

DEVELOPMENT OF A CORE CURRICULUM SUPPLEMENT FOR
THE OKLAHOMA PERSONAL CLOTHING MANAGEMENT
BASIC CORE CURRICULUM GUIDE

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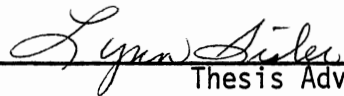
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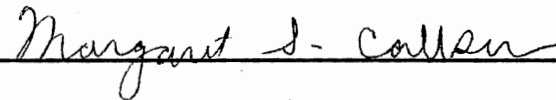
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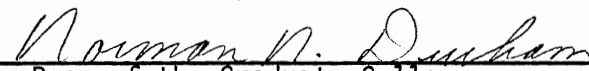
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CHAPTER I

INTRODUCTION

Vocational education is one of the strongholds of the public education system in the United States. The group of programs entitled vocational education was described as a family of programs to provide occupational education and training needed by individuals to fulfill their roles in society (Hatcher & Halchin, 1973).

The Morrill Act of 1862 was the first Federal legislation promoting occupational education. This act formed the very building blocks for vocational education programs of the future by establishing land grant colleges. The Smith-Hughes Act, passed in 1917, established vocational education as it is known today. Since the passage of the Smith-Hughes Act, home economics has been considered an essential tool in helping society adapt to its ever increasing changes. Home economics originally had as its corner stone the preparation of women for the traditional role of homemaking. Home economics educators strive to help people develop the skills of homemaking and also the skills necessary to succeed in a profession within the area of home economics.

The home economics program on the secondary level has three major purposes as stated in Home Economics I, Basic Core (Clements & Coffey, 1972). One is to provide education for homemaking and family life; another is to teach skills to be applied in occupations involving home economics, and the third is to provide preprofessional education. The

Vocational Education Amendments of 1968 brought funding for consumer and homemaking education. The funding provided for many services, one of which was the development of instructional materials. The development of core curriculum guides has helped teachers decide what to teach, which materials to use, and for which grade level the subject was appropriate. The core curriculum supplements were a step further in the development of instructional materials. The supplements provided a prepared set of teaching aids for a particular core curriculum. Use of the supplements saved time for the teacher, since the teaching aids were directed toward the objectives which they were trying to meet with their students.

Significance of the Study

Stewart and Stivers (1972) stated that "The Chief function of any teacher is to guide students in the attainment of their learning objectives" (p. v). For the teachers to adequately fulfill their roles, much time is required in the planning and preparation of lessons. In Eshelby's (1978) study with subscribers to Voc Ed, he reported that:

Fifty percent of the respondents indicated that they had less than three hours a month to develop, adapt or localize curriculum materials. Twenty-five percent indicated they had no preparation time and, overall only 25 percent of the respondents had more than six hours per month of assigned curriculum preparation time. (p. 65)

Eshelby's study indicated that teachers lack the needed time to spend on curriculum preparation.

Griffith (1979) suggested that in order to choose, develop and integrate materials to build an effective course of study, teachers need outside help. The Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education

tries to fill this void with basic core curriculum guides and supplements to those guides.

Purpose and Objectives of the Study

The purpose of the study was to develop a set of teaching aids for use in the core curriculum supplement for the Clothing Management Basic Core Curriculum Guide developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education.

The following objectives were formulated to accomplish the purpose of the study.

1. Determine the extent of use of the five currently available basic core curriculum supplements by Oklahoma vocational home economics teachers.

2. Determine the teachers' perceptions of the effectiveness of each of the 24 types of teaching aids in helping meet the objectives.

3. Determine the extent of use of the 24 types of teaching aids included in the five currently available core curriculum supplements.

4. Determine teacher perceptions of concepts derived from the Personal Clothing Management Basic Core Curriculum Guide that would be more easily understood with the use of a teaching aid.

5. Develop one teaching aid for each of the top ten concepts identified by the greatest number of teachers as needing the assistance of a teaching aid.

Assumption Basic to the Study

It was assumed that the Oklahoma vocational home economics teachers

participating in the study had used or were familiar with the basic core curriculum supplements.

Limitation of the Study

The only teaching aids included in the study were those that previously were included in the Oklahoma core curriculum supplements.

Definition of Terms

The operational definitions used in the study were:

1. Oklahoma vocational home economics teachers - home economics teachers on the secondary level in programs that meet the requirements in Oklahoma for federal reimbursement.
2. Curriculum - "a term used to refer to the general overall plan of content materials for a course of study" (Drummond, 1976, p. 5).
3. Curriculum development -
A complex process of assessing needs, identifying desired learning outcomes, planning and preparing for instruction to achieve the outcomes, and using the cultural, social, and personal needs and interests that the curriculum is to serve (Unruh, 1975, p. 79).
4. Instructional events - refers to a group of activities "designed to make it possible for the learner to proceed from 'where he is' at the beginning of the lesson to the achievement of the capability identified as the lesson's objectives" (Gagne & Briggs, 1974, p. 123).
5. Instructional media - the means by which the information was presented (Briggs, 1972).
6. Teaching aids - tools used to present the content of the curriculum.

7. Evaluation - a process designed to determine the merit of a particular educational program in terms of carefully defined and agreed upon objectives. It implies some judgment of the effectiveness of the program (Best, 1977).

8. Utilization - the total process of using curriculum by localizing, personalizing, and supplementing core curriculum content (Ward, 1980).

9. Basic core curriculum - the instructional guide published by the Oklahoma State Department of Vocational and Technical Education for use by vocational home economics teachers. The guide contains instructional units made up of behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, posttest, and answers to the posttest. The guides were available for each subject area of home economics.

10. Basic core curriculum supplements - a collection of varied teaching aids coordinated with each basic core curriculum. Each teaching aid was related to a certain part of a unit of instruction.

Summary

Chapter I included the significance of the study, purpose and objectives of the study, the assumption, the limitation, and definition of the terms used in the study. Chapter II contains a review of relevant books and articles. Chapter III includes the methodology used to collect and analyze the data included in the study. Chapter IV presents the analysis of the data. Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Learning was defined by Key and Holly (1984) as "a 'change' due to 'experience' in the way a student thinks, feels, and acts" (p. 15). Gagne and Briggs (1974) said "learning occurs when an individual acquires a particular capability to do something" (p. 81).

Learning occurs in a variety of ways and under a variety of conditions. Gagne and Briggs (1974) were concerned with internal and external conditions. Internal conditions referred to the storage and recall of prior learning that was essential to or supportive of the present learning material. External conditions were the many different ways that the presentation of the learning material interacted with the internal conditions. Both sets of conditions work at the same time in the learning process of each student.

Curriculum Development

Curriculum development as defined by Unruh (1975) is:

A complex process of assessing needs, identifying desired learning outcome, planning and preparing for instruction to achieve the outcomes, and using the cultural, social, and personal needs and interests that the curriculum is to serve.
(p. 79)

The purpose of curriculum development is to produce materials which, when used as resources by teachers, would result in programs that meet the needs of all concerned (Hatcher & Halchin, 1973). The curriculum

materials should provide stimulating and current information and be easy to use.

Taba (1962) assumed that there was an order to curriculum development and that pursuing that order would result in a more thoughtfully planned curriculum. The order she proposed was (a) diagnosis of needs; (b) formulation of objectives; (c) selection of content; (d) organization of content; (e) selection of learning experiences, and (f) determination of what to evaluate and the ways and means of doing it.

Instructional design was based on four assumptions (Gagne & Briggs, 1974). The first assumption was that instructional planning must be for the individual -- "not concerned with 'mass' changes in opinion or capabilities, or with education in the sense of 'diffusion' of information or attitudes within and among societies" (Gagne & Briggs, 1974, p. 4). The second assumption was that instructional design included phases that were both immediate and long range. Immediate referred to today's lesson plans. Long range phases were considered to be the set of lesson plans for a topic or unit. The third assumption was that systematically designed instruction could greatly affect the individual student's development. The final assumption was that the designing of instruction should be based on how human beings learn and on needed conditions for the desired learning to occur. Gagne and Briggs (1974) also stated that "a fundamental reason for instructional design is to insure that no one is 'educationally disadvantaged,' that everyone has the opportunity to use his or her talents to the fullest degree" (p. 5). Methods of instructional design were built around a taxonomy of learning capabilities: (a) intellectual skills; (b) cognitive strategies; (c) verbal information; (d) assignment sheets; (e) job

sheets; (f) visual aids; (g) posttest, and (h) answers to the posttest.

Basic Core Curriculum Research

Research has been conducted involving the various basic core curriculum guides. Hollenbeck (1975) evaluated the Basic Core Curriculum, Home Economics II. She surveyed 50% of the vocational consumer and homemaking teachers in Oklahoma. From the survey she found that the majority of the teachers in the state were having their curriculum needs met through the use of the basic core curriculum. Of the teachers surveyed, she found that 60% of the teachers statewide felt that the core curriculum had helped improve their teaching.

In a similar study, Drummond (1976) evaluated the Home Economics I, Basic Core Curriculum with the remaining teachers not surveyed in Hollenbeck's (1975) study. She also found a high degree of acceptance. The greatest percentage of usage was in the group that was older, had more experience, had master's degrees, and were teaching in schools with larger numbers enrolled.

Ward (1980) also conducted a study using the Family Living Basic Core Curriculum. Her sample was high school vocational home economics Family Living instructors in Oklahoma who were teaching Family Living as a two semester course. She found that the units contained in the Family Living Basic Core Curriculum had a high portion of each unit taught by teachers in the study. It was believed that the high portion of each unit that was taught constituted a high acceptance rate.

No studies were located which centered around the use of core curriculum supplements. Core curriculum supplements contain teaching aids designed to be used with a certain objective of a unit of

instruction. The teaching aids located in a core curriculum supplement can be used to meet the learning capabilities discussed in Gagne and Brigg's (1975) taxonomy. Core curriculum supplements are also available for five core curriculum guides.

Methods of Instruction

The variety of methods of instruction available for use in teaching is staggering. The method of instruction is the method used to present subject matter content and to provide the social climate for the needed learning to occur. One method of instruction is that of questioning. Hoover (1982) stated that "The classroom question constitutes the teacher's major tool for encouraging thought processes" (p. 203). Questions can be narrow or broad and the answers can be equally narrow or broad. Callahan and Clark (1982) classified questions into four categories: Cognitive memory, convergent, divergent, and evaluative. Cognitive memory questions test one's memory. Convergent questions are narrow and may require a lot of thinking; but once thought out, there is a correct answer and usually there is only one. Divergent questions are exact opposites of convergent questions. Callahan and Clark (1982) described them as wide-open questions for which no one can predict the correct answer. Divergent questions make students stop, think, and discuss. Evaluative questions ask the student to put a value on something. Despite the type of questions used, the key purpose of questioning is "to make students remember what they have learned and thus to develop a broad conceptual framework for the lesson" (Hoover, 1982, p. 204).

A lecturer tries to present to the learner, by word of mouth, knowledge that the teacher possesses but the learner does not. A lecture can be formal or informal. Callahan and Clark (1982) stated that:

Lectures have limited usefulness in secondary school classes. Lectures can be used to establish a general point of view, quickly run over facts, arouse interest, fill in background information, introduce items, summarize, and provide information otherwise not available to the pupils. (p. 146)

The main drawback of the lecture method is that the students do not have the opportunity to interact with the teacher or other students.

Discussion is a method of instruction. Discussion is excellent for problem solving because the discussion tends to open group members to new ideas, to stimulate new thinking and perhaps, to create answers to problems to be solved (Callahan & Clark, 1982). Hoover (1982) defined four types of discussion. The four types of discussion are:

(a) Fact. Problems of fact are concerned with the discovery and evaluation of factual information. (b) Value. Problems of value or opinion concerning matters involving value judgments. (c) Advocacy. Problems of advocacy focus on finding one specific solution. (d) Policy. Problems of policy or advice deal with matters necessitating decisions or action. (p. 228)

This discussion method of instruction is to be used as both a means of inquiry and of intellectual discovery.

Debate, as defined by Hoover (1982) is an organized argument "which enables debators and the entire class to sharpen arguments on both sides of an issue" (p. 225). Debate allows the participants to use facts flavored with feeling to present their case. It is a means of inquiry and of intellectual discovery. The different types of debate are the same as the different types of discussion. Students apply an impressive amount of creativity in a debate situation and enjoy pitting their wits against each other (Hoover, 1982).

Simulation and role playing are very similar. Simulation is an enactment of a make-believe episode as much like the real thing as possible, but with some of the dangerous and complicating factors removed (Callahan & Clark, 1982). This is an important method of instruction because as Hoover (1982) stated, teachers are teaching important things about the real world through the imagination of the students and students learn from their experience. Hoover (1982) defined role playing as "the practice of spontaneously acting as somebody else in a contrived situation" (p. 351). Callahan and Clark (1982) recommended the use of role playing to clarify attitudes and concepts, demonstrate a social situation, prepare for a real situation, and practice leadership and other skills. Role playing and simulation both have several drawbacks according to Callahan and Clark (1982). They are slow moving, often not realistic enough, and often thought of as entertainment. The difference between role playing and simulation is that role playing is spontaneous and simulation is planned extensively with the participants knowing their parts.

Another method of instruction is the case study. A case study is a "special type of problem-solving method that consists of detailed study of a particular situation, institution, decision, or issue from which pupils draw generalizations" (Callahan & Clark, 1982, p. 212). Hoover (1982) indicated that the case approach focuses on the application of concepts to the solution of real life problems. He also stated that case studies are used for two different instructional needs. They are to further illustrate previously developed ideas and to provoke thought, controversy, and debate on issues for which specific conclusions do not exist.

Teaching Aids and Core Curriculum Supplements

Teaching aids are used to make the desired learning easier to achieve for the student and teacher alike. Although much material of this type is available to the teacher, little research is available to determine whether the teacher's needs are being met.

