropriate to its purpose, that time allotments assigned to any group must be appropriate, that the nature of a task must be appropriate to the student's talents and interests, and that it is possible for students to learn in a variety of situations with a variety of teachers or without teachers.

The flexible schedule calls for classes of varying size within and between course lines. Students meet both in large group classes, in small group classes, and also engage in individual or independent pursuit of knowledge. Different subject area groups will meet with a variety of frequencies and for different lengths of time. As an example, some classes will meet every day of the week, while others will meet for a longer period of time twice a week. The time sequence is left to the ingenuity of the staff. In all subject areas where adequate staff and innovative practices are possible, courses will be taught by teaching teams.

The master schedule is constructed to arrange valuable teaching time so that it may be used in the most effective manner. It is constructed by careful design and is re-evaluated each year by the departments. Creative new arrangements

³E. R. Howard, "Flexible Scheduling Aid to Independent Learning" (Norridge-Harwood Heights, 1965), p. 2. (Mimeographed.)

of time are considered and worked into the program for the following year if at all possible.

The seven-hour school day at Decatur-Lakeview is divided into fifteen modules of time. Each module is 27 minutes long. The module cycle is based on the week, not the day. Every day in the week may be, and usually is, different from every other day. "Experience has shown that students respond favorably to the variability of the week cycle. There is adventure and freshness that is not found in the traditional schedule."⁴

Large Group Instruction

The teacher-centered part of the plan is the large group session. "Its most important aspect is the 'mass media' nature of its communications pattern."⁵ The time saved by teaching 100-200 at one time is spent by teachers on individual instruction or assistance, research, planning, evaluating, and recording.

In the large group meeting the teacher-presenter will:

indicate course goals and suggest a sense of direction toward their attainment.

present ideals given in reading material as overview, analyzers, clarification, reinforcement, supplement, or summation.

develop background for understanding new concepts, authors, techniques

⁴Ibid.

⁵R. N. Bush and D. Allen, A New Design for High School Education (New York: McGraw-Hill Book Co., 1964), p. 34.

Call attention to continuity within and relationship across subject matter lines

enrich basic content with depth of thought as strength of effect

associate new skills and ideas to past experiences of students

illustrate ideas presented with a variety of audio-visual aids

utilize the best techniques in the practical skills of reading and speaking

share the excitement of learning in all phases of the subject

and evaluate student comprehension and mastery of concepts and skills.⁶

Student activities in the large group include listening and recording of notes and writing of examinations. The large group is teacher dominated. The student is physically passive, mentally alert, and reporting what he sees and hears so he may discuss the material with classmates later in a small group.

Studies of child growth and development have determined that the attention span of adolescence is limited, so the lecture period is limited to 20-27 minutes.

The audio-visual materials used by the presenter vary from the simplest of personally constructed transparencies to color movies. If there is an available individual in the community who would be a more effective presenter for a specific unit of information, business teachers invite him as a guest

⁶V. Casey, "A Summary of Team Teaching," in Team Teaching-Bold New Venture, ed. by David W. Beggs, III. (Indianapolis: Unified College Press, 1964), p. 170.

lecturer for a given day. The basic purpose of large-group instruction is to place students in contact with the best possible presentation of any phase of content. Tests being given in large groups insure all students taking it at the same time. This avoids the need for the construction of more than one test on a single unit. Trump sums up the objectives of the large group with three basic purposes:

"Large-group instruction serves three basic purposes: motivation, dissemination, and assignment. So far as motivation is concerned, the teacher needs to select very carefully that content which will interest most of the students regardless of ability and past appeal to them. Sometimes the presentation is better done by someone else in person or on film. Teachers must remember they do not cover the subject in large group that is done by students in their independent study. The teacher provides only content that appeals to students and makes them want to hear more. . . . The teacher avoids individual questioning but elicits group responses from time to time. Dissemination calls for presenting ideas, models or demonstrations not readily available to students. Teachers avoid repeating content from student textbooks."?

Small Group Instruction

The small group portion of the program involves a different role for both teachers and students than they have known under the traditional system. The purpose is to teach students the art of communicating with each other, learning from one another, and respecting one another in the process. The primary emphasis is on face-to-face contact and interaction.

7J. Lloyd Trump, "Changed Roles for Teachers and Principals," (Washington, D. C., 1960), p. 4. (mimeographed.)

Leadership is cultivated, and participation of all concerned is essential. The teacher understands the basics of human relationships before he organizes the group, and students learn much about human relations as the course progresses.

The following remarks serve as guidelines for small group discussions:

The discussion group should have a maximum of fifteen members.

For most purposes subgroups of five or six members are more productive.

The composition of groups may be varied based on friendships, emotional maturity, academic ability, aspirations, sex, or special interests.⁸

The composition of small subgroups are changed from time to time. Some students dominate the session, others withdraw when placed with certain individuals in the class. A sociogram aids the teacher in making subgroup assignments.

The circle arrangement of desks appears to be a desirable physical set-up for the small groups. It encourages communication. One student in each group is appointed or elected as discussion leader. He should be responsible for involving as many of the group as possible, for summarizing

⁸Lakeview High School Administrative Staff, "This We Believe. . . An Operational Position Statement." (Decatur, Illinois, 1967), pp. 5-6 (Mimeographed.)

or clarifying as the discussion progresses, for keeping the discussion pertinent, and for helping other members to become more effective and efficient in their discussions.

One member of each group serves as recorder of what transpires in the discussion, conclusions reached or questions for which the group found no answers and need help in solutions. The role of leader and recorder is passed around the group--perhaps on a unit basis, monthly basis, or grade term basis.

In this part of the design of learning, the student is the focal point. He is an active learner, giving and taking. The students will sense real involvement through an exchange of ideas.

The role of the teacher is that of a teacher of process, consultant, counselor, evaluator, and member of the group. In the small group situation the teacher enters discussions to correct error in judgment, to help point up issues which may have been omitted, or to return the discussion to the point in question, should students stray too far afield.

The teacher role broken down point by point is:

does not repeat the lecture nor does he deliver another
is a listener and an observer, sensing the quantity
and quality of the discussion

will promote an atmosphere in which students will feel
free to discuss

will provide discussion materials relative to the unit
under consideration such as worksheets, topic lists,
controversial questions, debate subjects, study
guides, or an article or paragraph which would
trigger feelings or ideas

will seek to know background information about each student which will enable him to better understand that student and his reactions in a small group discussion

will serve as a source of professional communication between the teacher presenting the content in the large group and the small group

will provide material for the small group which will give depth and variety to the subject matter

will check large-group lecture notes from time to time to be sure students are getting the material they will need for review

will resist the temptation to dominate the class except on rare occasions when he deems it expedient to do so

must develop the art of group dynamics, knowing when to talk and when to keep still.

must seek to develop rapport with students so they will be comfortable in letting him help them to develop their full potential.⁹

Independent Study

Independent study provides, perhaps, the greatest breadth in interpretation and in the degree to which it is effective. It is that important part of the program which is carried out on an individual basis. The objective of independent study is to transfer the learning responsibility to the individual.

Students in any program of instruction need to develop individual responsibility and the skills of independent study. Those could range from reading, writing, viewing, listening, solving problems, or working in laboratories to constructing

⁹Ibid.

in the metals workshop. It is, then, learning by doing. It is the means by which students learn how to develop responsibility for learning. For the individual help classes, the simplest completion of homework is, in a sense, independent study suitable to the level of intellectual development.

The term, however, in the new design for learning carries more vital connotation. The purpose is described in Team Teaching. "It seeks to enlarge the capacity for self-development through fruitful work undertaken by the student because he feels a need for it and by creative endeavor because he has the interest and talent to pursue further goals."¹⁰

There are some points for teacher consideration in the area of independent study. A student who functions satisfactorily in independent study should be able to exercise self-discipline, have the ability to build on previous learning, be able to assess his ability, and enjoy learning for learning's sake. Few students will have these attributes at the beginning of the year, but this number will increase as others grow in the program. They need time to develop the strengths to "go it alone." Teachers planning with students in independent study must create in students a desire for learning and intellectual curiosity. Teachers will need to establish guidelines for the subject area involved. Students must be helped to understand the skills needed for the undertaking and teachers should help them develop these skills.

¹⁰Casey, Team Teaching, p. 174.

Teachers suggest resource areas and means of reaching them. The teacher and student discuss the merits of the project to be undertaken and possible forms of reporting progress of the study. Students need encouragement and support and a feeling of satisfaction with the work they are doing. Teachers provide these reassurances.

