

# Psych Course Heads Research Project

By JOHN DENNY  
Emerald Staff Writer

A research program designed to distinguish personality characteristics which tend to make college students learn more effectively through one type of instructional format than another is currently being conducted through the University's Institute for College Teaching.

The project is based on the assumption that no single college instructional procedure will be best for all students, but that there is an interaction between the personality of a student and the optimal method of teaching him.

Research is done with data collected from personality questionnaires, comprehensive examinations, and scholastic records of nearly 900 University students. Much of the data was collected last spring from students enrolled in two psychology courses which could be taken as a completion of the University General Psychology sequence.

The two experimental courses, Personality and Individual Differences and Developmental Psychology, were of approximately the same level of difficulty.

### Different Methods Used

Four teaching methods were used in different sections of both courses:

- One group of students were taught through traditional lecture

instruction with frequent quizzes. Students in this group met twice each week for lecture and once each week for sectional instruction. This group had four quizzes, which accounted for 40 per cent of their grade.

- A second group also met twice each week for lecture and once each week for sectional instruction. This group had four papers based on text material due during the term, instead of four quizzes. The papers counted for 40 per cent of the course grade.

- A third method was a self-study, frequent quiz form of instruction. Students met only once each week for sectional instruction and did not have scheduled lectures. Four quizzes administered during the term made up 40 per cent of a student's grade.

- A fourth, and the least structured of the experimental teaching methods, was a self-study, frequent paper form of instruction. Students met once each week for sectional instruction, and they also had no scheduled lectures. The students were required to complete four papers based on text readings during the term. The four papers counted as 40 per cent of a student's grade for the course.

Students in all eight of the experimental groups (four groups in each of the two General Psychology courses) were given a

comprehensive midterm and a comprehensive final examination. The exams together accounted for 60 per cent of students' course grades.

All students enrolled in third-term General Psychological courses completed 30 structured personality, motivated, and attitude inventories. The inventories now provide over 500 personality scale scores for each individual. The inventories were distributed at section meetings and were completed both at the meetings and in students' homes. The inventories did not count toward a student's grade.

### Classes of Criteria

Four broad classes of criteria were obtained from each student in each of the two courses.

- A gross measure of morale. Students filled out anonymous questionnaires, expressing their degree of satisfaction with the course, at six times during the term.

- Indication of satisfaction with the course as a whole and with each aspect of course instructional format. Students were asked to fill out a 52-item inventory dealing with their satisfaction with the course. These ratings, taken at the end of the term, were made, in part, to discover any general discrepancy in course evaluations under anonymous as compared to non-anonymous conditions.

- A measure of the amount of course-related but non-graded extracurricular reading done by a student during a course. This questionnaire was administered after the course final examinations. Twenty Scientific American reprints were made available to all students as extracurricular reading material.

All examination questions having to do with the reprints were pretested on samples of students from another college where the students were required to read the material. Questions were worded so that they would be easy for students who had read reprints, but difficult for students who had done no extracurricular reading.

- Knowledge of course content. This criteria was measured by the mid-term and final comprehensive examinations. Both objective and essay questions were included in the comprehensive examinations.

This research project is one of the first studies of college instruction which has measured the effectiveness of various teaching methods in motivating students to carry out extracurricular study.

### Unique Program

The program is unique in that it is the first college teaching study which has included a comprehensive battery of personality measures.

Also being considered in the research program are college aptitude scores, cumulative GPA, and course grades received in previous General Psychology courses.

Currently, research data is being prepared for computer analysis, and University records are being checked to obtain relevant information on past high school and college performance.

Some of the results of the research program will be known next fall.

The average grade of students enrolled in each of the experimental teaching classes was approximately the same for all eight sections. This had been the case in past research programs and was an expected result in the present program.

It is the personality characteristics of individuals in the top of their experimental groups that this research program is attempting to identify.

If, in the current study, similar personality traits are found to be common to individuals learning most effectively through a specific method, the results of the research program will undergo further study and will

possibly be applied, in practice, to grouping students into more homogeneous classes, each of which might profitably be taught by some different instructional process.

Contributors of this research project include Lewis R. Goldberg, research director and course instructor; Edwin S. Shiman, Gale H. Roid, and Stephen G. Ashton, research assistants; Miss Judith Gibbs, secretary; William A. Bricker, Leslie A. Davison, and Vello Sermat, course instructors; Raymond Barnett, Richard R. Jones, Miss Charlotte Rui, and Miss Audrey Skalfe, teaching assistants.