Kerckhoff (1973) performed a survey of a very small and select group composed of 52 teachers of high school Family Life courses across the nation. They were selected because they were considered to be outstanding by the Family Life Educator panelist in their respective areas of the country. The study investigated teacher usage of commercial teaching materials. The results showed that basically the teachers wanted more of what was available, but they wanted the materials to be less expensive, more up-to-date, and relevant to today's world.

The results showed no agreement on overall preferred types of teaching materials or on teaching materials that were particularly disliked. The responses were well balanced for all types of teaching materials. The results indicated that all types of teaching aids were accepted and used by teachers.

The basic core curriculum supplements published by the Curriculum and Instructional Materials Center (CIMC) were created to meet the very needs that were addressed by the sample. Resource materials such as those produced at the CIMC help teachers balance and localize the curriculum to fit the needs of the school (Hatcher & Halchin, 1973).

The basic core curriculum studies by Hollenbeck (1975) and Ward (1980) also supported the production of the basic core curriculum supplements. In Hollenbeck's (1975) study, teachers were in favor of using additional instructional materials to complement the basic core

curriculum. Of the teachers who responded to the study, 96% agreed that the curriculum should be complemented using outside material. Ward (1980) found that the teachers wanted the CIMC to continue to produce transparencies to support the written material.

Teaching aids could be used in all aspects of instruction. Gagne and Briggs (1974) listed nine functions of instructional events. The functions were:

- (a) gaining attention; (b) informing the learner of the objectives; (c) stimulating recall of prerequisite learning; (d) presenting the stimulus material; (e) providing 'learning guidance'; (f) eliciting the performance; and (g) enhancing retention and transfer. (p. 123)

A teaching aid could be used to perform each of those nine functions.

Instructional Media Selection

Instructional media as defined by Briggs (1972) is the means by which information is provided. He defined instructional media as "the materials and means for presenting stimuli required for providing the events of instruction for a given learning task and learners" (Briggs, 1972, p. 99).

The selection of the appropriate instructional media was discussed in depth by Gagne and Briggs (1974). They recommended that media be selected after the requirements for providing the instructional events for a given instructional sequence have been determined. Gagne and Briggs (1974) listed a set of factors that influence media selection.

They are:

- (a) size of school budget; (b) size of class; (c) capability for developing new materials; (d) availability of radio, television, and other media equipment; (e) teacher capabilities and availability of instructional design effort; (f) availability of modular materials for

individualized, performance-based instruction; (g) attitudes of principals and teachers toward innovation; and (h) school architecture. (p. 152)

Besides the factors already listed that affect media selection, Wieckert and Bell (1981) contributed three learner centered factors. "The designer should be concerned with such learner characteristics as age, experience, and capability for learning from various media" (Wieckert & Bell, 1981, p. 186). These should be of particular importance with mainstreamed or exceptional children. Gagne and Briggs (1974) offered the suggestion that during instructional media selection, the instructor should use as simple an approach as needed to insure learning, but as advanced an approach as possible for efficient learning.

Categories of Teaching Aids

Teaching aids are available in a variety of forms. As stated in the Book of Ideas in Business Education: Activities and Ideas to Motivate Students Toward Improved Business Education (1982), "It is important not to overdo any one technique, game, or teaching trick" (p. 3). Bruce and Weil (1980) implied that without variety, however attractive a process was at the start, it becomes less exciting with time and repeated use. In each instance, variety was the key.

Games may be used as one type of teaching aid. Rowntree (1974) wrote the following about the use of games:

Games appear to be an effective teaching medium, both cognitive and affectively. The student may learn a considerable amount of actual information because he needs and uses it in a memorable context. Games are also noted for their high-level of motivation generated among students. It is especially useful for those who do not respond to formal methods. (p. 106)

A book published by the State Department of Vocational and Technical Education (1984), entitled simply Games, listed the benefits provided by games. They were to provide (a) enrichment for brighter students, (b) motivation for academically disadvantaged, (c) the experience of success for slower students, (d) educational and social levelers in the classroom, and (e) a change of pace for students.

Bulletin boards or visual displays are other types of teaching aids. In Bulletin Board Ideas for Business Education (1983) it was stated that:

Learning environments need to be stimulating and attractive to all students. Motivational bulletin boards enhance the classroom environment and add a 'special' touch in creating and maintaining a positive approach to learning. (p. iii)

Bulletin boards can make learning a pleasure for students by surrounding them with stimulating and decorative displays.

Transparencies are another category of teaching aids. In Eshelby's (1978) study about teaching aids used by vocational teachers who subscribed to Voc Ed, he found that transparencies were the most favored form of visual aid. The teaching aids included in this study were 16mm films, filmstrips, slides, transparencies and a few other methods of visual presentation which did not receive a significant percentage of the rankings. From this, one would assume that transparencies were a vital addition to the curriculum in the late 1970s.

Other teaching aids were also related to various methods of instruction. The teaching aids used in a debate would be the debate question and a list of possible categories to cover. In simulation or role playing the story, play or situation would be the teaching aid. The case study would be the teaching aid in the case study method.

Instructors use a variety of teaching aids and have their personal preferences. But are they the best for the students?

Unfortunately, research has not yielded data permitting sweeping generalizations about media, such as 'the best medium for learning biology is _____' or 'the best medium for slow learners is _____.' Individual differences among learners and among teaching topics are too many and divers to permit such simple rules for decision making. Consequently, good judgment must be used in planning just how to accomplish each instructional event for the lesson plan. (Gagne & Briggs, 1974, p. 125)

Evaluation of Curriculum

Evaluation is an integral part of the field of education. Rowntree (1974) remarked, "The function of evaluation is to improve the effectiveness of our teaching" (p. 137). Taba (1962) also provided information on the weaknesses and strengths in the achievement of students. Another function of evaluation was identified by Gagne and Briggs (1974). They indicated that evaluation of a program was performed for use in making decisions on how the program should be revised during development.

Zais (1976) discussed two types of evaluation, summative and formative. "Summative evaluation is conducted in order to obtain comprehensive assessment of the quality of a completed curriculum" (Zais, 1976, p. 381). Summative evaluation is usually conducted after the curriculum is completed. Formative evaluation is conducted during the curriculum development process for the purpose of providing data that can be used to form a better finished product.

Relevant Research

Research on education has made an attempt to discover the mythical

'best' approach to teaching students. McGreal and McGreal (1984) stated that "teaching is the ability to reach into a bag of tools and pull out those things that allow for the best match of method, content, and students" (p. 113). They went further to conclude that the more techniques, skills, models, styles, and attitudes that were in the 'bag of tools,' the better for the students.

Wang (1979) used as part of her design the idea that students had differences; therefore they needed a variety of learning alternatives. The results showed that one effective way of helping students succeed in school was to create an environment that facilitated their own learning behaviors (i.e., different teaching approaches for different learning approaches).

Effectiveness research has been an attempt to find empirical support for teacher behavior and student behavior combinations that trial and error or common sense approaches have led many teachers to use. This research provided two categories of interest: Climate and planning.

Teachers were generally aware of classroom climate but in the traditional sense. This sense of climate was described by McGreal and McGreal (1984a) as warm and supportive, where the students felt loved and comforted. Although trial and error or common sense have not contradicted these ideas, it was shown that students must play an active part in the class to learn (Brophy & Evertson, 1976). The teacher should plan and structure an event in such a way that learning could occur.

McGreal and McGreal (1984a) reported that classroom climate was important at all grade levels. They said that elementary teachers were

aware of the need for an attractive and stimulating classroom environment for their students, but the junior and senior high teachers focused primarily on subject matter. Subject matter, of course, was not being belittled but the older students also need visual stimuli. There was support that showed that as the students progressed in age, the need for attention to the visual classroom climate should increase (Wang, 1979).

Classroom climate contained not only the visual aspects, but also the verbal interactions of the students and teacher. During discussions, Rosenshire and Furst (1971) indicated that by acknowledging, modifying, applying, comparing, or summarizing what a student had said, the teacher would reinforce the ideas presented by the student and therefore reinforce the learning of the student. This type of reinforcement was also shown to help encourage future classroom participation.

The planning aspect of effectiveness research addressed the time spent with the teacher versus the time spent with the teacher's assignments. McGreal and McGreal (1984b) stated that students spent more time interacting with the teacher's teaching aids than with the teacher in person. They stressed that teachers spent many hours planning well-conceived lessons, but spent virtually no time in selecting a teaching aid to accompany the presentation of the subject matter. The selection of these teaching aids was critical to both the teacher's and the students' performance. The fulfillment of this task is already being performed for the vocational home economics teacher of Oklahoma by the staff of the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational Technical Education through the development of core curriculum supplements to accompany corresponding core curriculum guides.

McGreal and McGreal (1984b) further reinforced the use of teaching aids when they stated that students learned best when they worked directly on what they were to learn. The use of drill and practice activities reinforced the students' learning.

Summary

Teaching aids contained in the basic core curriculum supplements were constructed to meet the needs of vocational home economics teachers as they strive to localize the curriculum guides for their departments. The need for teaching aids in the form of a curriculum supplement was the idea that the researcher wished to support with this chapter. Chapter III will provide a description of the procedure used for the study.

CHAPTER III

METHODOLOGY

The purpose of the study was to develop a set of teaching aids for use in the core curriculum supplement of the Personal Clothing Management Basic Core Curriculum Guide. The following objectives were developed to achieve this purpose.

1. Determine the extent of use of the five currently available basic core curriculum supplements by Oklahoma vocational home economics teachers.

2. Determine the teacher's perceptions of the effectiveness of each of the 24 types of teaching aids in helping meet the objectives.

3. Determine the extent of use of the 24 types of teaching aids included in the five currently available core curriculum supplements.

4. Determine teacher perceptions of concepts derived from the Personal Clothing Management Basic Core Curriculum Guide that would be more easily understood with the use of a teaching aid.

5. Develop one teaching aid for each of the top ten concepts identified by the greatest number of teachers as needing the assistance of a teaching aid.

This chapter was divided into the following sections: selection of the population, development of the instrument, method employed to collect data, and a description of the analysis of data.

Selection of the Population

There are slightly more than 400 vocational home economics teachers in Oklahoma. The population of interest was the total group of vocational home economics teachers in Oklahoma. A list of these teachers was obtained through the Home Economics Division of the Oklahoma State Department of Vocational and Technical Education. The only person excluded from the population was the researcher.

Development of the Instrument

No prepared questionnaires were available which could serve to accomplish the objectives of the study, so a questionnaire was developed by the researcher. A panel of home economics educators at Oklahoma State University and members of the Oklahoma State Department of Vocational and Technical Education's Curriculum and Instructional Materials Center staff reviewed the questionnaire in the beginning stages. The group was asked to edit and comment on the questionnaire and recommended changes were instituted before pretesting.

The questionnaire was pretested using a group of home economics teachers who had recently retired. The instrument was checked for clarity of directions, suitability of length, and amount of time used to complete the instrument. Their responses were examined and no changes were required after pretesting.

The questionnaire was divided into four parts. Part I consisted of demographic data relating to both the teacher and the school system. (See Appendix A.) Part II of the questionnaire was developed to determine the extent of the use of the five currently available core curriculum supplements. Part III was designed to collect information

on the effectiveness and the degree of use of the 24 types of teaching aids. Part IV contained a list of concepts found in the Personal Clothing Management Basic Core Curriculum Guide. The section was designed to determine which concepts the teachers perceived as needing teaching aids.

Collection of Data

Plans for the study were presented at the 1985 Annual August Conference of Vocational Educators in Stillwater, Oklahoma during a general session for all the teachers. The group was informed that the questionnaire would soon be arriving at their respective schools. The benefits that the results would provide to each teacher's program were stressed as an incentive to return the questionnaire.

The 431 high school vocational home economics teachers who taught in the state of Oklahoma during the fall of 1985 were mailed a copy of the finalized questionnaire. An introductory letter (Appendix A) and a stamped self-addressed envelope were also included. A follow-up mailing was made two weeks after the initial mailing to those who had not returned their questionnaires to encourage a greater response rate.

Of the 431 teachers receiving questionnaires, 268 responded. Two questionnaires were not usable because they were incomplete. The last page of the questionnaire was missing from three other questionnaires. Of the questionnaires returned, 263 were usable, for a usable return rate of 61%.

Analysis of Data

Upon return of the questionnaires, the responses were entered into

a computer for computation. The questionnaires had been computer coded previously to speed the process of entering the data.

Mean ratings and percentages were used to analyze the data collected. The mean scores were determined by totaling the ratings given by each respondent to each individual item. That total was then divided by the number of respondents answering in the category. Mean scores were figured for Part III. Percentages were used for Parts I, II, and IV. (See questionnaire, Appendix A.) The compiled results were used to plan for the development of the teaching aids for the Personal Clothing Management Basic Core Curriculum Guide.

Summary

Chapter III has presented the methodology that was used in this study. Sections included were: selection of the population, development of the instrument, method of collecting data, and analysis of the data. Chapter IV will present the results of the analysis.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of the study was to develop a set of teaching aids for use in the core curriculum for the Personal Clothing Management Basic Core Curriculum Guide. The following objectives were developed to help achieve this purpose.

1. Determine the extent of use of the five currently available basic core curriculum supplements by Oklahoma vocational home economics teachers.

2. Determine the teacher's perceptions of the effectiveness of each of the 24 types of teaching aids in helping meet the objectives.

3. Determine the extent of use of the 24 types of teaching aids included in the five currently available core curriculum supplements.

4. Determine teacher perceptions of concepts derived from the Personal Clothing Management Basic Core Curriculum Guide that would be more easily understood with the use of a teaching aid.

5. Develop one teaching aid for each of the top ten concepts identified by the greatest number of teachers as needing the assistance of a teaching aid.

Data were collected from vocational home economics teachers in Oklahoma. Questionnaires were mailed to 431 teachers on September 26, 1985. A second mailing was sent two weeks later. Of the 431 questionnaires mailed, 268 were returned. Five of the questionnaires were not

usable because they were incomplete or had missing pages. The usable return rate was 61%.

The findings of the study are presented in four sections. The first section deals with the demographic data provided by the respondents. This information served only to describe the respondents. Percentages were used for this section.