Effective, productive work in the area of independent study is not easy. It requires a great deal of self discipline, and conscientious endeavor. It is part of the job of the teacher to help that student to see how he has grown as a person as well as how he has profited from an educational standpoint.

Cross states the following as one of the reasons why the Decatur-Lakeview Plan was started:

"The sole point in our rapidly maturing instructional technology and our increasingly sophisticated notions about how to organize and staff our schools is to liberate the students own capacity to learn. We cannot in the rigorous sense of the word, teach him anything, but we can remove obstacles, incite interest, encourage natural tendencies, make available resources, and provide the setting for the student to teach himself. The last frontier of education will not be reached until we have provided the ideal environment--technological, organizational, and human--for the development of each human mind and spirit to its fullest individuality and scope."¹¹

There are several roles for the teacher to play in independent study; they are: A consultant in subject areas, resource person in content, manager of learning resources, and an assistant in students' self-evaluation.

¹¹Ronald Cross and J. Murphy, Revolution in the Schools (Chicago: Harcourt, Brace and Co., 1964), p. 1.

There are three levels to perform these tasks in, they are:

- Level I The work done at this level is teacher or team assigned and teacher or team evaluated. This encompasses most homework including drill, memorization, problem-solving, reading assignments, etc. These assignments have as a definite goal the minimum preparation, as judged by the teacher, necessary for normal student functioning in the regular classroom. The student has only the option, if any, of deciding where to study. The best label for these activities is "homework."
- Level II The work done at this level is teacher or team assigned and teacher or team evaluated. This level includes homework that is deemed by the teacher, to be necessary but which leaves the specific topic to the choice of the student. Assignments arise from regular classwork or homework assignments and are open-ended, giving the student an opportunity to go as far as he desires, even though he is working within the framework of a regular course and possibly under the direct guidance of a teacher. This, too, is a form of "directed study." The student may exercise options as to where to study and, to a limited degree, what to study. This is "project work."
- Level III The work done at this level is teacher or team assigned and teacher or team evaluated. A distinguishing feature is that the student initiates the assignment by asserting that he desires to make arrangements to study a particular area on his own. The teacher or team then decides what the student must do in order to satisfy minimum requirements for the content area being considered. Once these decisions are made, the student is free to go about his study, in choosing the sequence of the suggested topics. This is "contract study." It may be used to take a course offered in the regular curriculum or a course not offered for lack of student interest. Programs which release students from class attendance, but hold them responsible for what the class does, fit this category.¹²

¹²Richard J. Bodine and Gary D. Lonnon, "A Model for Independent Study." Decatur-Lakeview High School, 1968, pp. 1-2. (Photographed.)

It is difficult to distinguish between these three levels. Basically, the major distinction lies in the amount of time allowed the student to complete the work. Time allotment becomes progressively greater as one moves from Level I to Level III.

The Decatur-Lakeview Plan, developed by the local staff in 1960, incorporates the assumption that a student should devote twenty percent of the school week to large group instruction, fifty percent of the school week to small group instruction, and the remaining time to independent study. This plan, which has been in use for about eight years involves team teaching and flexible scheduling. A large instructional materials center housing faculty offices, audio-visual equipment, and the library with individual student study carrels and student conference rooms is provided to allow for the independent study and the successful use of this Decatur-Lakeview Plan.

Summary

The preceding paragraphs have explained the goals and guidelines the Lakeview High School faculty aspire to follow when planning and instructing classes. These were outlined in detail so the reader would be fully aware of what the program consists. The business education faculty uses these same guidelines. In order for one to understand the results of the student reaction and perception of the Decatur-Lakeview Plan, he must first understand the basic goals of that program.

The next chapter includes a detailed description of the business education department and curriculum as it was in the 1967-68 school year. This description will give the reader an insight of the teaching environment that exists at Lakeview.

CHAPTER III

THE DECATUR-LAKEVIEW BUSINESS EDUCATION DEPARTMENT

The objectives, which the business education department of Decatur-Lakeview High School assume, are those stated in the Status, Secondary Curriculum of 1967.¹ The main responsibilities are in helping to develop socially competent citizens and in creating a classroom environment which provides experiences which cause each student to become one who:

ACQUIRES SKILLS--

Has developed competence in marketable business skills and an employable degree of knowledge and ability for performance in various occupations. He can also select occupations more intelligently by learning to evaluate his abilities, his ambitions, and his background learning.

ACQUIRES ATTITUDES AND VALUES--

Has developed proper habits of industry, accuracy, neatness, promptness, courtesy, and manners. He has developed character through the establishment of high ethical standards, honesty, proper morals, and behavior. He also has desirable personal and social qualities, social poise and balance, and respect for authority.

ACQUIRES APPRECIATIONS AND UNDERSTANDINGS--

He has developed an understanding and an appreciation of the place, nature, function, and responsibility of business in our economic society. He has been trained to make satisfactory adjustments to

¹Decatur Public Schools, Status, Secondary Curriculum, Present Status of the Secondary Curriculum (Decatur: Public School Office, 1967).

the social and economic environment of the present day, and developed those skills, knowledges, attitudes, and appreciations that will aid him in meeting his economic, social, personal, and moral need so that he will be able to cope constructively with the problems of life.²

These are the objectives of the Lakeview High School business education department. Lakeview attempts to offer these objectives to each and every student who enrolls in a business subject. Of course, some of these objectives apply to specific courses, but the main objective of providing learning experiences in business education subjects applies in all instances at Lakeview High School.

The Faculty

The business education department of Lakeview High School consists of the following state certified instructors:

Mrs. Joan Smith--B.S., University of Minnesota
7½ years experience with 5 at Lakeview

Mr. Barrett Gould--B.S., Indiana University
M.S., Indiana University
8 years experience with 2 at Lakeview

Mr. Roger C. Claar--B.S., Eastern Illinois University
1 year experience with 1 at Lakeview

Mrs. Bertha McCrary--B.S., University of Illinois
12 years experience with 1 at
Lakeview

Mrs. Catherine Stanko--B.S., Duquesne University
M.S., University of Pittsburgh
18 years experience with 2 at
Lakeview

²Ibid., p. 8.

The Facilities of the Business Department

The business education department of Lakeview High School consists of three separate rooms. These rooms include an office machines room, a typewriting room and a general studies room where group instruction in the various academic business subjects is given. A fourth room, the lecture room, is shared among several departments for large group instruction in certain subjects.

The office machines room measures 35 feet long and 22 feet wide. Some of the office machines available to the students are: six ten-key adding machines, five transcribing machines, two rotary calculators, one printing calculator, one stencil duplicator, twenty-five electric typewriters, and one spirit duplicator. With these machines, and others, such as a data processing key-punch machine available, office machines students and students desiring the services of the various machines are at a great advantage and acquire many skills which will help them vocationally and personally.

The typewriting room also measures 35 feet long and 22 feet wide. The 44 manual typewriters available for class instruction include 16 Olympias, 11 Remingtons, and 17 Royals. The Olympias are pica type while the rest are elite. The typewriters are arranged in 4 rows running the length of the room with 11 typewriters in each row. With this arrangement, the teacher is able to walk around the room and keep an eye on all students while instructing them in the skill of typewriting. A complete set of tapes for use with the

tape-recorder in conjunction with the textbook is available. Various filmstrips for use with the EDL projector are also available.

The general studies room measures 22 feet wide and 21 feet long. It consists of 4 tables having six sides per table placed in the four corners of the room and use this room for small groups. Students also use this room for independent study, and during class they can work on their own, and the instructor can easily walk from table to table giving students individualized instruction. On two walls this room has shelves containing books and pamphlets containing literature of the various subjects and related topics that are taught in the room. This allows a chance for independent study and for the more advanced students to acquire knowledge otherwise not covered in the course.

The auditorium contains approximately 200 chairs with arms that can be used as desks for large group instruction in such courses as basic business, bookkeeping, business principles, and practices and shorthand. Here team teaching, a characteristic of Lakeview High School, is carried out. These are the business education facilities of Lakeview. They have appeared to be very adequate.

Decatur-Lakeview's Business Education Curriculum

The program available and the instruction methods of Lakeview High School are constantly experimented with and often changed. The present system of modular scheduling,

team teaching, large and small group instruction and independent study have been tested over the last eight years, since 1960. Although changes have been made, they do not disprove the general methodology being used. Students are seemingly doing well and independent study has appeared to help students develop a better understanding of coursework and more responsibility for learning.

The following subjects were offered in the Lakeview business education department during the school year 1967-68. The students in these courses took part in the study made with the exception of those in Typewriting I and II.

