

EVALUATION OF AN INTERDISCIPLINARY,
INDEPENDENT STUDY MODULE FOR
HISTORY AND SOCIAL CHANGE:
FASHION IN THE SIXTIES

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CHAPTER I

INTRODUCTION

Numerous writers have described fashion as a reflector of history. Fashion mirrors sociological and political concepts of a given time period (Bigelow, 1970). In turn, history affects fashion, at the very least in terms of historical tradition and periodic recurrence of fashions and fashion cycles (Gurel and Beeson, 1975; Robinson, 1975).

Johnston (1972, p. 12) referred to dress as an "outward expression of an inner condition," and in discussing costume as a social record, Bigelow (1970, p. vi) stated that the "impact of this concept on the total understanding of the many specialists concerned with personal, individual expression through fashion ... establishes the sociological relevance of apparel."

Squire (1974, p. 170) commented on the role of fashion in the 1960's: "...aspects of a world of doubt, unease, trouble, and alarm have found their counterpart in what we wear."

The concept of periodic recurrence of fashion cycles is well established. Beeson (Gurel and Beeson, 1975, p. 29) pointed out that "because customs of dress and details of costume have an historical tradition, what people have worn continues to influence what people wear today."

Although the history of costume and the role of fashion in history have been researched and studied by many, little attention has been

focused on fashion's impact in very recent history. Even Torrens' (1975) review of seasonal fashion collections and Dorner's (1973, 1975) two pictorial fashion records cover only four decades, through the nineteen fifties. Likewise, students question the relevancy of history and ask why the recent past receives less attention than earlier eras (Humphries, 1973).

Educators in both fashion/clothing subjects and history are experimenting and seeking out innovative educational ideas. One innovative approach to teaching these subjects is the interdisciplinacy approach, combining concepts and efforts from both disciplines to produce a new point of view based on the synthesis of established data.

Fashion in the Sixties represents an interdisciplinary approach to the teaching of fashion and history. It is a one semester credit hour independent study module consisting of a series of readings from various periodicals and books, prepared for the course History and Social Change (HIST 3510) at Oklahoma State University. As the newest of seventeen modules in use in the course, it should be evaluated in terms of effectiveness and student satisfaction.

Objectives of the Study

The overall objective of this study was to evaluate the effectiveness of Fashion in the Sixties, an interdisciplinary, independent study module for the course History and Social Change (HIST 3510).

Specific objectives were to

1. determine student evaluation of the text materials of the module,

2. determine student evaluation of the examination questions for the module,
3. determine student performance on examinations, and
4. revise the text and the examination questions as necessary.

Limitations

The study was limited to students at Oklahoma State University enrolled in HIST 3510 who requested Fashion in the Sixties (Module 8) during the spring semester and summer session, 1977.

Definition of Terms

The following terminology was employed for this study:

Interdisciplinary: A form of education employing the examination and synthesis of concepts and data from two or more fields of knowledge for the purpose of revealing the impact each has upon the other.

Independent study: A form of individualized instruction through which a student selects his own subject matter, studies at his own pace, determines his own examination schedule, and is not subject to attendance at class meetings, all within course limitations or as approved by the course instructor.

Module: A self-contained unit of instruction worth one semester credit hour, consisting of a text of readings, the evaluation for which is determined by an examination consisting of computer selected objective (multiple choice) test questions and an optional creative project.

HIST 3510: "History and Social Change, 1-6 credits. A modular, self-pacing, contract-graded course dealing with topics of historical interest and social relevance." (Oklahoma State University Catalog, 1977-78, p. 105-A.)

CHAPTER II

REVIEW OF LITERATURE

Fashion reflects history and history, in turn, has an impact on fashion. A fashion historian team (Pistolese and Hortians, 1970, p. 307) stated that fashion is closely tied to art and culture and that it expresses values which affect taste, ethics, and civilization. A home economist (Tortora, 1975) discovered "intriguing relationships" between different art forms--fashion, furniture design, architecture, and fine arts--from a single historical period. Horn (1968, p. 4) supported the methods used by historians in studying clothing when she stated, "by noting repeated regularities or fluctuations in dress over extended periods of time, we are better able to explain and predict the probable effects of social change on patterns of dress."

Need for Instructional Alternatives in the History and Fashion/Clothing Disciplines

A pertinent question being posed to the teacher of history by the "now generation," according to Humphries (1973, p. 299), is the following: "Is the study of history really relevant to the needs and exigencies of contemporary man?" The author suggested that it is the teaching of history, rather than the subject area itself which has been irrelevant. Among his recommendations to the historian to be "...intellectually honest and attune to the times," he urged that he

"must be inordinately sensitive to the needs and interest of his students ... [and] ... must acknowledge the recent past as history also." (Humphries, 1973, p. 300).