The second section is the presentation of data concerning the usage of the five available core curriculum supplements. Percentages were also used in this section to represent the portion of the respondents that answered in a given manner.

The third section deals with the usage of 24 types of teaching aids found in the five core curriculum supplements that are currently available. The effectiveness and frequency of use of each type of teaching aid was measured. Mean scores were computed for each item.

The fourth section of the questionnaire addressed the concepts found in the Personal Clothing Management Basic Core Curriculum Guide. The respondent was asked to indicate if a teaching aid would help during the presentation of each individual concept. Percentages were also employed for this section.

Description of Subjects

The subjects of the study were the 431 vocational home economics teachers in the state of Oklahoma. Of the total population, 263 responded in a usable manner. Of the responding teachers, the largest percentage was in the age range of 30-39, with 42.6%. Eighty-six percent were 49 years old or younger (Table I).

TABLE I
AGE RANGE OF RESPONDENTS

Age	N	Percent
20-29	58	22.1
30-39	112	42.6
40-49	56	21.3
50-59	33	12.5
50 and over	4	1.5
Total	263	100.0

The questionnaire also inquired about the highest degree held by the respondent. Bachelors degrees only were held by 66.2% and the remaining 33.8% had masters degrees. None of the respondents had earned a doctorate (Table II).

TABLE II
HIGHEST DEGREE HELD BY RESPONDENTS

Degree	N	Percent
Bachelors	174	66.2
Masters	89	33.8
Doctorates	0	00.0
Total	263	100.0

More than 70% of the teachers returning the questionnaire had less than 15 years experience. The greatest number were in the ranges of 5 to 9 (26.6%) years and 10 to 14 (26.3%) years of experience (Table III).

TABLE III
TEACHING EXPERIENCE OF RESPONDENTS

Years	N	Percent
0-4	51	19.4
5-9	70	26.6
10-14	69	26.3
15-19	37	14.1
20-24	19	7.2
25-29	9	3.4
30 and over	8	3.0
Total	263	100.0

The state of Oklahoma is divided into six supervisory districts for vocational home economics. The north district provided 21.7% of the respondents. The southeast district provided the second largest percentage of the respondents (18.9%). The east district supplied the smallest percentage with 12.2% of the respondents (Table IV).

Each individual school is placed in a class every year based on the previous year's average daily attendance of students. This was the method used to classify the school size. The range was from B (smallest) to 5A (largest). Oklahoma, being a basically rural state, contains a high percentage of small schools. The Class B, A, 2A, and 3A schools

provided over 80% of the respondents. Classes 4A and 5A represented the remaining portion (Table V).

TABLE IV
SUPERVISORY DISTRICT OF RESPONDENTS

District	N	Percent
North	57	21.7
Southeast	49	18.9
West	47	17.9
Southwest	43	16.3
Northeast	35	13.3
East	32	12.2
Total	263	100.0

TABLE V
SCHOOL SIZE BASED ON CLASS

Class	N	Percent
B	50	19.9
A	68	25.9
2A	58	22.1
3A	42	16.0
4A	23	8.7
5A	22	8.4
Total	263	100.0

The number of students enrolled in a vocational home economics program has certain limits. The enrollment should not drop below 30 or exceed 100 for a one teacher program with allowed differences of 10%. By inquiring about the number of students enrolled in a program, an idea of the program's size can be determined. The number of programs are distributed throughout all of the categories. The 100 and over category contained the most programs (15.6%), but was not tremendously higher than most of the remaining divisions. (See Table VI.) The one category which was decidedly different was the 29 and under group. This group represented only 4.6% of the respondents.

TABLE VI
NUMBER OF STUDENTS ENROLLED

Number of Students	N	Percent
29 and under	12	4.6
30-39	31	11.8
40-49	24	9.1
50-59	32	12.2
60-69	32	12.2
70-79	35	13.3
80-89	32	12.2
90-99	24	9.1
100 and over	41	15.6
Total	263	100.0

Core Curriculum Supplement Usage

The second part of the questionnaire was designed to determine usage of the five previously provided core curriculum supplements. The teachers were asked to indicate the percentage of classroom time spent on teaching aids which were provided in the core curriculum supplements. The five supplements now provided are Needle Trades, Housing and Home Furnishings, Home Economics I, Child Care, and Family Living.

If the teachers did not use any of the core curriculum supplements, they were asked why they did not use the supplement and where they got the teaching aids that they used. The teachers answering 'no' to question 12 proceeded through questions 13 to 20, but did not complete the rest of the questionnaire.

Use of the Supplements

Of the 263 teachers responding to the study, 249 or 94.7% indicated that they used the core curriculum supplements. The usage of the core curriculum supplement was determined for each individual supplement. The Needle Trade Core Curriculum Supplement was used very little. Of the 249 who indicated that they used some of the supplements, 206 (82.7%) did not use this particular supplement (Table VII). Of the remaining 17.3%, 12.7% used the supplement half of the time or less.

The Housing and Home Furnishings Core Curriculum Supplement was used fairly frequently. Of the teachers using the supplement, 38% indicated that they used the supplement 70% or more of the time. Likewise, 46 teachers (18.5%) did not use the supplement at all (Table VII).

The Home Economics I Core Curriculum Supplement was heavily used. Only 8.4% of the teachers did not use the supplement (Table VII). Over

TABLE VII
CORE CURRICULUM SUPPLEMENT USAGE

Percentage of Use	N	Percent
<u>Needle Trades</u>		
0	206	82.7
10	9	3.6
20	7	3.2
30	3	2.8
40	5	1.2
50	3	2.0
60	2	1.2
70	3	0.8
80	1	1.2
90	2	0.4
100	2	0.8
Total	249	100.0
<u>Housing & Home Furnishings</u>		
0	46	18.5
10	16	6.4
20	21	8.4
30	17	6.8
40	14	5.6
50	23	9.2
60	17	6.8
70	29	11.6
80	27	10.8
90	18	7.2
100	21	8.4
Total	249	100.0
<u>Home Economics I</u>		
0	21	8.4
10	11	4.4
20	7	2.8
30	13	5.2
40	10	4.0
50	17	6.8
60	6	2.4
70	22	8.8
80	33	13.3
90	47	18.9
100	62	24.9
Total	249	100.0
<u>Child Care</u>		
0	69	27.7
10	20	8.0
20	13	5.2
30	22	8.8
40	9	3.6
50	24	9.6
60	14	5.6
70	22	8.8
80	22	8.8
90	19	7.6
100	15	6.0
Total	249	100.0
<u>Family Living</u>		
0	60	24.1
10	18	7.2
20	12	4.8
30	11	4.4
40	11	4.4
50	20	8.0
60	15	6.0
70	22	8.8
80	21	8.4
90	28	11.2
100	31	12.4
Total	249	100.0

one-half of the responding group used the supplement for 80% or more of their Home Economics I teaching aids.

The Child Care Core Curriculum Supplement was very infrequently used. Slightly more than one-fourth (27.7%) did not use the supplement at all. Almost one-half of the responding teachers used the supplement for 30% or less of the time (Table VII).

Use of the Family Living Core Curriculum Supplement was widely dispersed. Approximately one-fourth used the supplement for 90 to 100% of their teaching aids and another one-fourth did not use the supplement at all (Table VII). The remaining one-half were distributed between 10% and 80%.

Non-Use of the Supplement

Of the 263 teachers returning their questionnaires, only 14 indicated that they did not use any of the core curriculum supplement provided by the Curriculum and Instructional Materials Center of Oklahoma Department of Vocational and Technical Education. These teachers were asked why they did not use the core curriculum supplements and where they got the teaching aids they did use. Approximately 35% indicated that they did not know the supplements were available. (See Table VIII.) Slightly more than one-fourth of the teachers indicated that the supplements did not meet their needs, and 35% preferred other sources.

The teachers were asked where they got the teaching aids they used. The most common responses were that the teaching aids were made from suggestions found in the core curriculum, made from their own ideas, or received from companies by donations. These three choices comprised

64.3%, 71.4% and 64.3%, respectively (Table IX). Teaching aids purchased by the school represented 57.1% and 42.9% borrowed teaching aids from other teachers.

TABLE VIII
WHY CORE CURRICULUM SUPPLEMENTS WERE NOT USED
(N=14)

Reason	N	Percent
Did not realize they were available	5	35.7
Do not meet my needs	4	28.6
Prefer other sources	5	35.7

TABLE IX
WHERE TEACHING AIDS WERE OBTAINED
(N=14)^a

Source	N	Percent
Make myself from my ideas	10	71.4
Make from core curriculum suggestions	9	64.3
Borrowed from other teachers	6	42.9
Aids purchased by school	8	57.1
Aids donated by companies	9	64.3

^aRespondents could select more than one choice.

Teaching Aid Usage

Teachers were asked to indicate the effectiveness and frequency of use of six different categories of teaching aids: Visuals, games, word searches, word scrambles, simulation, and others. The 'other' category contained teaching aids which were not easily categorized. Inquiries were made concerning a total of 24 types of teaching aids. This section showed which of the teaching aids were considered the most effective and which were the most frequently used. Mean ratings for effectiveness had a possible range from 0.0 to 10.0. The range for frequency of use was from 0.0 to 5.0.

Teaching Aid Effectiveness

Seven teaching aids were categorized as visuals. They were bulletin boards, mobiles, flannel boards, posters, clothesline visuals, displays, and transparencies. Three visuals had a mean rating of 5.0 or better on a scale of 0 to 9 (Table X). Transparencies were the most popular with a mean rating of 6.5. Bulletin boards were second with a mean rating of 5.8. Posters and displays were next at 5.6 and 4.8. Mobiles and flannel boards were considered the least effective.

Teaching aids grouped as games were popular. Each of the five types of games (action, bingo-type, board, card, and television version) had mean ratings of 5.0 or higher (Table X).

Word searches comprised the third group of teaching aids. Three types of word searches were words listed, clues given, and definitions to be added by the students. All were considered highly effective (Table X). Word searches with the words listed had a mean rating of 5.9. The remaining two types both had mean ratings of 6.7.

TABLE X
MEAN RATINGS ON EFFECTIVENESS OF TEACHING AIDS

Teaching Aids	Mean Ratings ^a
Visuals:	
transparencies	6.5
bulletin boards	5.8
posters	5.6
displays	4.8
clothesline visuals	4.2
mobiles	3.6
flannel boards	3.0
Games:	
action	6.3
TV version	5.8
bingo	5.6
board	5.2
card	5.2
Word Searches:	
with definition to be added by the student	6.7
with clues	6.7
with words listed	5.9
Word Scrambles:	
crossword puzzles	7.0
cryptograms	5.4
telephone spiral cryptograms	4.2
Simulation:	
case studies	6.9
role playing	6.1
Others:	
Class discussion guides	6.7
personal inventories	6.1
interviews	5.6
mazes	3.4

^aPossible range 0-9

Word scrambles included crossword puzzles, cryptograms, and telephone spiral cryptograms. Crossword puzzles were very effective with a mean rating of 7.0 (Table X). Cryptograms had a mean rating of 5.4. Telephone spiral cryptograms were less effective, with a mean rating of 4.2.

Simulation included only two types of teaching aids. The teaching aids represented were role playing and case studies. Each of these was effective (Table X). A mean rating of 6.9 was computed for case studies and 6.1 for role playing.

The remaining four teaching aids were placed in the collective group 'others.' The items in the group were mazes, personal inventories, class discussions, and interviews. Class discussion guides received a mean rating of 6.7, followed by personal inventories with a mean rating of 6.1. The interview teaching aid had a mean of 5.6 (Table X).

To be considered for use in the Personal Clothing Management Basic Core Curriculum Supplement, the teaching aid had to have a mean rating in the top 50% of the teaching aids. The mean ratings for the top 12 teaching aids ranged from 5.8 to 7.0 (Table X).

Frequency of Use

The teachers were also asked to indicate which of the 24 types of teaching aids were most frequently used. The teachers rated the aids on a scale ranging from never used to used daily. In the category of visuals, the use varied widely. Bulletin boards, transparencies, posters, clothesline visuals, and displays are clustered in a group with means ranging from 2.5 to 3.1 on a scale of 0 to 5 (Table XI). The remaining two teaching aids had lower mean ratings.

TABLE XI
 MEAN RATING OF FREQUENCY OF USE OF TEACHING AIDS

Teaching Aids	Mean Ratings ^a
Visuals:	
bulletin boards	3.1
transparencies	3.1
posters	2.9
clothesline visuals	2.9
displays	2.5
mobiles	1.3
flannel boards	0.9
Games:	
card	2.5
action	2.4
bingo-type	2.1
TV version	2.1
board	2.0
Word Searches:	
with words listed	3.1
with clues given	3.1
with definition to be added by student	2.8
Word Scrambles:	
crossword puzzles	3.4
cryptograms	2.2
telephone spiral cryptograms	1.9
Simulation:	
case studies	2.9
role playing	2.6
Other:	
class discussion guides	3.9
personal inventories	2.6
interviews	2.3
mazes	1.9

^aPossible range 0-5

The mean ratings for use of the various types of games were similar (Table XI). The most frequently used games were card at 2.5 and action at 2.4. The mean ratings of the remaining three games were lower.

The group of teaching aids labeled word searches included three different types. The types which list the words or give clues each received a mean rating of 3.1 (Table XI). The remaining type, which had the students adding the definition, had a mean rating of 2.8

Crossword puzzles and the two types of cryptograms were grouped together as word scrambles. Crossword puzzles were the most frequently used of the three types, with a mean rating of 3.4. The cryptograms received lesser ratings (Table XI).

Simulation is comprised of two teaching aids: Role playing and case studies. Case studies were the most widely used by the respondents with a mean rating of 2.9. Role playing was also popular with a mean of 2.6 (Table XI).

The final section, other, contained a variety of four teaching aids. Class discussion guides were the most frequently used of the four types with a mean of 3.9 (Table XI). Personal inventories had a mean of 2.6. The other teaching aids were rated at lower levels.