Basic Business I and II

This is an elective one-year course which meets for two modules on Monday, Wednesday, and Friday in small groups; and one module on Tuesday and Thursday in large group instruction. It is open to freshmen and sophomores. It is an introductory course not only offered to introduce students to business education but also to develop social-economic and consumer business competencies. It will help the student to carry on effectively his daily business activities.

Bookkeeping I and II

This is an elective course lasting one school year and meets for two modules on Monday, Wednesday, and Friday in small group instruction. It is open to juniors and seniors. It is recommended for all students taking any kind of business education curriculum. This is especially aimed for the vocational education student, although some personal recordkeeping is

taught. The complete bookkeeping cycle of journalizing, posting, and preparing financial statements at the end of the fiscal period is covered. In addition, there is emphasis on the special journals.

Bookkeeping III and IV

This is an elective for the vocational education student offered at the senior year. Bookkeeping I and II is a prerequisite for this advanced course. It is a one-year course meeting two modules five days a week. Large group and small group instruction takes place in the classroom, itself. This course concentrates on advanced topics of the bookkeeping procedure. It is offered to any student planning to major in business in college.

Distributive Education I and II

This is an elective course for seniors only and is worth three credits. One credit is offered for the job training and the other two for the in-school class. The in-school class meets for three modules a day, five days a week. It is a course dealing with cooperative training in school and on the job. The student works in some field of merchandising once each day and also meets in the classroom. This is a vocational education course for any student who will enter the field of business, and especially merchandising, upon graduation.

Office Occupations I and II

This is an elective one-year course, meeting for three modules per day, five days a week. It is open only to seniors and has the prerequisites of Shorthand I and II and Typewriting I and II. It is worth three credits; one for the on-the-job

training and two for the in-school class. This is a program in which senior students receive three modules of business training in school each day and obtain employment where they receive actual secretarial training in business offices. A unit of data processing is included in the instruction. This is also a vocational course for those students desiring an occupation in secretarial work upon graduation.

Office Procedures I and II

This is an elective one-year course meeting two modules per day, five times per week for one unit. The prerequisite is Typing I and II and it is open to juniors and seniors. This course may be taken in conjunction with Typing III and IV. It gives business students the fundamentals of office procedures and machines along with occupational etiquette.

Shorthand I and II

This is an elective one year course meeting two modules on Monday, Wednesday, and Friday, and one module on Tuesday and Thursday. A prerequisite of Typewriting I and II is needed and it is open only to juniors and seniors. The Gregg Shorthand system is presented. The students develop skill in shorthand speed through reading, writing from dictation, and vocabulary building.

Transcription I and II--Shorthand III and IV

This is an elective one year course meeting three modules per day, five days a week. The prerequisites are Typewriting I and II and Shorthand I and II. This course is open only to seniors. This course has been developed

to achieve a two-fold objective. Students can build a better skill in shorthand and a great amount of time is devoted to machine transcription of shorthand notes. This is also a vocational course offering advanced training in secretarial skills.

Typewriting I and II

This is an elective for either one or one-half credit. A student can either take the first semester or both for a full credit. This course meets for two modules per day, five days a week. It is open only to sophomores, juniors, and seniors. Students learn the basic techniques of the touch system of typing. Sustained typing power is achieved through timed writings, simple business and personal letters, typing outlines, themes and manuscripts, and figuring and typing simple tabulations. This course fits either the vocational student's curriculum or is for the personal use of college-bound students.

Typewriting III and IV

This is a continuation of Typewriting I and II and is worth one unit. It meets for two modules per day, five days a week. This is a vocational course where more advanced business forms are studied and speed and accuracy are also emphasized. It is offered to those students who are planning to enroll in office occupations.

Business-Principles and Practices I and II

This is a one year elective course for juniors and seniors. This course meets two modules on Tuesday and

Thursday and one module on Monday, Wednesday and Friday. This course is recommended for juniors desiring to take Distributive Education. It is designed to give students knowledge and understanding in the business areas of economics, salesmanship, marketing, and business law. Sub-units include applying for a job, credit, investments, and management. This course is designed for those students who plan to seek an occupation in business upon graduation.

Summary

The objectives of the teachers in the Decatur-Lakeview High School business education department are to enable students to acquire skills, acquire attitudes and values and acquire appreciations and understandings of the business education subjects. They were designated after careful study by the Decatur business education curriculum committee and have been revised when deemed necessary. The facilities as described in this chapter have appeared adequate in the past year. The curriculum is revised annually; the curriculum described was offered to business education students during the 1967-68 school year.

The students enrolled during that year took part in the study made for this research report and they filled out a questionnaire/opinionnaire in response to the author's request. The only exceptions were Typewriting I and II classes because many of the students enrolled in those courses were not vocationally oriented to office work and were interested only in the personal-use benefit.

CHAPTER IV

THE PROCEDURES AND MATERIALS USED IN THE STUDY

Students in business courses during the 1967-68 school year at Decatur-Lakeview High School participated in this study. There were nine business courses offered; an explanation of these courses is given in Chapter III. There were thirteen small groups or sections involved in the nine courses--two small groups of Bookkeeping I and II, three small groups of Shorthand I and II, and two small groups of Basic business I and II. The rest of the courses had only one small group or section per class.

There were 201 students. Of these 201 students, only 164 different students participated in this study. The difference occurs because some students were enrolled in more than one business course during the 1967-68 school year. A list of all of the students and their respective classes appears in Appendix A.

The Questionnaire/opinionnaire

The questionnaire/opinionnaire was designed to be as brief and to the point as possible so that the students would not be confused by any of the questions. It contained thirty questions for the consideration of the student respondents.

The first day the questionnaire/opinionnaire was administered was May 28, 1968. The majority of the students were present on that particular day so there were just a few students who had to fill out the questionnaire/opinionnaire on the following days. That date, which was near the end of the school year, was chosen so that the students who participated had completed at least one full school year of business coursework.

On the following day, May 29, 1968, the students who were absent or had not been able to complete the instrument on the prescribed day, were asked to complete it. A few were still missing and they completed it on the last day of school, May 31, 1968.

All business students completed the questionnaire/opinionnaire.

Each question had a choice of one, two, three, four, or five answer. An explanation of each answer is below.

1. The statement described the situation very well, or the statement is always true.
2. The statement described the situation most of the time but not all the time.
3. The statement described the situation about half of the time.
4. The statement described the situation only occasionally or it is seldom true.
5. The statement does not describe the situation, and it is not true

The questionnaire/opinionnaire contained statements designed around the objectives of flexible scheduling and its use in business education. The student-respondent was asked to mark a number indicating how he perceived the situation in business education with flexible scheduling and its accompanying program of small group, large group, and independent study.

The first eleven statements were aimed at the student's perception of the large group or lecture situation in flexible scheduling in business education. The next section of eight statements was designed to find the student's perception of the small group situation in flexible scheduling in business education. The next section of nine statements was aimed at the student's perception of the use of independent study in flexible scheduling in business education. The final two statements were intended to find out the student's over-all perception of the use of flexible scheduling in business education at Lakeview High School.

Each of the statements in the questionnaire/opinionnaire was designed to measure the accomplishment of the objectives of the large group, small group, and independent study programs at Decatur-Lakeview High School as defined in Chapter III. An example of the questionnaire/opinionnaire may be found in Appendix B. The findings of the questionnaire/opinionnaire will be reported in Chapter V.

The Personal Interview

The next phase of the research involved the random selection of students for the purpose of obtaining their verbal opinion through personal interview. A five per cent sampling of all the students who participated in the questionnaire/opinionnaire was selected to take part in this. There were 201 students enrolled in the various business classes, but only 164 different students. Eight students were chosen for interview.

A table of random numbers was obtained from Kemeny, Finite Mathematics with Business Application.¹ The first eight numbers between zero and 202 that appeared in the last three digits of the table of random numbers on page 468 of that text were selected. Those numbers were then matched up with the list of students as it appears in Appendix A.

Five questions were asked of the students. The first four questions were objective type with a short answer. The last one required their verbal opinion of flexible scheduling in business education. The questions appear in Appendix C.

This personal interview was conducted to find out if the answers given would verify the findings of the questionnaire/opinionnaire and, more important, to find out what the selected students would give as oral opinion of this type of scheduling and to let them express themselves in any way they wished.

¹John G. Kemeny, et al. Finite Mathematics with Business Applications (Englewood Cliffs: Prentice-Hall, Inc., 1962). P. 468.