Several pictorial reviews of fashion provided a glimpse of 20th century fashion history from 1909 through 1959 only (Torrens, 1975; Dorner, 1973, 1975; Dahlin, 1977). Although at least one (Dahlin, 1977) was originally intended to be used by students, none of them provided significant literary supplements to be employed as the sole text for a study of fashion history.

Peterson and Sisler (1975, p. 22) studied changes in college clothing and textiles courses in American state universities and land grant colleges. Among their findings was the concept that "educators are being forced to abandon tradition and use new approaches to the teaching-learning process," but they also found that self-paced instruction and the privilege of repeating examinations were allowed in fewer than 10 percent of the courses.

Innovative Approaches to Post-secondary Teaching of History and Fashion/Clothing Subjects

A United States history survey course was changed from the traditional lecture-discussion-examination format to an individualized instruction format, with units organized around a central theme. The course utilized a textbook of readings, a list of primary sources, and a study guide for each unit. Students read unit assignments, checked their mastery of it using the guide, discussed it with the professor, then scheduled their own examinations. Special sessions of lecture and discussion were provided as supplements. Testing was revised from essay

questions alone to include objective quizzes with immediate feedback. The course received enthusiastic response, according to results of a student evaluation questionnaire (Bernhard, 1975).

A process for the development of student-produced media (slide/tape or videotape) for history courses was described by Doty (1976). The student created the media for teachers to use in classroom instruction and simultaneously learned history in more depth than in a traditional course. According to the authors, benefits of the course also included low-cost development of a history media library and the ability to get media to deal with subjects difficult to lecture about. Student evaluation of the course pointed out that students found this "re-creation" of a segment of history more demanding and rewarding than lecture courses.

A college level self-instructional programmed course in basic clothing construction was developed by Reich and Berman (1971). Students were exposed to a combination of linear and branching methods of programmed instruction on three areas of subject matter; the sewing machine, the pattern, and construction techniques. It was noted that students performed better than in previously nonprogrammed courses and appeared highly motivated. Student evaluation revealed positive feelings about various aspects of the course by a strong majority.

Reich (1975) also developed a system for teaching clothing design (draping or flat pattern) and advanced construction techniques utilizing 8 mm color sound filmloops. This form of individualized instruction was used with a set of workbooks designed to direct the student through a progressive set of experiences, and an instructor was utilized as a consultant. This system was deemed a successful way to teach these

advanced clothing subjects. Students reacted positively to ready access to materials, self-pacing quality, and demonstrations on a one-to-one basis.

Innovative approaches to the study of social-psychological aspects of clothing were reported by Peterson and Sisler (1975) in their study of curriculum changes in college clothing and textile courses. These approaches included the following: use of student interviews and student involvement with groups having special clothing needs; a variety of components in the course structure, including discussion groups, interviews, large-group sessions, and a resource center with displays and learning materials; and self-paced instruction combined with small-group discussions and large-group interviews.

Independent Study and Individualized Instruction

"Individualized instruction" as an alternative to the lecture method gained popularity and much use since the late 1960's. Many names were given to the various forms of individualized instruction--individual/programmed instruction, individually prescribed instruction, independent personalized instruction, modular self-instruction, learning packages, and so forth. Most of these were based on a set of criteria established by Keller (1968), and references have commonly been made to "Keller-type" instruction. These criteria included the following: (1) go-at-your-own-pace feature, (2) unit perfection requirement for advancement, (3) use of lectures and demonstrations as vehicles of motivation, (4) stress upon the written word, and (5) use of proctors. Although independent study per se did not necessarily employ all five Keller-type criteria, it did mirror some of its features and thereby

was also classified as a form of individualized instruction.

According to Mattfeld (1975), independent study and other forms of individualized instruction have grown "dramatically" over the past decade, in attempting to meet individual student needs. She stated,

Independent study has proved valuable in that it gives students the opportunity to gain both depth and breadth in their courses of study. They may, on the one hand, examine in detail some facet of their field of concentration, or, on the other, explore various disciplines and how they relate to their own interests. From an administrative view, independent study provides a valid way to expand the curriculum without needless proliferation of courses.... (p. 544).