Those teaching aids with a mean rating in the top 50% of the 24 teaching aids were considered popular enough with the responding teachers to be used in the Personal Clothing Management Basic Core Curriculum Supplement. The mean ratings for those 12 teaching aids were from 2.6 to 3.9.

Teaching aids which were included in the top 50% of both the teaching aid effectiveness list and usage list totaled ten (Table XII). Two teaching aids were rated as effective but were not used extensively.

They were action games and TV version games. The two teaching aids that were used extensively but were not considered effective were posters and clothesline visuals.

TABLE XII
MOST EFFECTIVE AND MOST EXTENSIVELY USED TEACHING AIDS

Teaching Aid	Effectiveness Mean Rating (Range 0-9)	Usage Mean Rating (Range 0-5)
Crossword puzzle	7.0	3.4
Case studies	6.9	2.9
Class discussion guides	6.7	3.9
Word search with clues	6.7	3.1
Word search with definition to be added by students	6.7	2.8
Transparencies	6.5	3.1
Role playing	6.1	2.6
Personal inventories	6.1	2.6
Bulletin boards	5.8	3.1
Word search with words listed	5.7	3.1

Concept Recommendations

The teachers were asked to review a list of 30 concepts which were addressed in the Personal Clothing Management Basic Core Curriculum Guide and to indicate which of the concepts they perceived as needing teaching aids. Responses are located in Table XIII. The percent of responses ranged from 92.8% to 56.2%, indicating that more than half of the respondents thought teaching aids would be helpful for all of the concepts.

TABLE XIII
 TEACHERS' PERCEPTIONS OF CONCEPTS THAT NEEDED TEACHING AIDS
 (N=249)

Concept	N	Percent
Choosing colors	231	92.8
Figure types	225	90.4
Using accessories	222	89.2
Wardrobe organization	204	81.9
Basic wardrobe	203	81.5
Time saving construction techniques	200	80.3
Shopping practices	196	78.7
Construction techniques	195	78.3
Wardrobe extenders	194	77.9
Buying habits	190	76.3
Quality ready-to-wear	189	75.9
Stretching clothing dollars	189	75.9
Classic styling	186	74.7
Cleaning clothing	186	74.7
Guidelines for ironing	186	74.7
Selecting a pattern	186	74.7
Buying clothing on sale	185	74.3
Selecting and using interfacing	185	74.3
On and off grain yard goods	182	73.1
Professional results from home sewn garments	181	72.7
Packing for travel	180	72.3
Altering ready-to-wear	177	71.1
Selecting children's ready-to-wear	168	67.5
Storing wardrobe items	167	67.1
Increasing life of clothing	162	65.1
Construction of children's clothing	159	63.9
Buying shoes	157	63.1
Planning clothing for travel	156	62.7
Buying underclothes	146	58.6
Places to purchase clothing	142	57.0
Purchasing children's shoes	140	56.2

Of the 30 concepts located in the Personal Clothing Management Basic Core Curriculum Guide, the ten that the greatest percentage of teachers perceived as needing help from a teaching aid were selected for the development of effective and useful teaching aids (Table XIII). The ten concepts were: Choosing colors, figure types, using accessories, wardrobe organization, basic wardrobe, time saving construction techniques, shopping practices, construction techniques, wardrobe extenders, and buying habits.

The final section of the questionnaire also attempted to procure suggestions about an appropriate type of teaching aid for each concept. On the whole there were few suggestions. Three respondents made some suggestions, but there was no established pattern. Specific teaching aids were recommended for seven concepts but only three of these concepts were among the ten which were selected for the development of a teaching aid. The recommendations provided by the teachers did not supply a usable response.

Teaching Aid Development

The types of teaching aids previously used in core curriculum supplements that the respondents rated in the top one-half of each category (effectiveness and usage) were considered for further development in this study. This group was narrowed to ten by using only those teaching aids which were in the top one-half of both the teaching aids perceived as effective and those which were highly used. The curriculum base for the development of the ten teaching aids was the top ten concepts from the Personal Clothing Management Basic Core Curriculum Guide that the respondents perceived as needing teaching aids (Table XIII).

During the development of the teaching aids, an attempt was made to present the concepts in as close to identical form as possible to the way they were originally presented in the Personal Clothing Management Basic Core Curriculum Guide. If the information was presented in a definition format, this format was kept by using a crossword puzzle, word search with clues, or word search with definition to be added by the student. Concepts representing material which was easily discussed were used for role playing, case studies, and class discussion guides. The remaining concepts were matched to a teaching aid type continuing to attempt to change the original format in which the concepts were presented as little as possible. Each matching of concept to teaching aid was discussed with the author of the Personal Clothing Management Basic Core Curriculum Guide. An example of the ten teaching aids developed appears in Appendix B with a completed sample accompanying it.

The concept of color selection was matched with a word search with the words listed (Appendix B, pp. 71-72). Nine items that affect color selection were used: Skin tone, skin color, hair color, eye color, body build, undertones, complement, light/larger, and dark/smaller. The words were placed so that some read forward, backward, upside down, or diagonally.

A bulletin board idea was prepared to accompany the wardrobe extender concept (Appendix B, pp. 73-74). The presentation of the concept in the most attractive, eye catching manner was the goal.

The concept of buying habits was presented in the form of role playing (Appendix B, pp. 75-76). This teaching aid was designed to show peer pressure, lifestyles, brand name, and mood as they influence choices. Four short examples were presented with each being followed by two questions.

A case study was used to present the ideas categorized as shopping practices (Appendix B, pp. 77-79). The following ideas were addressed in the case study: Wearing proper clothing when shopping, knowing what you want or need before going shopping, not asking for opinions or advice if you know what you want, comparing prices and quality, choosing designs and colors to complement the consumer, and trying on the clothing. Some of the ideas were presented from the positive side, others from the negative. Questions were also written to accompany the case study.

Figure types and word searches with the definitions to be added by the students were combined for a teaching aid (Appendix B, pp. 80-81). Ten figure types, combining both male and female, were listed on the word search. The teaching aid was designed for the student to find the figure type in the word search and then give a definition or description of the figure type.

Accessory usage was presented in a word search with clues given (Appendix B, pp. 82-83). The six fill-in-the-blank clues addressed seven concerns about selecting and using accessories.

Quality ready-to-wear provided the topic for the development of the class discussion guide (Appendix B, pp. 84-85). The class discussion guide directed the students to divide into two groups and evaluate two garments. After evaluation they were to discuss and decide whether the group considered the garment to be of high quality, and then to defend their decision.

A personal inventory was designed for males and females about their basic wardrobes (Appendix B, pp. 86-88). The personal inventory grouped similar items together and provided space for a garment description.

There was also space to check if the garment was fashionable or if it needed work or accessories to up date and make it fashionable. Space was also provided to list what needed to be purchased. Different inventories were designed for males and females.

Construction techniques were combined with the crossword puzzle for a teaching aid (Appendix B, pp. 89-91). Descriptions were given for 15 basic construction techniques. The descriptions were placed on a separate page so the students could turn the puzzle section in to the teacher and keep the descriptions for further study.

A transparency was used to present time-saving construction techniques (Appendix B, p. 92). Four time-saving construction techniques were shown, varying from very basic to more difficult.

The researcher used the concepts in the Personal Clothing Management Basic Core Curriculum Guide which were considered to need the assistance of a teaching aid to develop teaching aids of the type that were perceived as both effective and highly used.

Teaching Aid Evaluation

The ten teaching aids developed during this study were evaluated by a group of vocational home economics teachers. The stratified random sample was selected by using a table of random numbers. Three vocational home economics teachers were selected from each of the six Vocational Supervisory Districts (Appendix C).

An evaluation sheet was developed for the teacher's use (Appendix D). The evaluation sheet was divided into two categories, instructional design and content. Instructional design addressed the (a) clarity, (b) consistency, and (c) adequacy of the directions given. Also

evaluated in this category was (d) appropriateness of the vocabulary level. The category of content included (a) the accuracy of the content compared to the core curriculum, (b) the currentness of the content, (c) the clarity of the objectives, (d) the consistency of the content with the objectives, and (e) the lack of bias in the content.

The ten teaching aids, along with individual attached evaluation sheets, were mailed to each of the 18 teachers. The teachers were asked to evaluate the teaching aids as they covered the materials from the Personal Clothing Management Basic Core Curriculum Guide, if they were currently teaching the subject matter. If the teachers were not currently teaching the subject matter, they were asked to evaluate the teaching aids based on their past experiences. Seven teachers returned their evaluation sheets. All of the evaluation forms received were usable. There was a usable return rate of 39%. A note was sent to the teachers who did not return their questionnaires; however no further questionnaires were returned.

Mean scores were calculated for each individual teaching aid on each criterion. An overall mean rating for each teaching aid, based on all of the criteria, was also calculated. A mean rating of below 3.5 was selected as the point at which revision was needed for a particular teaching aid.

Review of Findings by Teaching Aid

The mean ratings for the bulletin board ranged from 3.8 to 4.4 (Table XIV). The instructional design category ranged from a mean rating of 3.9 for the appropriateness of the vocabulary level to 4.1 for the clarity, consistency, and adequacy of the directions. The

TABLE XIV
EVALUATION OF TEACHING AIDS
(N=7)

	Mean Ratings ^a									
	Bulletin Board	Word Search With Clues	Word Search with Definition to be Added	Word Search with Words Listed	Personal Inventory	Crossword Puzzle	Class Discussion Guide	Role Playing	Case Studies	Transparency
Instructional Design:										
clarity of directions	4.1	4.0	4.3	4.5	4.6	4.0	4.5	3.8	3.9	3.4
consistency of directions	4.1	4.0	4.3	4.5	4.9	4.0	4.5	3.6	3.9	3.4
adequacy of directions	4.1	4.1	4.3	4.5	4.5	3.9	4.5	3.1	4.0	3.3
appropriate vocabulary level	3.9	4.1	4.1	4.4	4.6	4.3	4.5	3.5	4.4	3.8
Content:										
content is accurate with core curriculum	4.1	3.9	4.3	4.5	4.9	4.8	4.5	4.1	4.6	4.0
currentness of content	3.8	4.1	4.0	4.4	4.8	4.3	4.8	4.1	4.6	3.8
clarity of objective	4.1	4.1	4.1	4.3	4.8	4.6	4.6	4.1	4.6	3.9
consistency of content	3.9	3.9	4.1	4.4	4.6	4.6	4.8	4.1	4.6	3.9
clarity of content	3.8	3.9	4.1	4.4	4.5	4.4	4.5	4.1	4.5	3.9
lack of bias in content	4.4	4.5	4.4	4.5	4.1	4.9	4.8	4.4	4.3	4.1
Mean rating for each teaching aid:	4.0	4.1	4.2	4.4	4.6	4.4	4.7	4.0	4.3	3.7

^aPossible range 0-5

content category contained mean ratings from 3.8 to 4.4. The content was considered current and clearly defined with a mean rating of 3.8. A mean rating of 3.9 was given to the consistency of content with the core curriculum objectives. The objectives were thought to be clearly defined and the content was current with the core curriculum as represented by the 4.1 mean rating. A 4.4 mean rating showed a lack of bias in the teaching aid.

Word searches with clues given had mean ratings ranging from 3.8 to 4.5 (Table XIV). In the area of instructional design the mean ratings were 4.0 for clarity and consistency of directions and 4.1 for adequacy of instructions and appropriateness of the vocabulary level. The content area had mean ratings of 3.8 to 4.4. A mean rating was figured of 3.9 for accuracy of the content with the core curriculum, consistency with the objectives, and how clearly defined content was. The content was considered current and the objectives well defined as evidenced by a mean rating of 4.1. A mean rating of 4.5 was received for lack of bias.

Word searches with the definitions to be added by the students had mean ratings ranging from 4.0 to 4.4 (Table XIV). Instructional design had mean ratings of 4.1 for the appropriateness of the vocabulary level and 4.3 for the clarity, consistency, and adequacy of the directions. In the category of content, a mean rating of 4.0 was received for the area of currentness of content. A mean rating of 4.1 was given to how clearly defined the objectives were, how consistent the content was with the objectives, and how clearly the content was presented. The area which considered how accurate the teaching aid's content was as compared to the core curriculum information received a mean rating of 4.3. The lack of bias area received a mean rating of 4.4.

Word searches that had the words listed had mean ratings ranging from 4.3 to 4.5 (Table XIV). In the category of instructional design, a 4.4 mean rating was calculated for the appropriateness of the vocabulary level. The remaining areas, clarity, consistency, and adequacy of directions each received a mean rating of 4.5. The content category had a mean rating of 4.3 for how well defined the objective was. A mean rating of 4.4 was given to currentness of the content, consistency of content with the objective, and clarity in how the content was presented. Accuracy of the content with the core curriculum and the lack of bias in the content each received a mean rating of 4.5.

The personal inventory teaching aid had mean ratings of 4.1 to 4.9 (Table XIV). The category of instructional design had mean ratings of 4.5 for adequacy of directions, 4.6 for clarity of directions and appropriateness of the vocabulary level, and 4.9 for consistency of the directions. The category of content had one mean rating somewhat lower than the others. The lower mean rating was for the area of lack of bias (4.1). How clearly the content was presented received a mean rating of 4.6. The remaining three areas, currentness of content, clearness of the objectives, and accuracy of the content with the core curriculum received mean scores of 4.8, 4.8, and 4.9 respectively.

Crossword puzzles had mean ratings ranging from 3.9 to 4.9 (Table XIV). The area of instructional design had a mean rating of 3.9 for the adequacy of the directions. The consistency and clarity of directions each received a mean rating of 4.3. In the category of content, the lowest mean rating was calculated for the currentness of the content (4.3). The clarity of the presentation received a mean rating of 4.4. How clearly defined the objectives were and the consistency of the

content with the objectives each received mean ratings of 4.6. The accuracy of the content with the core curriculum received a mean rating of 4.8. The highest mean rating was calculated for the area of lack of bias (4.9).