The personal interviews were recorded on tape and may be referred to at any time. The results of this phase of the study will be reported in Chapter VI.

The Teacher Opinionnaire

Although this study is intended to find the student's perception of flexible scheduling in business education, it was decided that a statement from each of the business teachers at Decatur-Lakeview High School would give a basis for comparison of the student opinions obtained. This opinionnaire was intended to show what the teachers felt is either beneficial or detrimental about flexible scheduling in business education at Decatur-Lakeview High School.

The opinionnaire was sent to each member of the business education faculty on June 26, 1968. They were all returned by July 14, 1968. These opinionnaires consisted of one question with instructions for a short paragraph regarding that particular teacher's feelings about the Decatur-Lakeview Plan in business education. A sample of this opinionnaire is in Appendix D.

Summary

The procedures and materials used in this study were outlined in this chapter. All students enrolled in the business education subjects at Decatur-Lakeview High School during the 1967-68 school year participated in the study. The only exceptions were those who were only enrolled in Typewriting I and II.

All students filled out a questionnaire/opinionnaire which appears in Appendix B. The instrument contained thirty statements allowing the student a choice of five answers.

A random sampling selected eight of those students for a personal interview. The personal interview consisted of five questions; four being objective and the last one requiring their verbal opinion of flexible scheduling in business education. An example of the questions appears in Appendix C.

It was decided that a statement from each of the business teachers at Decatur-Lakeview High School would give a basis for comparison of the student opinions obtained. An example of the questionnaire is in Appendix D. It consisted of a question of the teacher's educational background, and instructions for the teacher to write a short paragraph on his opinion of the Decatur-Lakeview Plan in business education. The findings of the study are in Chapter V.

CHAPTER V

THE FINDINGS OF THE STUDY

All students enrolled in the business education subjects at Decatur-Lakeview High School during the 1967-68 school year participated in this study. The only exceptions were those students enrolled in Typewriting I and II.

The questionnaire/opinionnaire was given to the students in all business classes with the exception of Typewriting I and II classes. The reason for this exception is that many of the students in this class were non-business students and were not vocationally oriented to office work, but were interested only in the personal-use benefit. This instrument contains thirty statements allowing the student a choice of five answers, and it appears in Appendix B.

Student Evaluation of Flexible Scheduling in Business Education

Table 1 shows the responses of the 164 students who completed the questionnaire/opinionnaire. The number of students who thought that each of the statements were always true, true most of the time, true about half of the time, seldom true, or not true is shown. The total number of students that took part in the study, 164, is shown as $N = 164$.

TABLE 1. - Student Evaluation of Flexible Scheduling in Business Education

N = 164

Item Number	Always true		True most of the time		True about half of the time		Seldom true		Not true	
	# of ST's	% of N	# of ST's	% of N	# of ST's	% of N	# of ST's	% of N	# of ST's	% of N
1	94	57.3	49	29.9	13	7.9	5	3.1	3	1.8
2	36	22.0	61	37.2	43	26.2	19	11.5	5	3.1
3	47	28.7	56	34.1	29	17.7	15	9.1	17	10.4
4	20	12.2	34	20.7	38	23.2	43	26.2	29	17.7
5	51	31.3	51	31.1	31	18.9	24	14.6	7	4.3
6	94	57.3	45	27.4	17	10.4	6	3.7	2	1.2
7	39	23.8	42	25.6	43	26.2	29	17.7	11	6.7
8	60	36.6	58	35.4	35	21.3	8	4.9	3	1.8
9	52	31.7	44	26.8	25	15.2	16	9.8	27	16.5
10	53	32.3	49	29.9	41	25.0	10	6.1	11	6.7
11	56	40.2	57	34.8	25	15.2	7	4.3	9	5.5
12	93	56.7	45	27.4	19	11.6	7	4.3	0	0.0
13	56	34.2	53	32.3	34	20.7	17	10.4	4	2.4
14	64	51.2	51	31.1	23	14.1	4	2.4	2	1.2
15	61	37.2	50	30.5	29	17.7	11	6.7	3	1.8
16	40	24.4	46	28.0	39	23.8	19	11.6	20	12.2
17	44	26.8	47	28.7	54	32.9	11	6.7	8	4.9
18	52	31.7	63	38.4	30	18.3	12	7.3	7	4.3
19	129	78.7	24	14.6	7	4.3	4	2.4	0	0.0
20	77	46.9	39	23.8	25	15.3	13	7.9	10	6.1
21	58	35.4	46	28.0	39	23.8	16	9.7	5	3.1
22	64	39.0	39	23.8	25	15.3	21	12.8	15	9.1
23	2	1.2	20	12.2	40	24.4	24	14.6	78	47.6
24	46	28.0	48	29.3	31	18.9	20	12.2	19	11.6
25	54	32.9	59	36.0	22	13.4	17	10.4	12	7.3
26	55	33.5	59	36.0	35	21.3	7	4.3	8	4.9
27	53	32.3	46	28.0	43	26.2	8	4.9	8	4.9
28	78	47.6	31	18.9	33	20.1	9	5.5	13	7.9
29	100	61.0	39	23.8	15	9.0	5	3.1	5	3.1
30	110	67.1	40	24.4	9	5.5	4	2.4	1	0.6

Table 1 is read as follows: Of the 164 student respondents, ninety-four (or 57.3 per cent) thought that item 1 of the questionnaire/opinionnaire was always true; forty-nine (or 29.9 per cent) thought it was true most of the time; thirteen (or 7.9 per cent) thought it was true about half of the time; while five (or 3.1 per cent) thought it was seldom true. Only three (or 1.8 per cent) of the student respondents thought that item 1 was not true.

On the questionnaire/opinionnaire there are seven statements that more than one-half the student respondents thought were always true. They generally concur that:

The teacher dominates the lecture period (item 1 in Large Group Situation)

Thirty minutes seems to be an adequate length of time for large group (item 6 in Large Group Situation)

The teacher permits and appreciates any contributions to discussion (item 12 in Small Group Situation)

Lecture material and textbook material are related through small group (item 14 in Small Group Situation)

The small group is an important part of our business program (item 19 in Small Group Situation)

The understanding of business has been easier with this program than it would have been in a regular program in another school (item 29 in Overall Evaluation of the Business Education Program)

The variety in our program and schedule is helpful to you in learning about business enterprises and activities (item 30 in Overall Evaluation of the Business Education Program).

On none of the questionnaire/opinionnaire item statements did more than one-half of the student respondents feel that it was true most of the time.

When always true and true most of the time responses of the student respondents are combined, there are twenty additional statements (excluding the above mentioned statements) on which more than one-half of the respondents thought that the statements were indicative of the situation at Lakeview-Lecatur High School. These twenty combined with the seven makes a total of twenty-seven items or statements that the student respondents thought were always true or true most of the time. These twenty additional statements are:

The lecture creates interest in course content (Item 2 in Large Group Situation)

The use of a guest speaker or an outside resource person is beneficial (Item 3 in Large Group Situation)

A variety of audio-visual aids are used (Item 5 in Large Group Situation)

The lecture helps you to understand course content better (Item 8 in Large Group Situation)

Large group situation involves the use of facilities and equipment that you are not otherwise exposed to (Item 9 in Large Group Situation)

Large group testing is more effective and fair (Item 10 in Large Group Situation)

Lectures are an effective learning device in business education (Item 11 in Large Group Situation)

Lecture content is discussed in small group (Item 13 in Small Group Situation)

Discussion materials relative to the unit are provided in small group (Item 15 in Small Group Situation)

The teacher does not dominate the class discussion (Item 16 in Small Group Situation)

Discussion materials of a variety are provided (Item 17 in Small Group Situation)

The sharing of personal experiences helps in understanding and applying the course content (Item 18 in Small Group Situation)

Independent study is encouraged (Item 20 in Independent Study in Business Education)

Opportunities are allowed to develop independent study ideas (Item 21 in Independent Study in Business Education)

Students are allowed to influence their own grades (Item 22 in Independent Study in Business Education)

An individual project may be completed during more than one grade period (Item 24 in Independent Study in Business Education)

Individual study permits the teacher and student to work more closely together (Item 25 in Independent Study in Business Education)

Individual study allows the student enough time with the teacher to discuss projects or problems (Item 26 in Independent Study in Business Education)

Resource materials are provided for independent study projects (Item 27 in Independent Study in Business Education)

Less than one-third of the student respondents felt that any of the statements were true about half of the time.

Less than one-third of the student respondents felt that any of the statements were seldom true.