Ainsworth (1976, p. 277) suggested that self-instruction as a workable instructional alternative "must be a learning experience with two main characteristics: it must lead the student to a prespecified and testable level of competence, and it must be reproducible." Also, his analysis of the status of self-instruction included a belief that the two major problems in implementing self-instruction in the higher education institution were (1) managing the individual learner and (2) arranging for the development of materials by faculty. He gave suggestions for understanding the needs of students, faculty, and support facilities involved in the self-instructional process. He also suggested ways to develop materials, to identify potential self-instructional courses, and to develop institutional support for the self-instruction personnel and programs.

Independent Study and Student Performance

Many researchers sought to discover the superiority or inferiority of various forms of instruction on student performance. Dubin and Taveggia (1968, p. 35) utilized the sum of raw data from ninety-one

studies conducted between 1924 and 1965 to study the relationship between achievement and instructional arrangements or conditions, including traditional lecture methods and supervised and unsupervised independent study. The investigators concluded that the data demonstrated that there was no measurable difference among truly distinctive methods of college instruction when evaluated by student performance on final examinations. McKeachie (1970, p. 13) supported this theory in his research on college teaching when he concluded that, in terms of performance on course examinations, there was no strong basis for preferring one teaching method over another.

A comparison of the traditional lecture-examination type and individualized type of instruction, in terms of performance and overall effectiveness, was made by Jernstedt (1976). Although the two sections of the undergraduate course utilized the same instructors, class meetings, readings and examinations, the traditional group performed better on the multiple-choice examination questions and the individualized instruction group performed better on the essay examination questions. In addition, the individualized instruction group students reported the course to produce longer retention and better learning; to have a heavier work load; and to be more flexible, equally difficult, and more accurate in grading than students in the traditional instruction group.

Allen, Giat, and Cherney (1974) studied the effects of trait test anxiety and individual perception of internal/external locus of control over test performances and final grades in a Keller-type personalized instruction course. The format of the psychology course emphasized student control over the rate of mastery of self-selected instructional materials by means of proctored oral examinations.

Results of the study indicated that students feeling an external locus of control over academic outcomes contracted for and earned lower grades, began working more slowly, reported more anxiety during oral tests, and performed more poorly on a written final examination than students possessing an internal locus of control. Also, self-reported test anxiety was reduced steadily and significantly throughout the semester.

Performance in a self-paced course of introductory psychology was studied by Powers and Edwards (1974). They found that the sooner students started the course, the sooner they finished; that more students who started the course early completed the course than those who waited; and that early finishers had a slightly more favorable attitude toward the course than did the late finishers. An implication drawn from the study was that "students should be reinforced for starting to work early in a self-paced class since starting early maximized the probability that the student would complete the course" (Powers and Edwards, 1974, p. 60).

Young (1974) utilized a computer to help implement the Keller method of instruction in his quantitative methods course. In evaluating the effectiveness of the course, he found that student performance was better under the Keller method than under the conventional lecture method. In addition, the students responded positively and felt the course workload was about equal to that of a conventional course.

In Bernhard's (1975) study self-paced or Keller-type instruction was also employed in a United States history survey course. Students evaluated the pilot course arrangements and 65 percent felt they learned more through the new method than they could have learned in a

traditional lecture course.

Concerning college-level teaching of clothing subjects, Lefebvre (1975) compared lecture-discussion and independent study methods for a course in social and psychological aspects of clothing. Secondly, the researchers compared the effectiveness of independent study for on-campus and off-campus students. Comparisons based on cognitive gain, retention of material, student course evaluation, and effective behavior produced no significant differences between treatment groups. In discussing the results of this study the investigator also made the following observations about methods of instruction:

Although there is agreement that motivation, organization, variability, verbalization, feedback, contiguity, and active learning are important to the successful use of any teaching method, there is little evidence from this study or other research to support the choice of one teaching method over another. From this study there is evidence to support the idea that when it is feasible to assemble the readings in a logical manner with sufficient introductory materials to give them meaning and continuity, the time spent in formal class presentations can be reduced without loss in cognitive gain, retention, student satisfaction, and student affective behavior stemming from contact with the subject (Lefebvre, 1975, p. 120).

Bigelow and Egbert (1968) sought to ascertain whether or not personality differences existed among successful and unsuccessful traditional and independent study students in a basic teacher education course, using the California Psychological Inventory. Results of the research revealed no significant personality differences between successful students in traditional and independent study. The results implied that intellectual efficiency and responsibility were pertinent personality factors of the successful independent study group; that within the independent study group, those with higher social need indexes tended to be less satisfied with completely autonomous study;

and that students successful in traditional study succeeded as well in independent study.

