

# A Framework for Educational Program Research

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- A. Every educational program serves one or more:
1. MISSIONS, which require the attainment of identified
  2. BROAD EDUCATIONAL GOALS (the development in students of certain general human traits), which comprise various
  3. EDUCATIONAL SUB-GOALS (specific human traits) that are acquired through learning within selected substantive domains known as
  4. CURRICULUM CATEGORIES, consisting of designated
  5. CURRICULUM ITEMS in the form of cognitions, capabilities, and affective tendencies that are intended to be learned with the assistance of planned
  6. INSTRUCTIONAL PROVISIONS consisting of scheduled procedures with relevant materials.
- B. Educational research should be directed at eighteen questions pertaining to these six program elements:
1. MISSIONS - one or more of:
    - a) personal advancement;
    - b) group participation;
    - c) occupational productivity;
    - d) further learning.
    - 1.1 Identify, by analysis or consensus, the dimensions of each mission and its priority in a given program.
    - 1.2 Devise a means of estimating, empirically or consensually, the extent to which each program mission is being achieved in a particular context.
    - 1.3 Judge, from empirical or consensual evidence, the significance of each mission's contribution to the program as a whole.
  2. BROAD EDUCATIONAL GOALS: General Human Traits to be developed in students under each mission.
    - 2.1 Identify, through analysis or consensus, the defining features of Human Traits for each mission.
    - 2.2 Devise a means of estimating, empirically or consensually, the attainment of each broad goal (manifestation of the identified traits).
    - 2.3 Judge, from empirical or consensual evidence, the significance of each broad goal's contribution to each program mission.

3. EDUCATIONAL SUB-GOALS: Particular Human Characteristics encompassed by the traits under each broad goal.
  - 3.1 Identify, through analysis or consensus, the defining features of each sub-goal
  - 3.2 Devise a means of detecting, empirically or consensually, evidence of a sub-goal's attainment (manifestation of its defining features).
  - 3.3 Judge, from empirical or consensual evidence, the significance of a sub-goal achievement for attainment of broad goals.
4. CURRICULUM CATEGORIES: Substantive Domains of Learning through which sub-goals may be attained.
  - 4.1 Identify, through analysis or consensus, the defining features of each domain of learnables.
  - 4.2 Devise a means of estimating, empirically or consensually, the extent to which each curriculum category has been learned.
  - 4.3 Judge, from empirical or consensual evidence, each category's contribution to the attainment of sub-goals.
5. CURRICULUM ITEMS: Specific Learning Outcomes included in each curricular category
  - 5.1 Identify, through analysis or consensus, the major cognitions, capabilities, and affective tendencies within each domain that are relevant to the sub-goals.
  - 5.2 Devise a means of estimating, empirically or consensually, the extent to which a given cognition, capability, or tendency has been learned.
  - 5.3 Judge, from empirical or consensual evidence, each curriculum item's contribution to the attainment of various sub-goals.
6. INSTRUCTIONAL PROVISIONS: Activities and Materials scheduled to promote the intended learning.
  - 6.1 Identify, through analysis or consensus, the procedures and materials most appropriate for promoting the learning of the intended cognitions, capabilities, and tendencies.
  - 6.2 Devise a means of estimating, empirically or consensually, the extent to which each procedure and material was employed in promoting learning.
  - 6.3 Judge, from empirical or consensual evidence, the contribution of each procedure and material to the achievement of various intended learning outcomes.

<b>Taxonomic Outline of Instructional Program Research</b>			
<b>Variable</b>	<b>Research Question</b>	<b>Research Method</b>	
		<b>Preferred</b>	<b>Alternative</b>
<b>1. MISSIONS: Individual Social Vocation Further learning</b>	1.1-Dimensions: What does each mission entail?	Analytic	Consensual
	1.2-Assessment: How to determine how well mission has been accomplished?	Analytic	Consensual
	1.3- Importance: How significant is each mission's contribution to the total program?	Analytic	Consensual
<b>2. BROAD EDUCATIONAL PROGRAM GOALS</b>	2.1-Dimensions of a broad goal?	Analytic	Consensual
	2.2-Means of assessing realization of a broad goal?	Empirical	Consensual
	2.3-Contribution of each broad goal to each mission?	Empirical	Consensual
<b>3. EDUCATIONAL SUB-GOALS</b>	3.1-Dimensions of a sub-goal?	Analytic	Consensual
	3.2-Means of assessing realization of a sub-goal?	Empirical	Consensual
	3.3-Contribution of each sub-goal to each broad goal?	Empirical	Consensual
<b>4. CURRICULUM CATEGORIES</b>	4.1-Dimensions of a curriculum area (substantive domain)?	Analytic	Consensual
	4.2-Means of assessing extent to which a substantive domain has been learned?	Empirical	Consensual
	4.3-Contribution of each curriculum category to each sub-goal?	Empirical	Consensual
<b>5. CURRICULUM ITEMS</b>	5.1-Features of cognitions, capabilities, and affective tendencies?	Analytic	Consensual
	5.2-Means of assessing acquisition of learning outcomes?	Empirical	Consensual
	5.3-Contribution of each curriculum item to each curriculum category?	Empirical	Consensual
<b>6. INSTRUCTIONAL PROVISIONS</b>	6.1-Best procedures and materials for learning each type of curriculum item?	Analytic	Consensual
	6.2-Means of assessing effectiveness of instructional provisions?	Empirical	Consensual
	6.3-Contribution of each kind of instructional provision to learning each type of curriculum item?	Empirical	Consensual