In only one instance did more than one-third of the student respondents feel that a statement was not true. They felt the following statement was not true:

Independent study ideas are required to come from the textbook (Item 23 in Independent Study in Business Education)

When combining the responses of seldom true and not true there was only one statement that more than one-half of the student respondents thought was usually not true. That was Item 23, as it appears above.

The results of the questionnaire/opinionnaire were such as to indicate that the statements were generally agreed upon since

twenty-seven out of thirty statements were felt to be always true or true most of the time, and in one other statement the respondents indicated that it was neither true or not true. In the remaining two statements the respondents seemed to be fairly well split as to their choices. These two statements were:

The material that is presented was not in the textbook (Item 4 in the Large Group Situation)

Lectures are stimulating and interesting (Item 7 in the Large Group Situation)

Neither of these statements received agreement in response from one-third of the students.

Student Interviews

Eight of the students who participated in the questionnaire/opinionnaire were selected by random sampling technique for a personal interview. The personal interview consisted of five questions: four requiring brief answers and one requiring a statement of opinion of the impact of flexible scheduling in business education coursework. The questions appear in Appendix C.

The personal interviews were conducted to see if the verbal opinions would verify agreement or bring out any differences of opinion in comparison with the results of the questionnaire/opinionnaire.

In most instances, the students responding to the questionnaire/opinionnaire felt that flexible scheduling business education created a very favorable learning

situation. In the personal interview, students were asked what was the most enjoyable experience in the flexible scheduling in the business education program. Three of the students indicated that the small group were most enjoyable, three indicated that the lecture or large group was most enjoyable, while two indicated that their choice was the opportunity for independent study. From these opinions, no significant difference is apparent, and there seems to be no real indication of one phase of the educational program at Decatur-Lakeview High School as the most enjoyable part.

The next question dealt with the least enjoyable part of the flexible scheduling program. There is a tendency on the part of the selected students to dislike the large group or lecture activity; four of the students responded in this manner. Only three indicated disliking the small group, while only one indicated disliking the independent study segment of the program.

The third question asked what business course was the most interesting under conditions of flexible scheduling in business education. Quite varied answers were obtained with five different courses being mentioned. These results indicate the students are most interested in those business courses centered in cognitive learning when taught by a program of flexible scheduling and varied grouping. The other three courses mentioned in the interviews at this point were of a skill oriented content. Flexible scheduling has seemed to work better in the cognitive-learning courses in

business education.

To the question of what course they felt was the least benifitted from using flexible scheduling, there was a definite trend observable, which backs up what was indicated in the previous question. Five students indicated bookkeeping 1 and 2 while the other three mentioned typewriting 3 and 4. These again are skill-oriented. The value of flexible scheduling in these skill learning courses should be studied further.

The last question in the personal interview of students was a question requiring an open-end statement. In most cases, the students took advantage of the opportunity to indicate further information about their answers to the previous question. The question read as follows:

There are two ideas about flexible scheduling in business education. One is that it is very beneficial and that students can learn better. The other is that it is of no help whatsoever and that it complicates the learning situation. Which way do you feel and why?

In answer to this question, student A had the following response:

I think it's helpful because it gives additional information for tests that is not covered in the text. In the large group you get more information to help you with the essays that are on the test.

Student A is referring to the lecture sections in flexible scheduling. In the lecture section, information is given that may not be in the textbook, and many times this type of information is what is asked for in essay tests administered by the teacher.

Student B had this response:

I think it is good because the lectures are shorter and it doesn't make the classes the same "ol' drag." The discussions in small group got pretty interesting, too.

In this response there is an indication again that the lecture is favored. This time, however, it is because of the shorter period. The flexible scheduling calls for longer periods on some days of the week in small group, and a shorter, usually thirty minutes, period in large group on other days of the week. This variation in activities is one reason that some students prefer this type of scheduling. The discussions referred to are those that usually take place in small groups which are designed to bring out student interaction. This it often does.

Student C made the following comments:

I like doing the work outside of class and the special projects we had. Sitting in class and saying the same thing over and over gets boring.

Student C is obviously referring to the independent study phase of flexible scheduling. Many students like this because of the freedom in outside of class assignments they have. Students under flexible scheduling also get away from the usual class session and can work on their projects when and where they want to at their own speed.

Student D had this response:

I like the business courses the way they were. (using flexible scheduling) I enjoyed seeing the problems worked on the screen and then we worked on them. If we had any trouble, our teacher was there to help and we didn't have to talk or discuss.

Student D is referring to the lecture period where the teacher often works out various bookkeeping problems on the overhead projector. The students work along with the teacher who is presenting the lecture, and the other teachers work with the students as they encounter problems during the lecture session and help them right there. This is one of the features of team teaching.

Student E responded:

I think it is good, but lectures are often very boring and we often repeat a lot of what we heard in lecture in small group. I always like to hear a good lecture and let us work on our own and ahead if we were not at the same speed as everyone else. The schedule is better because it isn't the same every day.

When one first reads the comments of student E, it seems to reflect discontent with the program. The lectures, however, are boring to some students at some times and interesting to the same students other times. The repetition of lectures in small groups is usually done for reinforcement and this type of discussion takes place frequently. The freedom allowed by independent study is again cited and the flexible or changing schedule is promoted.

Student F comments:

I like the schedule because it wasn't as boring as having a full hour at the same time every day for a whole year. The lecture was interesting because it presented movies and notes we didn't have in our book and some men from business would talk to us there, too.

Again the flexible schedule is mentioned as being a benefit of this program. Lectures and the special feature of having a guest speaker talk to several small groups or classes

at once, was mentioned too.

Student G comments:

I don't think it's that much better because I don't think I learned any more. The lectures were so boring and I slept through most of them. I liked the independent study, though, because you don't have to do much and the teacher doesn't know the difference.

It is obvious that student G is not satisfied with the flexible scheduling. Some students have slept through lectures and others have taken advantage of their freedom in independent study.

Student H comments:

I really like Lakeview and the business courses. After hearing a lot of lectures on all kinds of things in business and seeing movies on them, too, I think I'll do a lot better at work. Also, my boss talked to us and he thought it was good to talk to everyone at once as speakers do in large group.

Student H points out the benefits of lectures. Movies and other audio-visual aids are used during the lecture period which allows the teachers more free time and they don't have to show the same film to several classes, but show it once to one large group. Guest speakers are used occasionally and this does capture the attention and interest of some students.

These students have commented on several aspects of the Decatur-Lakeview program of flexible scheduling as reflected in business classes. Seven out of eight students favor the system and seem to advocate the continued use of it.

Teacher Comments

Although this paper is intended to find the students' perception of flexible scheduling in business education, a statement from each of the business teachers at Decatur-Lakeview High

School should give a basis for understanding the importance and meaning of the student opinions obtained. These comments are intended to show what the teachers feel is beneficial and what is detrimental about flexible scheduling in business education at Decatur-Lakeview High School.

An opinionnaire was sent to each member of the business education faculty. These opinionnaires consisted of one question with the instructions for a short paragraph regarding that particular teacher's feeling about the Decatur-Lakeview plan in the business education department. A sample of this opinionnaire is in Appendix D. The following is the question:

Would you please write a short paragraph outlining the strengths and weaknesses of the Decatur-Lakeview plan in business education. Would you then state why it does or why it does not create a better learning situation for business students than a traditional type of program.

The comments received from the respondents are for the most part self-explanatory statements. The teachers were very generous with their explanations and some of the explanations are quite long.

Teacher A had the following comments about flexible scheduling in business education at Decatur-Lakeview High School:

The major strength would be in the size of the classes. One can work with greater force and with "individuals" in a small class setup. We have very adequate equipment and have a department head who is most cooperative and supplies our needs promptly. We have had opportunities to employ the teaching methods we wish; the opportunity to compare methods under the team teaching plan. We can see our own weaknesses in the strength of our partners; we can see their weaknesses and profit by improving our own.

The Lakeview system does create a better learning situation because the students get more individual attention; they are able to be helped to accomplish in their own ability range. They learn to adjust to more than one teacher in a team setup--therefore learn future adjustments to members of a adult society. They learn self direction because of more freedom in the spare time. They are able to see their teachers outside of the classroom--more often on just social terms--but also this establishes a finer rapport between the teacher (also an individual) and the student.

Teacher B gave the following response:

It is hard to get away from the traditional, daily practice, when developing a skill in typing or shorthand. Our large group in shorthand has made it possible for team teaching; and, with the smaller groups, the shorthand teachers have been able to develop transcription in first-year shorthand to a greater extent.