The class discussion guide teaching aid received mean ratings from 4.5 to 4.8 (Table XIV). Mean ratings of 4.5 were received by each of the four areas in the category of instructional design; in the category of content being accurate with the core curriculum; and in clarity of the content. The clarity of the objectives had a mean rating of 4.6. Mean ratings of 4.8 were received by the areas of content currentness, content consistency, and lack of bias of the content.

Role playing received mean ratings from 3.1 to 4.4 (Table XIV). In the category of instructional design the area of adequacy of directions received a mean rating which showed revisions were needed (3.1). The appropriateness of the vocabulary had a mean rating of 3.5. A mean rating of 3.6 was received for the consistency of the directions. The area of clarity of directions received a mean rating of 3.8. The category of content received a mean rating of 4.1 for each of the areas except the lack of bias of the content (4.4).

The case study teaching aid had mean ratings ranging from 3.9 to 4.6 (Table XIV). The instructional design category received mean ratings of 3.9 for both the clarity and consistency of directions. The adequacy of directions received a mean rating of 4.0. A mean rating of 4.4 was calculated for the area of the appropriateness of the vocabulary level. Lack of bias received a mean rating of 4.3. Of the remaining five areas, only the clarity of content (4.5) did not receive a mean rating of 4.6.

The transparency teaching aid received mean ratings ranging from

3.3 to 4.1 (Table XIV). Of the four areas under the category of instructional design, three had mean ratings which indicated that changes were needed. The areas were adequacy of directions (3.3), clarity of directions (3.4), and consistency of directions (3.4). The remaining area, appropriateness of vocabulary level, received a mean rating of 3.8. The content category had a mean rating of 3.8 for the currentness of the content. How clearly defined the objective was, how consistent the content was, and how clearly presented the content was, each received mean ratings of 3.9. The accuracy of the content with the core curriculum received a mean rating of 4.0. The lack of bias of the content received a mean rating of 4.1.

The overall mean ratings were calculated for each of the 10 teaching aids. Mean ratings ranged from 3.7 to 4.7 (Table XIV). The rating of below 3.5 was selected as the point at which major revision was needed for a particular teaching aid. None of the 10 teaching aids fell below the selected point. One teaching aid (transparency) did have a mean rating of 3.7. This mean rating was the only one of the 10 to fall below 4.0.

Comments were received from only three of the responding teachers. One teacher consistently thought the teaching aids would be considered "silly" and only required the students to "recite and not think." This teacher did feel that the case study was the best of the teaching aids because it required "some higher levels of thinking." The second teacher that made comments mostly concerned herself with improvements that could be made in the directions. The wording was altered on some teaching aids and directions added on a teaching aid which previously had none. The third teacher commented on the bulletin board and crossword puzzle

teaching aids. She said the crossword puzzle was "attractive" and the bulletin board was a "good idea." The third teacher also suggested that the lettering on the transparency clock should rotate like the numbers on a clock. This correction was made.

Revisions were shown to be needed on two teaching aids because their criterion mean ratings were below 3.5. The teaching aid, role playing had a mean rating of 3.1 in adequacy of directions. The teaching aid, transparency, had a mean rating of 3.3 for the adequacy of directions and 3.4 for both clarity and consistency of the directions. The comments received from the responding teachers were reviewed and used to help make the revisions. The role playing teaching aid had previously not had any directions. Suggested directions given by one respondent were used. The transparency teaching aid also needed improvement in the directions provided. No suggestions were made by the respondents concerning the directions. Directions were not added to this teaching aid because the student is not performing a task using the teaching aid. Verbal instructions may be given by a teacher as the aid is used if they see fit to localize the teaching aid.

Summary and Discussion

Chapter IV provided a presentation and analysis of the results of the study. The subjects were 263 vocational home economics teachers in Oklahoma. The data collected demonstrated that the five available core curriculum supplements were used by an overwhelming majority (94.7%) of the vocational home economics teachers. This corresponded with the findings of Hollenbeck (1975) and Ward (1980) who proposed that instructors wished to complement their curriculums with outside materials. The

teachers who did not use the supplements (5.3%) preferred to use their own teaching aids. Donated aids from companies were also used extensively. This preference for sources other than the core curriculum supplements supported a similar finding by Ward (1980). Ward found that teachers who had previously developed resources of their own preferred their own. Self-developed teaching aids was one choice available to the respondents who did not use the core curriculum supplements.

Two of the supplements were used heavily. They were the Home Economics I and Family Living Core Curriculum Supplements. These were the most highly used, but these might also be the most frequently taught classes. The Housing and Home Furnishings Core Curriculum Supplement was used an average amount of time. Needle Trades and Child Care Core Curriculum Supplements were used less frequently. A possible reason for this was that these classes were taught mainly in Area Vo-Tech schools, which have fewer teachers.

The teaching aid which was perceived by the respondents to be the most effective was the crossword puzzle. Eleven other teaching aids were perceived to be effective. The most frequently used teaching aid was the class discussion guide. A total of 12 teaching aids had high usage. Ten types of teaching aids, perceived to be both highly used and effective, were selected for the development of teaching aids for the Personal Clothing Management Basic Core Curriculum supplement. These 10 teaching aids could be used to perform the nine aspects of instruction addressed by Gagne and Briggs (1974). The wide variety of teaching aids shown to be effective and popular provide a large number of choices. The wide variety of teaching aids developed allows for the opportunity to use a teaching aid which is effective for different

students' learning styles. More than half of the respondents rated all of the concepts as needing the help of a teaching aid, but only the top 10 concepts were selected for the development of a teaching aid.

Choosing colors (92.8%) was the concept perceived as requiring help by the most teachers.

The teaching aids were evaluated by seven vocational home economics teachers, based on two categories: Instructional design and content. Revisions were shown to be needed on two types of teaching aids: Role playing and transparency. The revisions were made based on suggestions given by the responding teachers.

A limitation of the results of the study was that only the 24 types of teaching aids previously used in the core curriculum supplements were considered. Another limitation of the study was that only seven teachers evaluated the teaching aids that had been developed. Newer and unique teaching aids such as videos and computer applications were not considered, but might be applicable in some situations. The summary, conclusions, and recommendations of the study are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to develop a set of teaching aids for use in the core curriculum supplement for the Personal Clothing Management Basic Core Curriculum Guide. The following objectives were developed to achieve this purpose.

1. Determine the extent of use of the five currently available basic core curriculum supplements by Oklahoma vocational home economics teachers.

2. Determine the teacher's perceptions of the effectiveness of each of the 24 types of teaching aids in helping meet the objectives.

3. Determine the extent of use of the 24 types of teaching aids included in the five currently available core curriculum supplements.

4. Determine teacher perceptions of concepts derived from the Personal Clothing Management Basic Core Curriculum Guide that would be more easily understood with the use of a teaching aid.

5. Develop one teaching aid for each of the top ten concepts identified by the greatest number of teachers as needing the assistance of a teaching aid.

A total of 431 teachers in Oklahoma were contacted by mailed questionnaires. There was a usable return rate of 61%. The instrument used consisted of four parts. Part I was designed to collect demographic data about the respondents and their schools. Part II was designed to

measure to what extent the five previously prepared core curriculum supplements were used. Information on effectiveness and the degree of usage of 24 types of teaching aids was collected through Part III. The final part, Part IV, was designed to identify the concepts in the clothing management guide which were perceived as needing teaching aids.

The data from the returned questionnaires were entered into the computer. Percentages were computed for Parts I, II, and IV. Mean ratings were computed for Part III.

Conclusions

The five core curriculum supplements were used by the majority of Oklahoma vocational home economics teachers. The teachers who did not use the core curriculum supplements provided no identifiable common reasons for not using them.

Of the 24 teaching aids included in the study, the majority were used frequently and were considered effective by a large group of teachers. The number of teaching aids which were perceived by the majority as both effective and highly used totaled 10.

All of the 30 concepts derived from the Personal Clothing Management Basic Core Curriculum Guide were perceived to need teaching aids by more than one-half of the respondents. The types of teaching aids which were perceived to be the most effective and the most useful were used to develop teaching aids for the ten concepts determined by the highest percentage of respondents to need the assistance of a teaching aid. The resulting teaching aids were suggested for inclusion in the Personal Clothing Management Basic Core Curriculum Guide.

Seven out of the 18 vocational home economics teachers selected by a stratified random sample across Oklahoma evaluated the 10 teaching aids that were designed through the study. The teaching aids were evaluated on instructional design and content. Clarity of the directions received the lowest mean rating for the criteria for the 10 teaching aids. Revisions were made based on the recommendations of the teachers.

Recommendations

The following recommendations are suggested for further research in the area of teaching aids and core curriculum supplements.

1. After development and use of the teaching aids prepared for the Personal Clothing Management Basic Core Curriculum supplement, conduct an evaluative study to determine their effectiveness.
2. In a laboratory situation, using experimental and control groups, determine whether students who use teaching aids perform at a higher rate than students who do not use teaching aids on the same test.
3. Survey students to determine if the teaching aids which they perceive as the most effective in the learning process coincide with those perceived to be the most effective by teachers.
4. Using a population of teachers from varied disciplines, conduct a study to determine if the teaching aid types represented in this study are also considered popular and useful outside the field of vocational home economics.

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APPENDIXES

APPENDIX A
QUESTIONNAIRE

September 26, 1985

Dear Home Economics Teacher:

We are conducting a study concerning the use of the Core Curriculum Supplements by Oklahoma Vocational home economics teachers. The responses will be used as a guide for constructing the supplement for the new Personal Clothing Management Basic Core Curriculum.

Your expertise is vital in helping us determine the type of teaching aids preferred and needed by teachers. Please read and complete the questionnaire promptly. Your responses will be kept strictly confidential. The questionnaires are numbered only for internal processing, and in no way will your name or your school be associated with your responses. Please ignore the numbering of questions. They have been numbered to facilitate computer coding.

A self-addressed, stamped envelope has been enclosed for your use. Please return the questionnaire by October 11.

Thank you for your cooperation.

Sincerely,

Michi M. Lockhart
Graduate Student
Clothing, Textiles and
Merchandising Department
Oklahoma State University
Vocational Home Economics Teacher

Donna Kates
Home Economics Curriculum
Specialist
State Department of Vo-Tech

Dr. Lynn Sisler
Thesis Adviser
Clothing, Textiles and
Merchandising Department
Oklahoma State University

Enclosure

TEACHING AID QUESTIONNAIRE

Demographic Data and General Information:

Part I -- Please circle the appropriate category below that describes yourself or your school.

5. Age of teacher:
1. 20-29
 2. 30-39
 3. 40-49
 4. 50-59
 5. 60 & Over
6. Highest college degree earned:
1. Bachelors
 2. Masters
 3. Doctorate
7. Years of teaching experience:
1. 0-4
 2. 5-9
 3. 10-14
 4. 15-19
 5. 20-24
 6. 25-29
 7. 30 & Over
8. Vocational Supervisory District in which your home economics program is located:
1. North
 2. West
 3. Southwest
 4. Southeast
 5. East
 6. Northeast
9. School size:
1. Class B
 2. Class A
 3. Class 2A
 4. Class 3A
 5. Class 4A
 6. Class 5A
10. Total number of students enrolled in your program for 1985-86:
1. 29 & Under
 2. 30-39
 3. 40-49
 4. 50-59
 5. 60-69
 6. 70-79
 7. 80-89
 8. 90-99
 9. 100 & Over

Current Core Curriculum Supplement Usage:

Part II -- Please circle the appropriate answer below concerning your use of the Core Curriculum Supplements published by the Curriculum and Instructional Materials Center.

A. Have you ever used any of the Core Curriculum Supplements:

12. Yes No

If YES, proceed to question D on the next page, skipping questions B & C. If NO, continue with questions B & C.

B. Why do you not use the Core Curriculum Supplements:

13. did not realize they were available

14. do not meet my needs

15. prefer other sources

C. Where do you obtain the teaching aids you use: (Circle all that you use.)

16. make them myself from my original ideas

17. make them myself from suggestions in the core curriculum

18. borrow aids from other teachers

19. use commercial aids purchased by the school

20. use aids donated by companies

Please do not answer the remaining questions. Please make any comments you feel will be useful in this study. Your participation is greatly appreciated.

Stop

D. Please circle the percentage you feel most nearly represents your usage of each individual Core Curriculum Supplement.

22-23. Needle Trades

0 10 20 30 40 50 60 70 80 90 100%

24-25. Housing & Home Furnishings

0 10 20 30 40 50 60 70 80 90 100%

26-27. Home Economics I

0 10 20 30 40 50 60 70 80 90 100%

28-29. Child Care

0 10 20 30 40 50 60 70 80 90 100%

30-31. Family Living

0 10 20 30 40 50 60 70 80 90 100%

General Information about Teaching Aid Usage:

Part III - Read the following items concerning the use of teaching aids located in the Core Curriculum Supplements.

- A. Circle the number which represents your estimation of the effectiveness of each of the 24 types of teaching aids in the completion of the objectives.

	<u>Least Effective</u>					<u>Most Effective</u>				
Visuals										
33. bulletin boards	0	1	2	3	4	5	6	7	8	9
34. mobiles	0	1	2	3	4	5	6	7	8	9
35. flannel boards	0	1	2	3	4	5	6	7	8	9
36. posters	0	1	2	3	4	5	6	7	8	9
37. clothesline visuals	0	1	2	3	4	5	6	7	8	9
38. displays	0	1	2	3	4	5	6	7	8	9
39. transparencies	0	1	2	3	4	5	6	7	8	9
Games:										
40. action	0	1	2	3	4	5	6	7	8	9
41. bingo-type	0	1	2	3	4	5	6	7	8	9
42. board	0	1	2	3	4	5	6	7	8	9
43. card	0	1	2	3	4	5	6	7	8	9
44. TV versions	0	1	2	3	4	5	6	7	8	9
Word Searches:										
45. with words listed	0	1	2	3	4	5	6	7	8	9
46. with clues given	0	1	2	3	4	5	6	7	8	9
47. with definitions to be added by students	0	1	2	3	4	5	6	7	8	9
Word Scrambles:										
48. crossword puzzles	0	1	2	3	4	5	6	7	8	9
49. cryptograms	0	1	2	3	4	5	6	7	8	9
50. telephone spiral cryptograms	0	1	2	3	4	5	6	7	8	9
Simulation:										
51. role playing	0	1	2	3	4	5	6	7	8	9
52. case studies	0	1	2	3	4	5	6	7	8	9
Others:										
53. mazes	0	1	2	3	4	5	6	7	8	9
54. personal inventories	0	1	2	3	4	5	6	7	8	9
55. class discussion assignments	0	1	2	3	4	5	6	7	8	9
56. interviews	0	1	2	3	4	5	6	7	8	9

- B. Circle the number which indicates the frequency of use of each of the 24 types of teaching aids in your program.

