

of the NIE-supported Teachers' Centers Exchange. The *Directory*, priced at \$12.50 (payment must accompany order), is available from Order Dept., Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

■ **ARE YOU READY** for "high technology" in your schools? Now that the proceedings of a recent conference on Professional Development and Educational Technology have been issued, you can learn about communication satellite systems for electronically delivered education and training services, computers and videodiscs, and more. Conference papers and recommendations have been edited into a 168-page, cloth-bound volume with illustrations. Title: *Professional Development and Educational Technology*. Price: \$15 plus postage. Order from Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, D.C. 20036.

■ **THE FIRST OF THREE** handbooks under the generic title of *Selecting Materials for Instruction* has appeared, with a subtitle "Issues and Policies." Author: Marda Woodbury. It is to be followed in 1980 by "Media and the Curriculum" and "Subject Areas and Implementation." This first volume (price: \$18.50) ranges over budgeting for instructional materials, needs assessments, selection policies, evaluation criteria, fairness and bias, parent and community involvement, teachers' roles, student input, basic and individualized texts and workbooks, and more. Order from Libraries Unlimited, P.O. Box 263, Littleton, CO 80160.

■ **FOR A REVIEW OF** the Beginning Teacher Evaluation Study (BTES), conducted by the California Commission for Teacher Preparation and Licensing with funds provided by the National Institute of Education (NIE), turn to *Time to Learn*. This 256-page paperback volume gives the history of the multi-year research project; focuses on the interaction among academic learning time, teaching behaviors, and student achievement; details how time is allocated in elementary classrooms; offers implications for preservice education and for staff development; and much more. For a copy of the publication, write Program on Teaching

and Learning, NIE, Washington, D.C. 20208.

■ **DOES YOUR SCHOOL OFFER** student volunteer or community service activities? If so, you can arrange for training and technical assistance from the National Center for Service-Learning (NCSL). Hundreds of thousands of students today work as companions to the elderly, as tutors for educational programs, and as counselors for troubled people. They serve as advocates in subjects like housing, nutrition, consumer protection, and energy conservation. Service-Learning enables students to learn by doing—to apply academic knowledge to real-world human problems—and to develop keener sensitivity to human needs and human values. NCSL, a part of ACTION, provides free training programs, resource materials, and technical assistance to service-learning and student volunteer programs in high schools and colleges. It also publishes *Synergist*, a journal you may want to look into. For information, write NCSL/ACTION, Room 1106, 806 Connecticut Avenue, NW, Washington, D.C. 20525. Or phone toll-free (800) 424-8580, extension 89.

■ **NATIONAL PUBLIC RADIO** (NPR) has finally decided to issue its first educational catalog for schools, libraries, and other educational institutions. Before long you'll be able to order cassettes chosen from the large NPR archives for use in secondary schools and postsecondary institutions, as well as for staff development or for informing policymakers. For information and a catalog, write Randy Houk, Education Services, NPR, 2025 M Street, NW, Washington, D.C. 20036. Ask, too, about service for the blind and print-handicapped if you're a special education professional.

■ **IF YOU'VE BEEN** looking for a what-to-do, where-to-go manual for resolving consumer problems, you need a copy of *Consumer's Resource Handbook*. This large 80-page paperback covers just about everything—including children / youth / families, communications, consumers' education, and so on. Request a free copy from Consumer Information Center, Dept. 532G, Pueblo, CO 81009.

The Future

CHRISTOPHER J. DEDE

■ **STANFORD UNIVERSITY PRESS** has published a book which describes a variety of decision tools that can be used as planning models for the university. Many corporations and public sector institutions have long used forecasting models for establishing long-term goals and for choosing among immediate options with different future implications. In *Planning Models for Colleges and Universities*, David Hopkins (Stanford Medical School) and William Massey (VP for Business and Finance at Stanford) discuss educationally oriented modifications of these tools.

The authors cover such diverse issues as medium and long term financial forecasting, estimating resource requirements and the variable costs of programs, long run financial equilibrium, faculty appointment and retirement policies, predicting student enrollments, and applying value judgments to financial alternatives. The potential generalizability of these Stanford based models to other schools is also discussed. The full bibliographic information: *Planning Models for Colleges and Universities*, David Hopkins and William Massey, Stanford, CA: Stanford University Press, 1980. \$22.50.

■ **IN AN ISSUE** of the *Journal of Higher Education*, John Centra of Educational Testing Service analyzes seven projections of postsecondary enrollment in the 1980s (most of which forecast declines). This type of critical contrasting of alternative assumptions and forecasting methods is important, for a method is no better than the way it is used. For more information, see: "College Enrollment in the 1980's: Projection and Possibilities," John A. Centra. *Journal of Higher Education* 51 (January-February 1980): 18-39.