I think the weakness in large group lectures in bookkeeping is that the students vary in their needs for explanation and clarification. The small group, individual work progress, provides a good learning situation in bookkeeping and keeps bookkeeping on an individual basis to a greater degree.

I believe the Decatur-Lakeview Plan creates a better learning situation because it gives the students an opportunity to get more out of a course than just the daily assignments if he so chooses. Teachers can work on a more individual basis with each student and they are free to implement new ideas.

Teacher C comments:

Only Shorthand was affected by the "Plan" since Typing classes were held for two consecutive modules each day and were taught in the traditional manner.

In Shorthand, classes met for two consecutive modules on MWF; all classes came together for a "Lecture" one module on Tuesdays and Thursdays; and each class met for one module again on Tuesdays and Thursdays. The greatest advantage in this was the teacher-time saved on the lecture days. The students whose class did not meet directly after the lecture had the advantage of spaced learning. There may be some advantage, in the subject, in having two short exposures to it during the day rather than one long exposure. The lecture time also gives the students the advantage of having a change in teachers. It is a time when all students

get exactly the same instruction and is also a good time for giving tests. The lecture time would have been ideal for giving transcription tests since everyone would have had the same dictation. However, we did not use the time that way because the one module was not enough time and typewriters were not available.

The "Plan" enabled us to have small classes which gave the students the advantage of more individual attention. (Here the word "plan" is not synonymous with "schedule," for it would be possible to have large classes with this same schedule. An essential part of the "Plan" is small group instruction where the students assume more responsibility for learning.) In "content" courses (Social Studies, perhaps General Business?), the students theoretically are to give direction to the class during small group meetings. In shorthand, the small groups were still teacher directed, and it seems to me that this is essential to a skill subject. In other words, shorthand was taught in the traditional manner but had the "format" of the "Plan."

Outside of the advantage already mentioned of the saving of teacher time through the lecture period, the students being exposed to two teachers instead of just one, and the students getting more individual attention because of small classes, the "Plan" does not create, in a skill subject, a much better learning situation for business students than a traditional type of program.

One of the main objectives of the "Plan" is to put the responsibility for learning on the student. In a skill subject the student does not make progress unless he does take on the responsibility of learning, and the nature of a skill subject is such that the student learns faster when he follows the directions of the teacher. Therefore, the classes cannot be student-directed as in content or reading courses under the "Plan."

The "Plan" was not used at all in typing. To use the large-group small-group system would require more typewriters than the traditional way. It might be advantageous to the student to have a small group lecture and large group practice period. But this would not save any teacher-time since the practice period would need to be supervised. According to Dr. Lloyd at the Gregg Methods Conference this summer (the Gregg Methods Conference held during the summer of 1968 at Ft. Collins, Colorado)¹ practice must be purposeful;

¹the note in parentheses was placed there by the author.

and a teacher needs to be present to see that it is done correctly and purposefully.

Typing (also shorthand) is primarily the task of learning something in a previously proven, prescribed manner. Content or reading courses are primarily thinking courses in that the students are encouraged to think on their own. But typing is a subject in which a student should not think on his own until after he has mastered the fundamentals and is ready to make practical application of his skill. Therefore, since conformity, not originality, is necessary for the learning of skills, the implementation of the part of the "Plan" that calls for changing the traditional roles of teacher and students would actually be detrimental in the teaching of skill subjects.

It was apparent at the Gregg Methods Conference that many schools are now using the module system with classes meeting at irregular times each day, but the large-group small-group idea seemed to be unique. Our speakers predicted that there would be more modular scheduling in the future, and they agreed that in typing and shorthand it is quite vital to have classes meet every day, that that is more critical than the amount of time, although the optimum amount of time would be nearly an hour. The methods of teaching typing and shorthand that they described and demonstrated were the traditional type--all activities were teacher-directed.

Teacher D comments:

For those students who are self-motivated it provides greater opportunity to learn. The reverse is true--those students who are not self-motivated work less.

The use of the Decatur-Lakeview Plan in the business department has been very limited if almost nil. Therefore in my opinion the affect of the D-L Plan has been very little in regard to business education. I make this statement in terms of what can be done in relation to what has been done.

I cannot see any way of answering your second question as I have not seen any difference between traditional and D-L Plan programs in results based on student learning.

Three of the four teachers had many favorable comments about the Decatur-Lakeview Plan. The plan does have its

weaknesses as they also mentioned but it is apparent that the favorable comments outweigh the criticisms. One of the favorable comments is in regard to the better student-teacher relationships that come from the small group method of instruction. The smaller the class the more time a teacher should be able to spend per student.

Team teaching was mentioned as being beneficial from the point of view that the students are able to become adjusted to more than one teacher, and thus are able to adjust more quickly to adults later on in the business world. Teachers also benefit from team teaching since some teachers are better in some content areas than others and they are able to observe these better teachers and their methods.

The opportunity for students to achieve more in a business subject through independent study was listed as a benefit. The student is allowed to work according to his own schedule and plan, the only requirement being that the student has to keep up with the rest of the class. A student can work as far ahead in a course as he wants or he can work on special units in a course.

Another benefit that was mentioned was that of the teacher time saved by using flexible scheduling. This "saved" teacher time can be used for clerical duties or for individual student conferences.

The feeling of responsibility that some students gain from this type of scheduling is one of the main objectives of the program. With this unusual freedom, some students have a

feeling of responsibility that they have never experienced before. This responsibility, in most cases, helps the student to work more on his own through the various independent study projects.

At the present time, there are no research studies available that verify the fact that students learn better from flexible scheduling in their academic program in high school, but there are no research studies that say the students learn any less from this type of scheduling, either.

Although flexible scheduling in business education at Decatur-Lakeview is not developed to the extent that the business faculty would like it to be, it does exist to varying degrees from subject to subject as the faculty members stated in this report. The teachers for the most part seem to like this type of scheduling and there are no immediate plans to discontinue its use.

Summary

Chapter V presents the results of the student questionnaire/opinionnaire, the results of the personal interviews with selected students, and the statements from the business education faculty of Decatur-Lakeview High School of their opinion of flexible scheduling in business education.

The procedures and materials used in this study were outlined in Chapter IV. A questionnaire/opinionnaire of thirty statements of objectives of the Decatur-Lakeview Plan was issued to 164 business education students during the 1967-68 school year. A sample of the instrument is in Appendix B. The results of the questionnaire/opinionnaire are shown in Table 1, and an evaluation of those results appears in this chapter.

A personal interview of eight students, selected by the random sampling technique illustrated in Chapter IV, was conducted. The findings of those interviews, and comments on those findings are reported in Chapter V.

An opinionnaire was sent to each member of the business education faculty of Decatur-Lakeview High School. The opinions expressed, along with an explanation and evaluation of those opinions, also appears in Chapter V. Chapter VI will report the conclusions drawn from this study along with the recommendations of the author.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The major theses on which this research study is based are outlined in Chapter I. This is a study of the students' perception of a method of instruction in business education. That method is flexible scheduling (large group, small group, and independent study) in business education subjects at Decatur-Lakeview High School.

The purpose of this study is to see what students really think of such a program and to see if, in their opinion, it is an effective learning program. It is a program that is being used by increasing numbers of schools and it is being accepted by most educators. Lakeview High School in Decatur, Illinois, has been using this unique type of program for five years.

In this study an attempt was made to find out how the student in business education actually perceived flexible scheduling in business education in relationship to other types of programs, and how it has helped him in his high school business subjects. The administration and faculty of Decatur-Lakeview High School has generally accepted that flexible scheduling results in some increase in student motivation and achievement.

The Questionnaire/opinionnaire

The first phase of this study was a questionnaire/opinionnaire. The instrument was designed to be as brief and to the point as possible so that the students would not be confused by any of the questions. It contained thirty questions for the consideration of the student respondents. The questionnaire/opinionnaire was distributed at the end of the 1967-68 school year so that the students who participated had completed at least one full school year of business coursework.

There were 201 students enrolled in business courses other than Typewriting I and II. Students enrolled in Typewriting I and II were not used in this study because many of the students were enrolled for the personal use benefit of typewriting rather than for vocational competency. Of the 201 student enrollments in the other business courses, there were 164 different students since many of the students were enrolled in more than one business course.

All of the students participated in the completion of the questionnaire/opinionnaire. Each student was directed to mark a choice of one, two, three, four, or five for an answer. These answers in their respective order were always true, true most of the time, true about half of the time, seldom true, and not true. Of the thirty statements that the instrument contained, twenty-eight dealt with the objectives of flexible scheduling in business education. These were statements of methodology that are used by the business education faculty and were derived from the methodology of flexible scheduling that is outlined in Chapter II.