	Never Use	Use Once a Year	Use Once a Semester	Use Once a Month	Use Once a Week	Use Daily
Visuals:						
5. bulletin boards	0	1	2	3	4	5
6. mobiles	0	1	2	3	4	5
7. flannel boards	0	1	2	3	4	5
8. posters	0	1	2	3	4	5
9. clothesline visuals	0	1	2	3	4	5
10. displays	0	1	2	3	4	5
11. transparencies	0	1	2	3	4	5
Games:						
12. action	0	1	2	3	4	5
13. bingo-type	0	1	2	3	4	5
14. board	0	1	2	3	4	5
15. card	0	1	2	3	4	5
16. TV version	0	1	2	3	4	5
Word Searches:						
17. with words listed	0	1	2	3	4	5
18. with clues given	0	1	2	3	4	5
19. with definitions to be added by students	0	1	2	3	4	5
Word Scrambles:						
20. crossword puzzles	0	1	2	3	4	5
21. cryptograms	0	1	2	3	4	5
22. telephone spiral cryptograms	0	1	2	3	4	5
Simulation:						
23. role playing	0	1	2	3	4	5
24. case studies	0	1	2	3	4	5
Others:						
25. mazes	0	1	2	3	4	5
26. personal inventories	0	1	2	3	4	5
27. class discussion assignments	0	1	2	3	4	5
28. interviews	0	1	2	3	4	5

Personal Clothing Management Basic Core Curriculum Teaching Aid
Recommendations:

Part IV -- Circle yes or no to indicate whether you believe a teaching aid would help in presenting each of the following concepts from the Personal Clothing Management Basic Core Curriculum.

			<u>Suggested Type of Teaching Aid:</u>	
30.	Yes	No	Wardrobe organization	_____
31.	Yes	No	Choosing colors	_____
32.	Yes	No	Wardrobe extenders	_____
33.	Yes	No	Using accessories	_____
34.	Yes	No	Storing wardrobe items	_____
35.	Yes	No	Packing for travel	_____
36.	Yes	No	Classic styling	_____
37.	Yes	No	Planning clothing for travel	_____
38.	Yes	No	Stretching clothing dollars	_____
39.	Yes	No	Buying habits	_____
40.	Yes	No	Shopping practices	_____
41.	Yes	No	Buying clothing on sale	_____
42.	Yes	No	Places to purchase clothing	_____
43.	Yes	No	Figure types	_____
44.	Yes	No	Quality of ready-to-wear	_____
45.	Yes	No	Buying shoes	_____
46.	Yes	No	Buying underclothes	_____
47.	Yes	No	Basic wardrobe	_____
48.	Yes	No	Increasing life of clothing	_____
49.	Yes	No	Cleaning clothing	_____
50.	Yes	No	Guidelines for ironing	_____

Suggested Type of
Teaching Aid:

- | | | | | |
|-----|-----|----|---|-------|
| 51. | Yes | No | Altering ready-to-wear | _____ |
| 52. | Yes | No | On and off-grain yard goods | _____ |
| 53. | Yes | No | Construction techniques | _____ |
| 54. | Yes | No | Selecting and using interfacing | _____ |
| 55. | Yes | No | Selecting a pattern | _____ |
| 56. | Yes | No | Time saving techniques in construction | _____ |
| 57. | Yes | No | Professional results from
home sewn garments | _____ |
| 58. | Yes | No | Construction of children's clothing | _____ |
| 59. | Yes | No | Purchasing children's shoes | _____ |
| 60. | Yes | No | Selecting children's ready-to-wear | _____ |

APPENDIX B
TEACHING AIDS

Color Selection

WORD SEARCH WITH WORDS LISTED

DIRECTIONS: Circle the word or words which appear at the bottom of the page.

T J K B O D Y B U I L D E R D C M K Y
 R I B V R W C O S K I N C O L O R P Z
 A S I L O W T L H W G P E U O M O M X
 A Z U B Q K W A R S H R R W Y P L Y C
 V O E L B D I W S M T O R G R L O J V
 E G M D A R K S M A L L E R X E C B G
 A T D G C J L B R L A O M W G M N R B
 M A R O T C F J T N R C S E P E I K L
 K R L M D M D H S M G E S R H N K C L
 C O T J N J K B G B E Y K G D T S H B
 R H E N V S E N O T R E D N U P L C D

skin tone

skin color

hair color

eye color

body build

undertones

complement

light/larger

dark/smaller

Note: Use with the information from the Personal Clothing Management Basic Core Curriculum Guide Unit I, Objective IV, pp. 20-21.

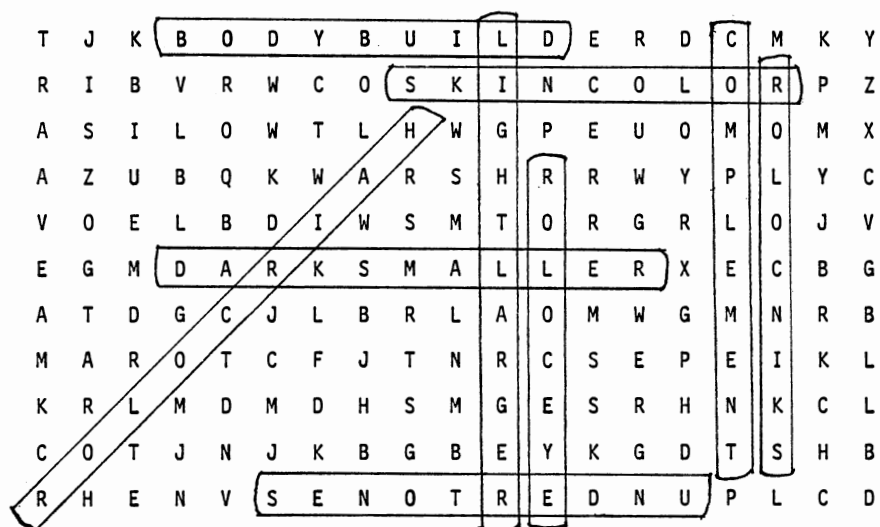
Objective: List personal characteristics that affect colors that one should select for wardrobe items.

Color Selection

KEY

WORD SEARCH WITH WORDS LISTED

DIRECTIONS: Circle the word or words which appear at the bottom of the page.



skin tone

skin color

hair color

eye color

body build

undertones

complement

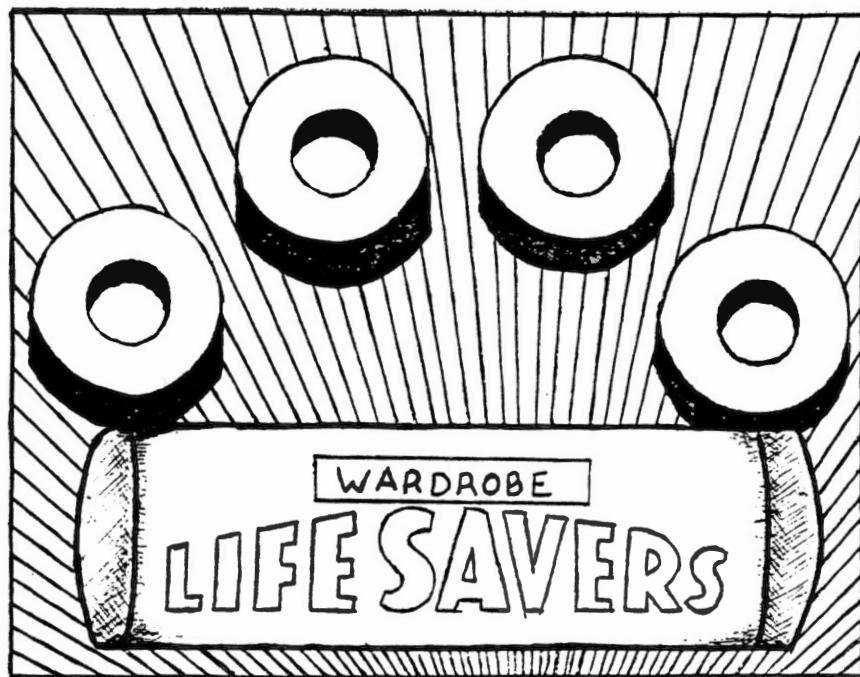
light/larger

dark/smaller

Note: Use with the information from the Personal Clothing Management Basic Core Curriculum Guide Unit I, Objective IV, pp. 20-21.

Objective: List personal characteristics that affect colors that one should select for wardrobe items.

Bulletin Board/Wardrobe Extenders

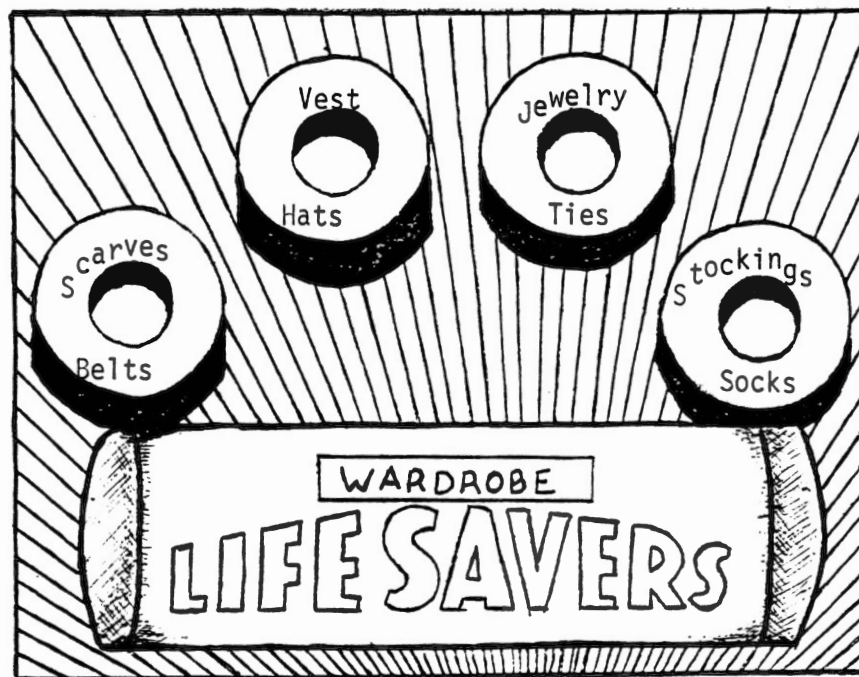


Note: Use the blank Life Savers to write the information from the Personal Clothing Management Basic Core Curriculum Guide, Unit I, Objective V, p. 21.

Objective: List types of wardrobe extenders.

EXAMPLE

Bulletin Board/Wardrobe Extenders



Note: Use the blank Life Savers to write the information from the Personal Clothing Management Basic Core Curriculum Guide, Unit I, Objective V, p. 21.

Objective: List types of wardrobe extenders.

Buying Habits/Role Playing

1. Regina was new in Pressure City. She wanted so badly to fit in. When Regina went to buy clothes for school she could not decide between the expensive pair of Question brand jeans that Katrenia (Head Cheerleader) had or the less expensive Girl Next Door brand she had always worn.
 - 1A--What choice would you make?
 - 1B--What is influencing Regina's selection of jeans?

2. Steve is a senior. He loves basketball, baseball, and rodeo. The more active he is, the happier he is. Steve's girlfriend is buying a shirt for him for his birthday. She cannot decide between the western cut knit shirt or the tailored dress shirt.
 - 2A--What shirt should Steve's girlfriend choose?
 - 2B--What is influencing her selection of shirts?

3. Darnell was at her favorite specialty store's jewelry counter. She saw two necklaces that were very attractive. One of these was a popular brand and had been featured in the last issue of Spotlight magazine. She had never seen the other piece or heard of the brand.
 - 3A--Which necklace would you buy if you were in Darnell's place?
 - 3B--What two items are influencing Darnell's decision?

4. Jay woke up on Saturday feeling down and out. He had to get rid of that feeling. He was supposed to help babysit his niece at the beach. He could not decide what to wear. The gray sweats sure looked comfortable, but that Hawaiian print shirt was sure bright.
 - 4A--What is influencing Jay's decision?
 - 4B--What choice should Jay make?

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective II, pp. 87-88.

Objective: List factors that influence buying habits.

EXAMPLE Buying Habits/Role Playing

1. Regina was new in Pressure City. She wanted so badly to fit in. When Regina went to buy clothes for school she could not decide between the expensive pair of Question brand jeans that Katrenia (Head Cheerleader) had or the less expensive Girld Next Door brand she had always worn.

1A--What choice would you make? [personal opinion]

1B--What is influencing Regina's selection of jeans? [peer pressure]

2. Steve is a senior. He loves basketball, baseball, and rodeo. The more active he is, the happier he is. Steve's girlfriend is buying a shirt for him for his birthday. She cannot decide between the western cut knit shirt or the tailored dress shirt.

2A--What shirt should Steve's girlfriend choose? [western]

2B--What is influencing her selection of shirts? [lifestyle]

3. Darnell was at her favorite specialty store's jewelry counter. She saw two necklaces that were very attractive. One of these was a popular brand and had been featured in the last issue of Spotlight magazine. She had never seen the other piece or heard of the brand.