■ **ROBERT TEXTOR** of the School of Education at Stanford University has developed a method for Ethnographic Futures Research (EFR). EFR is an adaptation of conventional ethnographic methodology (with its

orientation toward the past and present) to the needs and limitations of futures research. A nondirective, non-judgmental, loosely structured, interactive, open-ended approach is used in interviewing a member of a different culture. The substance of the interview stresses present perceptions and preferences held by that culture about its possible alternative futures.

EFR uses a scenario-building approach for constructing an integrated and holistic picture of another culture's aspirations and expectations. The technique is carefully designed to strike a balance between "anything goes" Utopian fantasizing and restrictive visions based on limited views of what short-term changes are possible. In practice, it provides interesting insights into the normative systems of different cultures and also gives a better sense than traditional ethnographic methods of how cultures approach the issue of change.

EFR has been used by Textor and his students to diagnose educational needs in Brazil. This project is discussed in more detail in the *Journal of Cultural and Educational Futures* 1, 3 (October 1979).

Textor will be presenting some of his EFR work and its implications for education at the American Anthropological Association meeting in Washington, D.C., in early December. For further information, contact Robert Textor, School of Education, Stanford University, Palo Alto, CA.

Learning Styles

RITA DUNN

■ **THE FOLLOWING** New resources will assist in identifying learning styles and/or prescribing methods, materials and programs on the basis of diagnosis:

Walter B. Barbe and Raymond H. Swassing, *Teaching Students Through Modality Strengths: Concepts and Practices* (Columbus, Ohio: Zaner-Bloser, Inc., 1979). This may be the first book that provides a strong conceptual basis for teaching students through their perceptual (auditory/visual/tactile/kinesthetic) strengths, and then suggests ways in which to

do so in the classroom. Its theoretical framework is supported by the Carbo study reported in last month's column and by newly emerging data in the field. Although it responds to only one of 23 learning style elements, it is well worth reading.

Patricia Kirby, *Cognitive Style, Learning Style, And Transfer Skill Acquisition* (Columbus, Ohio: The Ohio State University National Center for Research in Vocational Education, 1979). \$7.50. This document reviews and synthesizes what is currently known about cognitive and learning styles and identifies and compares various inventories for diagnosing learning styles to assist readers in selecting a learning style approach.

"Tell Me About Learning Styles," John D. Firestone Associates, 119 West Waterloo Street, Canal Winchester, Ohio 43110. \$22.00 including postage and handling.

This filmstrip and cassette tape explore the concept of learning style as a basis for understanding how students differ and how to respond to those differences in the classroom. Developed by Barbara S. Thomson of Ohio State University, this audiovisual presentation is appropriate for K-12 teachers and administrators as well as parents, students, and higher education classes.

■ **PALS (PROMOTING Action on Learning Styles)**, a K-12 group of teachers and administrators in Ohio, has designed an instrument to monitor student reactions to the information they receive concerning their own learning styles.

A one-page survey that includes six easy to understand questions, the assessment ends by asking youngsters to check the learning style elements that characterize them as individuals. If you want a copy of the PALS' Student Awareness Survey write to: David P. Cavanaugh, Principal, Worthington High School, 300 West Granville Road, Worthington, OH 43085

■ **PSYCHOLOGIST** Armin Thies believes that the brain tends to determine an individual's learning style characteristics and ultimately relates them to classroom performance. According to Thies, there is a neurological basis for the environmental, emotional, physical, and psychologi-

cal stimuli of learning style, but his hypotheses is that the sociological elements have no apparent brain-behavior components.

■ **IN AN ED.D** dissertation at Indiana University, 1979, Ronnie W. Copenhaver revealed that student's learning styles are consistent across subjects. In other words, within a given time span, a youngster learns through the same approach in English as in math. That investigation also showed that: (1) students develop significantly more positive attitudes toward a subject when their learning styles are similar to their teacher's teaching style; (2) a wide range of learning styles exists among the students in a given class; and (3) many different teaching styles are necessary if teachers are to respond effectively to the diversity of learning styles among their students.

This year, at the University of Nebraska, Elsie Cafferty tested all of the teachers, sophomores, and juniors in one high school and matched 1,689 pairs of teachers and their students. Four groups then were formed on the basis of the degree to which the styles of the students and teachers matched. Mean grade point averages were computed and subjected to analysis of variance.

The finding was that the greater the match between teaching and learning style, the higher the grade point average. As the degree of congruence decreased, the grade point average also declined. *The more closely the students' styles matched their teachers' styles, the better the youngsters achieved academically.*

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