The first eleven statements were aimed at the student perception of the large group or lecture situation in flexible scheduling in business education. The next section of eight statements was designed to find the students perception of the small group situation in flexible scheduling in business education. The next section contained nine statements that were aimed at measuring student perception of the use of independent study in business education. The final two statements were intended to find out the students overall perception of the use of flexible scheduling in business education at Lakeview High School.

Of the thirty statements on the questionnaire/opinionnaire, there were seven statements that more than one-half of the respondents marked always true, indicating full approval of those statements. When always true and true most of the time responses were combined, there were a total of twenty-seven of the statements that received the approval of the student respondents. One other statement received a mark of either seldom true or not true from over one-half of the student respondents. With twenty-eight of thirty statements being marked with such overall agreement, it can be concluded that the majority of the business students understood the questionnaire/opinionnaire. The two statements that were in the over-all evaluation of the business education program section of the questionnaire/opinionnaire received a response of always true from better than sixty per cent of the student

respondents. The two statements from the overall evaluation of the business education program section of the instrument were the following:

The understanding of business has been easier with this program than it would have been in a regular program in another school (Item 29)

The variety in our program and schedule is helpful to you in learning about business enterprises and activities (Item 30)

With twenty-eight of thirty statements being marked with such over-all agreement and a better than sixty per cent response of always true on the two statements dealing with the over-all evaluation of flexible scheduling in business education, it can be concluded that the majority of the business students understood the questionnaire/opinionnaire and also approve of the flexible scheduling programs. The results of the instrument in detail including the statements being agreed upon appear in Chapter V. An example of the questionnaire/opinionnaire appears in Appendix B.

The Personal Interview

The next phase of the research involved the random selection of students for the purpose of obtaining their verbal opinions of flexible scheduling in business education through a personal interview. A five per cent random sampling of all those students who participated in the questionnaire/opinionnaire were selected to take part in this. There were 201 students enrolled in the various

business subjects, but only 164 different students. Eight students were chosen for interview.

The personal interview consisted of five questions; four required brief answers and one required a statement of opinion of the impact of flexible scheduling on business education coursework. An example of the questions appears in Appendix C.

The personal interviews were conducted to see if the verbal opinions would verify conclusions drawn from the questionnaire/opinionnaire or bring out any differences of opinion in comparison with the results of the questionnaire/opinionnaire.

In most instances, the students so interviewed felt that flexible scheduling in business education created a very favorable learning situation. In the personal interview, students were asked what was the most enjoyable experience associated with flexible scheduling in the business education program. Three of the students indicated that the lecture or large group was the most enjoyable, while two indicated that their choice was the opportunity for independent study.

The next question dealt with the least enjoyable part of the flexible scheduling program. Four students stated that the large group or lecture was the least enjoyable with three indicating the small group and only one disliking the independent study segment of flexible scheduling.

The third question was asked to see what business course benefited the most through flexible scheduling. Three students indicated Basic Business, two indicated Business Principles And Practices, while the other three indicated Advanced Bookkeeping, Office Practice, and Office Occupations.

The fourth question dealt with the course that received the least benefit from the use of flexible scheduling. Five students indicated Bookkeeping I and II while the other three mentioned Typewriting III and IV.

The student's choice of what phase of the flexible scheduling in business education program they enjoyed or disliked the most did not show any significant findings. The most significant findings were from the question on the courses that benefited the most and benefited the least from flexible scheduling. There seems to be a definite trend to dislike the skill-oriented courses, such as typewriting, under flexible scheduling. The value of flexible scheduling in these skill learning courses should be studied further.

A more extensive verbal opinion was required by the last question. The students responded in many ways to this question. The overall consensus of seven of the eight students was approval of the flexible scheduling program. The various responses along with an evaluation of each response is reported in Chapter V.

The Teacher Questionnaire

Although this paper was planned to find the students' perception of flexible scheduling in business education, it

was decided that a statement from each of the business teachers at Decatur-Lakeview High School would give a basis for comparison of the student opinions obtained. This opinionnaire was intended to show what the teachers feel is either beneficial or detrimental about flexible scheduling in business education at Decatur-Lakeview High School.

The opinionnaire was sent to each member of the business education faculty. It consisted of one question with instructions for a short paragraph regarding that particular teacher's feelings about the Decatur-Lakeview Plan in business education. A sample of this opinionnaire is in Appendix D.

The comments received from the respondents are for the most part self-explanatory statements. The teachers were very generous with their explanations and some of those explanations were quite long.

Three of the four teachers had many favorable comments about the Decatur-Lakeview Plan. Various points about the flexible scheduling program at Decatur-Lakeview High School were mentioned by the teachers. The one major weakness that was pointed out was the lack of expansion of the program in the skill-oriented subjects such as typewriting. All of the teachers stated that these skill learning subjects need improvement in utilization of the flexible scheduling program. The one major advantage of the flexible scheduling program, that was mentioned several times, was the chance for more teacher time with individual students. With the changing schedule and small class sizes, the students had a much better chance for this individual attention.

Although flexible scheduling in business education at Decatur-Lakeview High School is not as fully implemented as some of the faculty would like it to be, it does exist to varying degrees. The teachers approve of this type of schedule. The various opinions of the business education faculty of Decatur-Lakeview High School and an explanation of those opinions is given in detail in Chapter V.

Recommendations

Flexible scheduling in business education subjects at Decatur-Lakeview High School has been given approval and acceptance by both the students and the faculty. The system should be retained and continued as a teaching method at Decatur-Lakeview High School in the business education courses.

Students indicated that they prefer this method over the traditional approach. Teachers also feel that this system creates a better learning situation. The only changes recommended would be minor changes in the flexible scheduling used in the skill-oriented subjects such as typewriting. There should be continued study in the area of skill subjects since the students and teachers both question the value of flexible scheduling in these particular subjects.

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APPENDIX A

1967-68 LAKEVIEW HIGH SCHOOL BUSINESS STUDENTS

1967-68 LAKEVIEW HIGH SCHOOL BUSINESS STUDENTS

Distributive Education

1. Larry Auton
2. Larry Bean
3. Debbie Chapin
4. Ruth Closten
5. Don Cothorn
6. Roger Davis
7. Donna Deaton
8. Floyd Edwards
9. Carol Eschbaugh
10. Jean Klinghammer
11. Sue Morrison
12. Vicki Morrison
13. Darrell Pate
14. Barbara Queary
15. Kameron Reed
16. Vickie Sayles
17. Dan Synder
18. Jerry Sumpter
19. Judy Vincent
20. Benno White

Basic Business

21. Mary Albright
22. Lois Brown
23. Sue Burton
24. Linda Carter
25. Janis Creek
26. Eileen Curtis
27. Rhonda Dickey
28. Pat Dulaney
29. Nancy Eldridge
30. Patty Fensler
31. Rene Fore*
32. Vicky Friend
33. Darlene Fox
34. Vicky Godfrey
35. Marla Goodman
36. Linde Guffey
37. Audrey Henderson
38. Paz Heuser
39. Sheila Hobson
40. Sherry Hurst
41. Carol Jazes
42. Jiz Lane*
43. Sherry Qualls
44. Marsha Rambo
45. Dennis Ray

Basic Business Cont.

46. Pat Seitz
47. Lois Stewart*
48. Robert Stolle
49. Karen Swinford
50. Cindy Tripp
51. Rebecca Uhler
52. Vicky Wainwright
53. Karyn Wilson

Advanced Bookkeeping

54. Karen Beckett
55. Carol Bilyeu
56. Brenda Boulware
57. Paulette Drake
58. Mary Kashefska
59. Lorraine Leslie*
60. Karel Rhoades
61. Pam Stukins
62. Carol Wilson
63. Margo Wooten

Business Principles and Practices

64. Belinda Alexander
65. Chris Barnett
66. Jerry Bradshaw
67. Marlene Pinke
68. Cindy Hammel
69. Bob Knaus
70. Sam Madia
71. Linda Miller
72. Sterling Morrell
73. Pete Pennington
74. Linda Perrott
75. Steve Schaal
76. Shirley Stephens
77. Bobb Tipword
78. Mark White

Office Occupations

79. Carol Bilyeu
80. Bev Connors
81. Pat DeArsond
82. Cheryl Eschbaugh
83. Nancy Harless
84. Mary Kashefska

* Asterik indicates those picked at random for personal interview.

Office Occupations Cont.