The research program is being funded through July 1 by the University through its institute for college teaching. Presently the program is requesting funds from the Office of Education for the continuance of work after July 1.

## Folk Society Presents An Alfresco Festival

There will be a four-hour open-air festival of jazz, poetry, flamenco, and folk-song at 5 p.m. Wednesday on the Student Union Terrace.

The festival, which is an outgrowth of the University Folk Society's Friday concerts which began a few weeks ago, will be an experiment in alfresco culture.

Jazz will be provided by the Festival Jazz Sextet, flamenco by Bob Clifton, and folk-songs by regular performers at the Folk Society's Bottom-of-the-Bowl concerts.

Poets reading their own work or the work of others include Ralph Salisbury, Steve Tudor, Rafael Gonzalez, and Lawson Inada, all from the English department. Some of the poetry will be given instrumental backing.

If the venture is a success, it is hoped there will be an annual Festival continuing next year with a more ambitious program.

## Campus Briefs

Alpha Lambda Delta initiation will be held tonight on the second floor of Gerlinger.

Any girl wishing to take the swimming test to fulfill her requirement may sign up in the woman's PE main office in Gerlinger for the tests which will be given at 4 p.m. today and Wednesday.

Canoe Fete Barrel deposit refunds can now be picked up by all living organizations in the SU Business Office.

Skull and Dagger members, both old and new, will meet at 6 p.m. Wednesday in the SU. Room number will be posted.

Latin American students will hold their last meeting of the school year at 7:30 p.m. today in the SU.

The women's softball intramural championships game will be played today at 5 p.m. on Gerlinger Field. Vying for the championship will be Off-Campus, winner of the Tuesday night league, and Chi Omega, winner of the Thursday night league.

A film of the championship game of the Women's Softball International Series, in which Australia beat the United States' entry 1-0, will be shown in the social room of Gerlinger Hall at 4 p.m. today.

Oregon Christian Fellowship will meet at 9 p.m. today in the SU. The topic will be "Emotional and Personal Problems—Some Practical Helps." Wildon Perry, a counselor from Salem, is the speaker.

There will be an important meeting of Theta Sigma Phi members, and all those students interested in joining, at 6:30 today in the SU. Room number will be posted.

## Budget . . .

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Goldschmidt said that you can't expect X hours of work from a person and not pay him for that amount of work.

In other business, the Committee:

- Approved salaries of \$678 each for the SU Directorate Secretary and the SU Board Secretary.

- Approved a \$5,000 increase in the Student Union Budget for Summer Assistants. Under this program, the ASUO President, SU Board Chairman, and SU Directorate Chairman are given free room and board in the SU for 20 hours of work a week in the SU during the summer. This increase would allow the ASUO vice president to be included in the program.

Jack Cross, SU director and committee member, said that this program gave these students a chance to learn more about the workings of the SU and by allowing them to go to summer school, helped to reduce academic pressure.

- Approved a \$1,300 request for the Ore-Nter, a booklet about the University and student activities which is sent to all incoming freshmen.

- Heard a request from the Migratory Labor Program for \$5,000. The program heard last week from the U.S. Office of Public Health that its request for \$30,000 to operate the program was turned down.

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## Frosh Soon Allowed To Live Off-Campus

The University Office of Student Affairs will initiate an experimental program in off-campus living for a small number of unmarried freshmen men entering the University in the fall of 1966.

The program is being undertaken as part of the University's continuing evaluation of its present housing policies. The mounting pressure of student enrollment is causing the University to examine carefully the educational advantages that have been so often claimed for residence hall living.

While the case often made for residence hall living is that it makes it possible for students to become easily integrated into the

academic life of the University, there is little real evidence as to the actual effects of residence hall living.

The freshmen who will be allowed to live off-campus next fall will be chosen at random from those who have parental permission to do so. Those chosen will be permitted to take up residence in approved housing not affiliated with the University.

Though living off-campus, the students will have available to them all counseling and advising services the Office of Student Affairs regularly provides.

The results obtained will serve as a guide for future housing policy.

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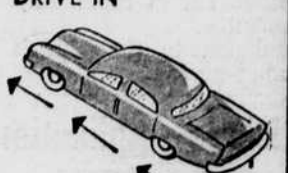
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