3A--Which necklace would you buy if you were in Darnell's place?
[personal opinion]

3B--What two items are influencing Darnell's decision?
[advertising and fashion industry]

4. Jay woke up on Saturday feeling down and out. He had to get rid of that feeling. He was supposed to help babysit his niece at the beach. He could not decide what to wear. The gray sweats sure looked comfortable, but that Hawaiian print shirt was sure bright.

4A--What is influencing Jay's decision? [mood]

4B--What choice should Jay make? [Hawaiian]

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective II, pp. 87-88.

Objective: List factors that influence buying habits.

SHOPPING PRACTICES CASE STUDY

Chuck arrived at Courtney's apartment to pick her up in a pair of faded 501 jeans and an old polo shirt with a bleached out white spot on the sleeve. Courtney was wearing her sister's white sweater with a pair of pink and white floral patterned crop pants. The couple was going to visit the new mall off Glamour Expressway and Go Drive.

Courtney had asked Chuck to go shopping because she wanted his opinion on the dress she was needing to purchase for the Sweetheart Party that Paige was having. Chuck wanted to go and thought he might get something if the feeling was right.

The style of dress that Courtney wanted was very popular this spring. She had noticed the style of dress at a discount store, a department store, a specialty store, and in a mail-order catalog. The prices for the style varied a lot between stores. Courtney had not looked at the garments closely to compare them. She wondered what caused the dress to be more expensive at 'Exclusively from Paris' than at 'R. D. Nickles,' and 'Cheap Mart.'

The blue eyed blonde was tall and slender. She was very fair skinned and some said that she had a peaches and cream complexion. Courtney had decided she wanted to point out her delicate, feminine attractions for the Sweetheart Party. She had her mind set--the dress had to be a pale blue to complement her eyes or black to contrast with her skin.

Courtney tried on several dresses in a number of stores. She was shocked at how the size varied. There was so much difference that sometimes she had to change sizes. For garments with brand names which she bought a lot, she knew what size to try on. Chuck thought he knew his size, so when he spotted the gray pin stripe dress shirt, he did not try it on.



SHOPPING PRACTICES CASE STUDY

QUESTIONS

1. Who had the best shopping habits, Chuck or Courtney?
2. How did Courtney shop that demonstrated correct shopping practices?
Incorrect?
3. How did Chuck demonstrate poor shopping practices?
4. Do you think Courtney's dress would have been a quality garment that complemented her features and fit well, based on her shopping practices?
5. Do you think Chuck's dress shirt had to be returned or did it fit, based on his shopping practices?
6. Do you shop more like Courtney or Chuck? Give an example.
7. How can you improve your shopping practices?

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective III, pp. 88-89.

Objective: State recommended shopping practices.

SHOPPING PRACTICES CASE STUDY

QUESTIONS

EXAMPLE

1. Who had the best shopping habits, Chuck or Courtney?

Courtney

2. How did Courtney shop that demonstrated correct shopping practices?
Incorrect?

Correct - knew what she wanted, dressed appropriately, tried on clothing, chose color, familiar with brand names and care labels

3. How did Chuck demonstrate poor shopping practices?

did not know what he wanted, dressed inappropriately, did not try on clothing

4. Do you think Courtney's dress would have been a quality garment that complemented her features and fit well, based on her shopping practices?

student's opinion

5. Do you think Chuck's dress shirt had to be returned or did it fit, based on his shopping practices?

student's opinion

6. Do you shop more like Courtney or Chuck? Give an example.

personal opinion

7. How can you improve your shopping practices?

personal opinion

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective III, pp. 88-89.

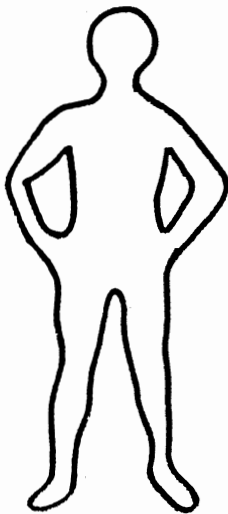
Objective: State recommended shopping practices.

Figure Types

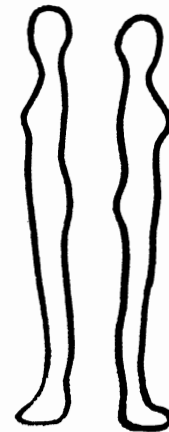
Word Search with Definitions to be Added by Students

DIRECTIONS: Circle the terms shown at the bottom of the page as you find them in the word search. Describe each figure type on the back of the sheet.

I M B E L F T E J C P A M L U K B
 F E L W C L I R N B W V I M G O F
 J B H O J I M L D T N O C K Y O K
 M O Y S U T B Q R H N D P S S N J
 I Y O U N G J U N I O R T E E N W
 S S E Q I I N N K G I E E L S R B
 S E N G O R T E Y M E A E W S N I
 P I D U R L K L E N V L N R H O K
 E S A P P S S C S T S B B P M T A
 T J S K E I E J Y D S T O D C F Q
 I B N R T I S J U F S Y Y H A S K
 T L E F I S J G B N M R S G S E E
 E T M H T W O R E K I C W B J S B
 C K D E L R N M H S O J A Y S
 S O M J E P U S R M B R Q U I
 P V G N S K W M E X L W P D M
 E X B J R O N I G Y C K
 C K I Q S P F H U L



- | | |
|----------------------|--------------|
| 1. girls | 6. misses |
| 2. young junior/teen | 7. womens |
| 3. junior petite | 8. boys |
| 4. junior | 9. teen boys |
| 5. Miss petite | 10. mens |



Note: For use with the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective VIII, pp. 92-93.

Objective: List figure types.

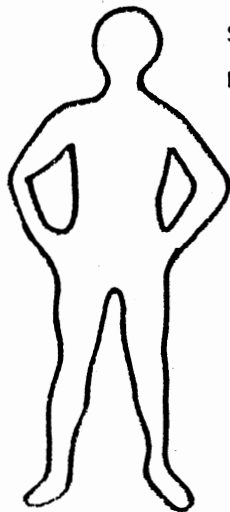
Figure Types

EXAMPLE

Word Search with Definitions to be Added by Students

DIRECTIONS: Circle the terms shown at the bottom of the page as you find them in the word search. Describe each figure type on the back of the sheet.

I	M	B	E	L	F	T	E	J	C	P	A	M	L	U	K	B
F	E	L	W	C	L	I	R	N	B	W	V	I	M	G	O	F
J	B	H	O	J	I	M	L	D	T	N	O	C	K	Y	O	K
M	O	Y	S	U	T	B	Q	R	H	N	D	P	S	S	N	J
I	Y	O	U	N	G	J	U	N	I	O	R	T	E	E	N	W
S	S	E	Q	I	I	N	N	K	G	I	E	E	L	S	R	B
S	E	N	G	O	R	T	E	Y	M	E	A	E	W	S	N	I
P	I	D	J	R	L	K	L	E	N	V	L	N	R	H	O	K
E	S	A	P	P	S	S	C	S	T	S	B	B	P	M	T	A
T	J	S	K	E	I	E	J	Y	D	S	T	O	D	C	F	Q
I	B	N	R	T	I	S	J	U	F	S	Y	Y	H	A	S	K
T	L	E	F	I	S	J	G	B	N	M	R	S	G	S	E	E
E	T	M	H	T	W	O	R	E	K	I	C	W	B	J	S	B
C	K	D	E	L	R	N	M	H	S	O	J	A	Y	S		
S	O	M	J	E	P	U	S	R	M	B	R	Q	U	I		
P	V	G	N	S	K	W	M	E	X	L	W	P	D	M		
E	X	B	J	R	O	N	I	G	Y	C	K					
C	K	I	Q	S	P	F	H	U	L							



1. girls
2. young junior/teen
3. junior petite
4. junior
5. Miss petite
6. misses
7. womens
8. boys
9. teen boys
10. mens

Note: For use with the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective VIII, pp. 92-93.

Objective: List figure types.

Name _____

Word Search with Clues

ACCESSORIES

DIRECTIONS: Circle the word or words which answer the clues at the bottom of the page. Fill in the blanks also.

V E B O T I S D E O T C U N I S
 A S E W C B T P S F H W C Y V K
 I S N G B Q C O M P L E M E N T
 U E B S O L T A D J U K R W M K
 E N I P O R M H R G A S T B Q E
 V T N C Y X C V Z E A L G L S D
 F I N I S H I N G T O U C H U N
 U A Z H I P A F I W T Y Q F X E
 I L F S Z T J L R C K O M R S L
 E W Y O E R E S A D W R C A D B

1. Select items that (_____) or (____) with the outfit.
2. When selecting accessories, consider the method of (____).
3. Word which means it can be worn with many outfits. (_____)
4. (_____) and accessories should be in proportion.
5. Word which means the accessory was required or needed. (_____)
6. Accessories add the (_____) to an outfit.

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective X, pp. 93-94.

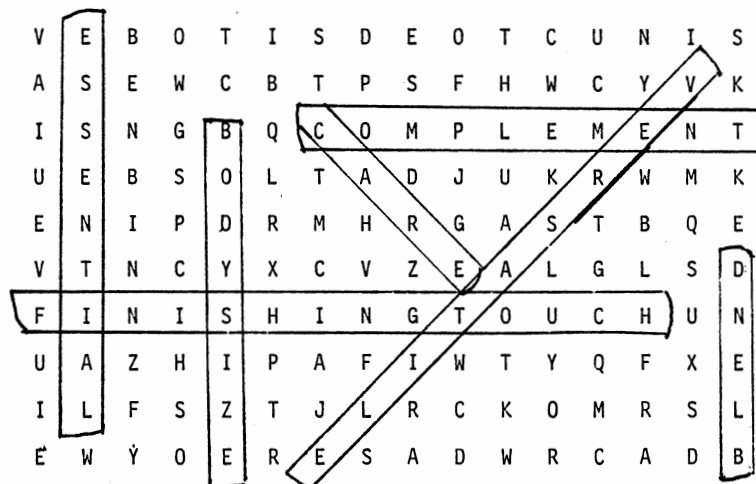
Objective: Identify guidelines for purchasing accessories.

Name EXAMPLE

ACCESSORIES

Word Search with Clues

DIRECTIONS: Circle the word or words which answer the clues at the bottom of the page. Fill in the blanks also.



1. Select items that (complement) or (blend) with the outfit.
2. When selecting accessories, consider the method of (care).
3. Word which means it can be worn with many outfits. (versatile)
4. (Body size) and accessories should be in proportion.
5. Word which means the accessory was required or needed. (essential)
6. Accessories add the (finishing touch) to an outfit.

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective X, pp. 93-94.

Objective: Identify guidelines for purchasing accessories.

Name _____

CLASS DISCUSSION GUIDETOPIC: Quality Ready-to-Wear

Directions: Divide into two equal groups. Using the checklist, examine two ready-to-wear garments. Complete the checklist. List the pros and cons of each garment. Prepare to discuss and defend your statements.

Quality	Garment 1	Garment 2
fabric cut on grain		
designs match at seam lines and at openings		
seams: uniform width		
flat		
generous to prevent strain		
stitching		
reinforcement for strain		
hem: uniform width		
invisible from top		
fasteners firmly attached		
buttonholes		
zipper: suitable length		
suitable color		
interfaced in appropriate areas		

Note: For use with the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective IX, pp. 94-95.

Objective: State guidelines for judging quality ready-to-wear clothing.

Name ExampleCLASS DISCUSSION GUIDETOPIC: Quality Ready-to-Wear

Directions: Divide into two equal groups. Using the checklist, examine two ready-to-wear garments. Complete the checklist. List the pros and cons of each garment. Prepare to discuss and defend your statements.

Quality	Garment 1	Garment 2
fabric cut on grain	[bias]	[left leg off grain]
designs match at seam lines and at openings	[bias front no match]	[OK]
seams: uniform width	[standard]	[standard]
flat	[OK]	[yes]
generous to prevent strain	[OK]	[double stitched]
stitching	[large]	[reinforced at stress points]
reinforcement for strain	[no]	[yes]
hem: uniform width	[yes]	[standard]
invisible from top	[no]	[topstitched]
fasteners firmly attached	[yes]	[yes]
buttonholes	[OK]	[good]
zipper: suitable length	[none]	[yes]
suitable color	[none]	[yes]
interfaced in appropriate areas	[yes]	[none used]

Note: For use with the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective IX, pp. 94-95

Objective: State guidelines for judging quality ready-to-wear clothing.

BASIC WARDROBE PERSONAL INVENTORY

DIRECTIONS: After completing Assignment Sheet #1 on pp. 97-108, complete the following personal inventory of your clothing wardrobe. Use notebook paper if more room is needed by transferring information.

FEMALE

WHAT I HAVE	DESCRIPTION	IN FASHION	UP DATE	NEED TO BUY
pants				
jeans				
shorts				
skirts				
dresses				
sweaters				
shirts				
blouses				
tops				
suits				
coats				
shoes				
boots				
accessories				

NOTE: Use with the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective XIII, pp. 97-108.

OBJECTIVE: Develop a basic wardrobe.

BASIC WARDROBE PERSONAL INVENTORY

DIRECTIONS: After completing Assignment Sheet #1 on pp. 97-108, complete the following personal inventory of your clothing wardrobe. Use notebook paper if more room is needed by transferring information.

MALE

WHAT I HAVE	DESCRIPTION	IN FASHION	UP DATE	NEED TO BUY
slacks				
jeans				
shorts				
shirts				
sweaters				
sportscoats				
blazers				
suits				
coats				
underclothes				
socks				
shoes				
boots				

NOTE: Use the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective XIII, pp. 97-108.

OBJECTIVE: Develop a basic wardrobe.

BASIC WARDROBE PERSONAL INVENTORY

DIRECTIONS: After completing Assignment Sheet #1 on pp. 97-108, complete the following personal inventory of your clothing wardrobe. Use notebook paper if more room is needed by transferring information.