- 85. Sue Law
- 86. Bonnie Matlock
- 87. Sandi Overstreet
- 88. Diane Smith
- 89. Pam Stukins
- 90. Vickie West
- 91. Carol Wilson
- 92. Linda Wood
- 93. Margo Wooten

Shorthand I

- 94. Cathy Albright
- 95. JoAnn Baily
- 96. Jackie Burg
- 97. Barbara Cambell
- 98. Brenda Colclasure
- 99. Pam Conley
- 100. Sandy Creek
- 101. Peggy Davidson
- 102. Janet Beardorff
- 103. Charla Dennis
- 104. Cindy Devore
- 105. Patty Ewing
- 106. Nancy Flanigan
- 107. Mary Fuller
- 108. Beth Gillispie
- 109. Kathy Grisham
- 110. Pat Harvey
- 111. Brenda Henemeyer
- 112. Barb Henson
- 113. Diane Holle
- 114. Judy Jackson
- 115. Kathy Jacobs
- 116. Marsha Jinks
- 117. Kathy Klaus
- 118. Mary Jane Laudell
- 119. Bev Law
- 120. Alicia Lorenson
- 121. Sherry Miller
- 122. Janet Ryan
- 123. Kathy Schoneman
- 124. Sally Seitz
- 125. Pam Smith
- 126. Kathy Stukins
- 127. Debbie Turner
- 128. Vicki West
- 129. Linda White
- 130. Linda Williams
- 131. Annette Wood

Typing 3 and 4

- 132. Susan Albright
- 133. Sheryl Boyd
- 134. Patay Buchanan
- 135. Paulette Clark
- 136. Brenda Colclasure
- 137. Pam Conley
- 138. Sandra Creek
- 139. Peggy Davidson
- 140. Janet Beardorff
- 141. Paula Gnavi
- 142. Judy Harris
- 143. Cathy Hart
- 144. Connie Heiser
- 145. Pat Harvey
- 146. Cheryl Kirkland
- 147. Bev Law
- 148. Linda Matthews
- 149. Sally Seitz
- 150. Kathy Skowranski
- 151. David Stewart
- 152. Karen Stolley

Bookkeeping 1 and 2

- 153. Mike Blair
- 154. Mike Brown*
- 155. Barbara Cambell
- 156. Cheri Cox
- 157. Brenda Colclasure
- 158. Jeff Lamery
- 159. Tom Daniels*
- 160. Wayne Epps
- 161. Mark Plenner
- 162. Vickie Hartman
- 163. Pat Harvey
- 164. Barb Henson
- 165. Cheryl Kirkland*
- 166. Bev Law
- 167. Linda Matthews
- 168. Mike McMillan
- 169. Linda Miller
- 170. Diane Nihiser
- 171. Linda Perrott
- 172. Mary Beth Oches
- 173. Terry Rostek
- 174. Kathy Schoneman
- 175. Sally Seitz
- 176. Debbie Smith
- 177. Jerry Sumpter
- 178. Ruth Traughber

Bookkeeping 1 and 2 Cont.

- 179. Debbie Turner*
- 180. Linda Vance
- 181. Susan Warren
- 182. Kathy Wolf

Office Practice

- 183. Carol Arndt
- 184. Karen Sackett
- 185. Jane Bloss
- 186. Brenda Boulware
- 187. Cheryl Boyd
- 188. Paulette Clark
- 189. Cheri Cox
- 190. Paulette Drake
- 191. Amy Harper
- 192. Cathy Hart
- 193. Diana Jordan
- 194. Lorraine Leslie
- 195. Diane Ehhiser
- 196. Nancy Ehhiser
- 197. Karen Reynolds
- 198. Janet Ryan
- 199. Linda Tripp
- 200. Linda Vance
- 201. Susan Warren

APPENDIX B

THE QUESTIONNAIRE/OPINIONNAIRE

STUDENT EVALUATION OF FLEXIBLE SCHEDULING IN BUSINESS EDUCATION

Name _____ School _____ Date _____

Year in school _____ Business Course _____

General Directions

I will ask you to describe the business program here at school. There are several statements, followed by a number. This is what each number means:

1. The statement described the situation very well. The statement is always true.
2. The statement described the situation most of the time but not all of the time.
3. The statement described the situation about half the time.
4. The statement described the situation only occasionally. It is seldom true.
5. The statement does not describe the situation. It is not true.

Read each of the statements. Opposite the statement, circle the number that best describes the business program. If you do not understand the directions or some of the words in the statement or the whole statement, please raise your hand and I will help you.

Be frank with your evaluations. The answers will not be reported to anyone in connection with your name; however, your evaluations will be given anonymously to the appropriate people. Your name is needed for the sake of keeping records of who has filled one of these out and who hasn't. Take your time and read the **statements** carefully. Thank you for your cooperation!

BE SURE TO MARK AN ANSWER FOR EVERY STATEMENT

Large Group Situation

	Always true	True Most of the time	True about half of the time	Seldom true	Not true
1. The teacher dominates the lecture period	1	2	3	4	5
2. The lecture creates interest in course content	1	2	3	4	5
3. The use of a guest speaker or an outside resource person is beneficial	1	2	3	4	5
4. The material that is presented was not in the textbook	1	2	3	4	5
5. A variety of audio-visual aids are used	1	2	3	4	5
6. Thirty minutes seems to be an adequate length of time for large group	1	2	3	4	5
7. Lectures are stimulating and interesting	1	2	3	4	5
8. The lecture helps you to understand course content better	1	2	3	4	5

- 9. Large group situation involves the use of facilities and equipment that you are not otherwise exposed to 1 2 3 4 5
- 10. Large group testing is more effective and fair 1 2 3 4 5
- 11. Lectures are an effective learning device in business education . . . 1 2 3 4 5

Small Group Situation

- 12. The teacher permits and appreciates any contributions to discussion 1 2 3 4 5
- 13. Lecture content is discussed in small group 1 2 3 4 5
- 14. Lecture material and textbook material are related through small group 1 2 3 4 5
- 15. Discussion materials relative to the unit are provided in small group 1 2 3 4 5
- 16. The teacher does not dominate the class discussion 1 2 3 4 5
- 17. Discussion materials of a variety are provided 1 2 3 4 5
- 18. The sharing of personal experiences helps in understanding and applying the course content 1 2 3 4 5
- 19. The small group is an important part of our business program 1 2 3 4 5

Independent Study in Business Education

- 20. Independent study is encouraged 1 2 3 4 5
- 21. Opportunities are allowed to develop independent study ideas 1 2 3 4 5
- 22. Students are allowed to influence their own grade 1 2 3 4 5
- 23. Independent study ideas are required to come from the textbook 1 2 3 4 5
- 24. An individual project may be completed during more than one grade period 1 2 3 4 5
- 25. Individual study permits the teacher and student to work more closely together 1 2 3 4 5
- 26. Individual study allows the student enough time with the teacher to discuss projects or problems 1 2 3 4 5
- 27. Resource materials are provided for independent study projects 1 2 3 4 5
- 28. Independent study is an important part of the business program 1 2 3 4 5

Overall Evaluation of the Business Education Program

- 29. The understanding of business has been easier with this program than it would have been in a regular program in another school 1 2 3 4 5
- 30. The variety in our program and schedule is helpful to you in learning about business enterprises and activities 1 2 3 4 5

APPENDIX C

STUDENT INTERVIEW FORM

STUDENT INTERVIEW FORM

Student Name _____ Year in School _____

Date _____ Interview Number _____ Time _____

QUESTIONS

1. What was the most enjoyable part of our flexible scheduling in our business program?
2. What did you find the least enjoyable in our business program?
3. What course do you think was or would be the most interesting because of our flexible schedule?
4. What course was or would be the least interesting from our flexible scheduling in business?
5. There are two ideas about flexible scheduling in business education. One is that it is very beneficial and that students can learn better. The other is that it is of no help what so ever and that it complicates the learning situation. Which way do you feel and why?

APPENDIX D

THE TEACHER OPINIONNAIRE

Appendix D

Name _____ Total Years Experience _____

Years at Lakeview _____

Educational Background _____
(Degree & School)

Would you please fill in the following and return this to me as soon as possible in the enclosed envelope. This material will be used in my research for my thesis this summer and will be kept anonymous. It will not be associated with your name to anyone other than myself.

Thank you very much,

Roger C. Claar

Would you please write a short paragraph outlining the strengths and weaknesses of the Decatur-Lakeview Plan in business education. Would you then state why it does or why it does not create a better learning situation for business students than a traditional type of program.