Example

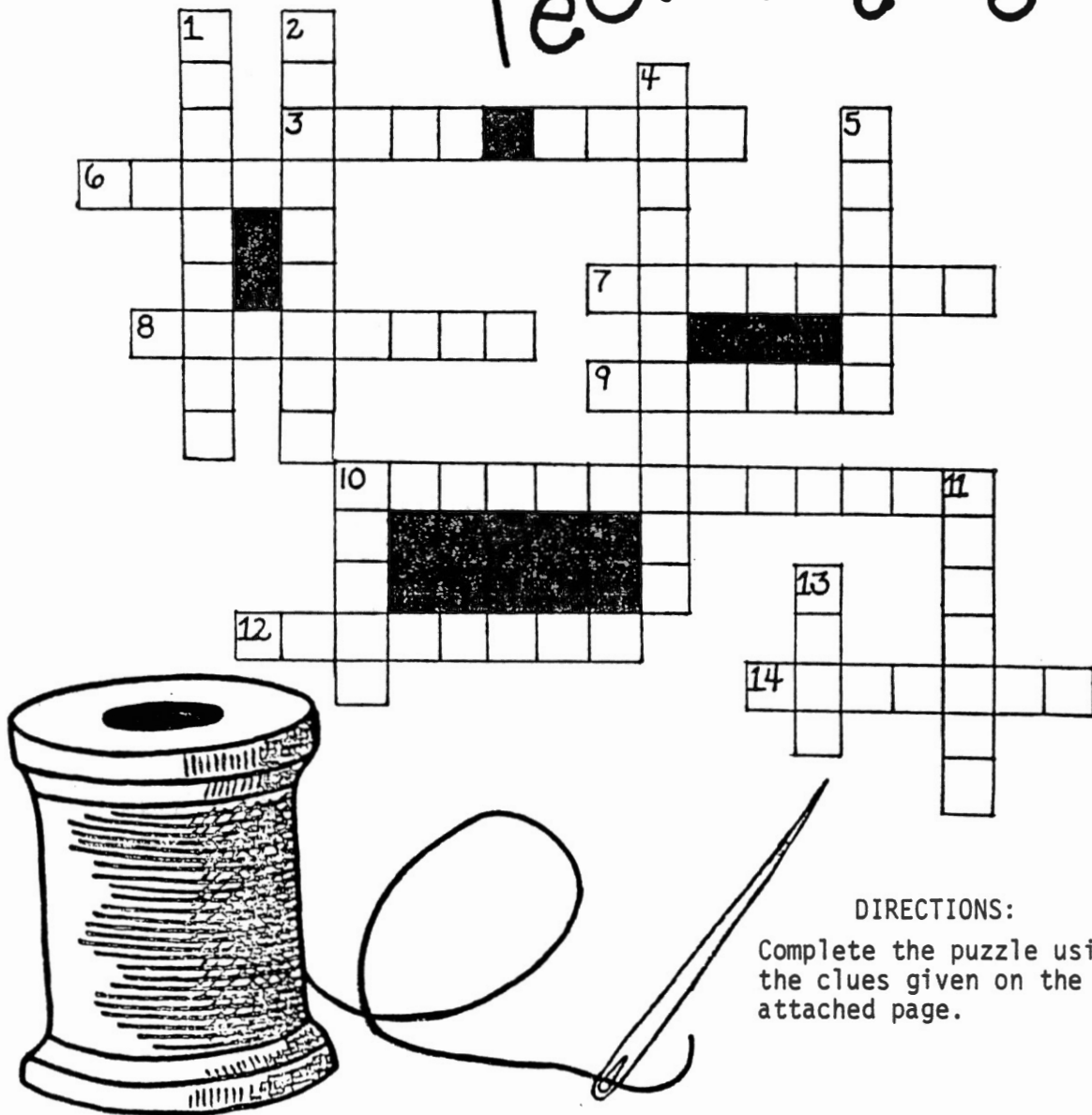
FEMALE

WHAT I HAVE	DESCRIPTION	IN FASHION	UP DATE	NEED TO BUY
pants	pleated jeans (2)	✓		
jeans	navy slacks	✓		
shorts	Western jeans	✓		faded
	jams (2)	✓		
skirts	Khaki pleated		✓	lengthen
dresses	floral prints	✓		sweater
	red A-line	✓		
	pink formal		✓	make tea-length
sweaters	Mash T-shirt			garage sale
shirts	blue oxford	✓		paisley tie
blouses	white sweater			
tops				
suits	navy wool	✓		new shirt
	cream wool	✓		
coats	¾ length	✓		buy scarf
	blue jacket	✓		
shoes	navy pumps	✓		polish
boots	white tennis	✓		
	dock siders	✓		buy new
accessories	pearls	✓		new clasp
	diamond studs	✓		

NOTE: Use with the Personal Clothing Management Basic Core Curriculum Guide Unit II, Objective XIII, pp. 97-108.

OBJECTIVE: Develop a basic wardrobe.

Construction Techniques



DIRECTIONS:

Complete the puzzle using the clues given on the attached page.

Across:

3. area along which garment part is to be turned to the outside or inside (2 words)
6. gathered in fullness
7. pulled or taut area within garment indicating need for alteration
8. used for changing the direction of stitching
9. piece of fabric that is sewn onto garment and folded inside to finish edge
10. keeps seams from coming apart or stitching from coming out
12. helps remove ripples from seam allowance
14. fabric used for the outside of the garment

Down:

1. launder or dry clean before construction of garment
2. fabric that has not been cut into garment pieces
4. woven or nonwoven material used inside certain garment parts to give body
5. inside fabric of a garment that covers interior construction; usually slick
10. used to hold seams and mark guidelines
11. prevents abrupt layer differences on inside of garment
13. gives fabric stretch and draping effect

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit V, Objectives I and II, pp. 297-303.

Objectives: Identify terms associated with construction techniques.
Identify construction techniques and their functions.

Construction Techniques

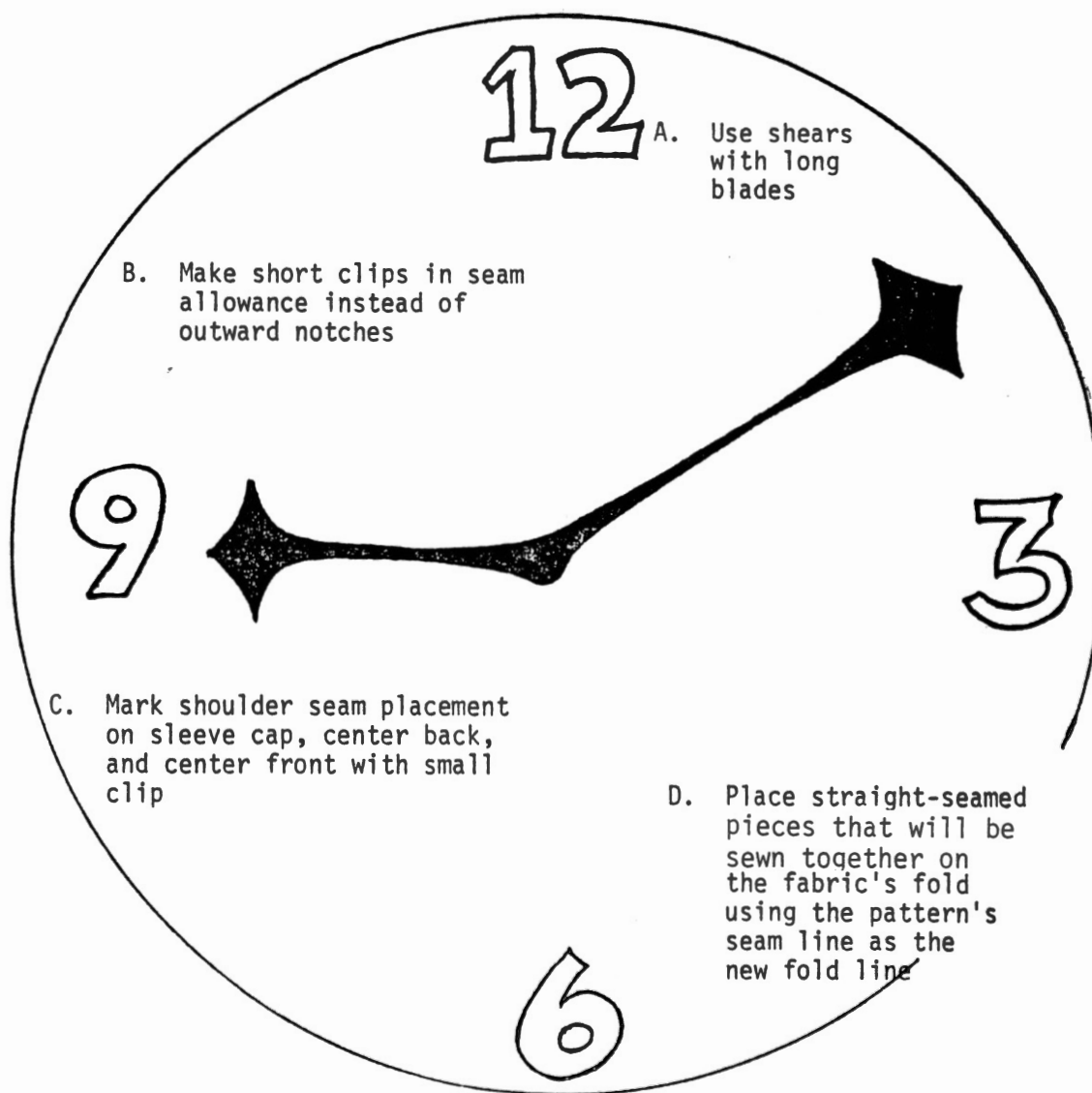
EXAMPLE



DIRECTIONS:

Complete the puzzle using the clues given on the attached page.

Transparency

Time-Saving Techniques for the Cutting Process

Note: Use with Personal Clothing Management Basic Core Curriculum Guide Unit V, Objective VI, pp. 306-307.

Objective: Identify time-saving techniques that may be incorporated into the cutting process.

APPENDIX C
TEACHERS EVALUATING TEACHING
AIDS BY DISTRICT

TEACHERS WHO EVALUATED TEACHING AIDS
BY DISTRICTS

Southeast:	Retha Eastwood Cindy Stoughton Laura Wallace	Achille High School Battiest High School *Grant High School
Southwest:	Virginia Darnell Maurince Searcey Frances Jackson	Apache High School Duke High School Ringling High School
Northeast:	Teanna Grisham Carolyn Cotton Deborah Seagraves	*Broken Arrow High School *Bristow High School *Coweta High School
North:	Ardys Robbins Phyllis Stearnes Brenda Hall	Blue Jacket High School Claremore High School Colcord High School
East:	Melba Harris Kathy Barnett Shirley Stringfellow	*Dewar High School Dickson High School *Harrah High School
West:	Judy Britton Sharon Hinchey Connie Miller	Leedey High School Moore High School *Midwest City/Del City High School

*Indicates those teachers who returned their evaluations.

APPENDIX D

EVALUATION SHEET FOR TEACHING AIDS

April 17, 1987

Dear Vocational Home Economics Teacher:

I am a Vocational Home Economics teacher and a Graduate Student at Oklahoma State University. As a part of my course of study, I am required to conduct a study. My study deals with the use of teaching aids. Through my study I have developed 10 teaching aids for use with the Personal Clothing Management Basic Core Curriculum.

As the final step of my study, I am asking for your input. Please complete the questionnaire attached to each teaching aid. Return both the teaching aid and questionnaire attached as you will find them in your packet. This will aid in the computation of information. Please feel free to mark on the teaching aids as you see fit.

A final revised form of the 10 teaching aids will be sent to you should you return the questionnaires. The Curriculum and Materials Center will also receive a copy for printing. These teaching aids will help each home economics teacher who chooses to use them. By returning the questionnaires you are helping yourself and other home economics teachers. Please return the questionnaires by May 10.

Sincerely,

Michi M. Lockhart

Enclosures

EVALUATION OF TEACHING AIDS FOR THE
PERSONAL CLOTHING MANAGEMENT BASIC CORE CURRICULUM GUIDE

Examine each of the ten enclosed teaching aids. If you are currently teaching one of the subject areas, please use the corresponding teaching aid with your students. If you are not currently teaching the subject areas, please evaluate them based on your past experiences. Circle the number which best represents your evaluation of the teaching aid. The number 5 represents excellent and the number 1 represents poor. Complete a separate evaluation sheet for each teaching aid.

Instructional Design:

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Directions are clear |
| 1 | 2 | 3 | 4 | 5 | Directions are consistent |
| 1 | 2 | 3 | 4 | 5 | Instructions are adequate regarding the instructional to be performed |
| 1 | 2 | 3 | 4 | 5 | Vocabulary level is appropriate for the subject level and the student level |

Content:

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Content accurate with core curriculum |
| 1 | 2 | 3 | 4 | 5 | Content current |
| 1 | 2 | 3 | 4 | 5 | Objectives are fully and clearly defined |
| 1 | 2 | 3 | 4 | 5 | Content is consistent with objectives |
| 1 | 2 | 3 | 4 | 5 | Content is presented clearly and logically |
| 1 | 2 | 3 | 4 | 5 | Content is free from bias (Sex, Culture, etc.) |

Comments:

VITA 2

Michi M. Lockhart

Candidate for the Degree of

Master of Science

Thesis: DEVELOPMENT OF A CORE CURRICULUM SUPPLEMENT FOR THE OKLAHOMA
PERSONAL CLOTHING MANAGEMENT BASIC CORE CURRICULUM GUIDE

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Durant, Oklahoma, April 9, 1962, the
daughter of Bueford and Gustava Lockhart.

Education: Graduated from Buffalo Valley High School, Talihina,
Oklahoma, in May 1980; received Bachelor of Science degree
in Home Economics Education from Oklahoma State University
in 1984; completed requirements for the Master of Science
degree at Oklahoma State University in May, 1988.

Professional Experience: Teacher of vocational home economics
at Bennington High School, Bennington, Oklahoma, from
August, 1985 to May, 1987; currently teaching vocational
home economics at Berryhill High School, Tulsa, Oklahoma.