Effects of a modified form of individualized instruction were reported by Fernald and DuNann (1975) as part of a comprehensive study in which individualized instruction was shown to be superior to traditional instruction. Results supported the hypothesis that students in individualized instruction were more accurate in evaluating their own test performance; did not support the hypothesis that individualized instruction was more beneficial to low- than to high-achieving students; and according to self-reported data, suggested that individualized instruction promoted good study behavior.

Modular Instruction

Shore (1973, p. 681) described a module as "a unit of instruction, usually self-contained," and an application of instructional technology. He pointed out some distinguishing features of modules: (1) independence of usage from total class participation, (2) freedom from constraints of timetables and formats, and (3) unit composition of texts and audio or video recordings. There were four different kinds of modules, according to Shore: (1) modules based on complete existing courses, (2) modules based on parts of existing courses or "sequential modules," (3) supplementary course modules, and (4) modules on general topics.

A survey and critical review of literature was conducted by Parsons et al. (1976). They stressed the concept of modules as learning activity packages, but stated that "learning module" is considered the generic name for an educational strategy defined as "a self-contained

package dealing with one specific subject matter unit." A set of questions was developed by the authors to serve as a guide to appraising the structure and content of learning modules, covering these seven areas of critique: (1) objectives, (2) subject matter, (3) design characteristics, (4) learning activities, (5) adaptability, (6) validity, and (7) evaluation.

Interdisciplinary Approach to Education

Interdisciplinarity at various levels and in various forms of education has received increasing attention during recent years. Serious efforts have been made to correct the deficiencies of higher education due to the division of knowledge into "departmental domains" and "discrete courses" (Milton, 1973). Textbooks, courses, programs of study, departments, even sub-colleges or "living-learning centers" were created to meet the need for an interdisciplinary approach to formal education.

Quina and Greenlaw (1975) defined the concept of interdisciplinary education as

...an attempt to investigate multiple fields of knowledge to reveal the impact each has on the others. Traditional education has concentrated on discrete knowledge, leaving the student to amass the parts into some type of whole without direction or comment. The interdisciplinary process examines segments of knowledge, but more important, it strives to assist the student in developing some cohesive outlook on the world (p. 104).

Their example of application of the interdisciplinary process was the use of science fiction to study science, reading, and aspects of the humanities integrally.

Summary

A review of the literature revealed that there was a need for alternatives in the teaching of history and fashion/clothing subjects. Some innovative approaches to teaching history and fashion/clothing subjects at the post-secondary level included a variety of forms of programmed instruction and the use of special audio-visual techniques. Independent study, among other forms of individualized instruction, has gained acceptance as an alternative to traditional instruction. Several studies were conducted concerning independent study and student performance. Some research results implied that independent study produced outcomes superior to traditional methods of instruction. Other research provided evidence that there was little or no difference in learning outcomes between the independent study and traditional methods. Modular instruction was defined in terms of criteria and usage. Some forms of interdisciplinarity in education were described and examples of its implementation at the college level were given.

CHAPTER III

METHOD AND PROCEDURES

The study was conducted to evaluate the effectiveness of Fashion in the Sixties. Specifically, the module was evaluated in terms of (1) student evaluation of the text readings, (2) student evaluation of the examination questions, (3) distribution of examination scores, and (4) item analysis of examination questions.

Background of the Study

History and Social Change, HIST 3510, was an outgrowth of the history course, Current World Affairs, HIST 2021. The latter consisted of a series of lectures by various members of the history department and was designed to stimulate student interest in other history courses and to recruit history majors. At the time HIST 3510 was established, there was a university-wide emphasis on implementing individually prescribed instruction (IPI). HIST 2021 was therefore converted to IPI on a trial basis. The pilot for this course conversion took place in the spring semester 1973, and during that summer the course number and title were changed. The pilot focused on several topics on the theme of terrorism.

Student response to this modularized course stimulated further development of the course. Fourteen modules were in use the following fall semester, 1973. Three modules have been added since that time, and

modifications have been made in registration procedures and options. This course is probably one of the most successful IPI courses at Oklahoma State University in terms of student interest and continual rate of growth in course enrollment.

Operation of HIST 3510

A student enrolled in HIST 3510 signed up for one or more modules. He had the opportunity to read the module by checking it out from the course office or from the reserve room of the university library.

When the student felt he was ready, he requested an examination. He had three opportunities to pass an examination over the module. Each time he requested an examination he received a different set of questions. On the first two attempts he had to score 70 or higher to pass the examination, and on the final attempt he had to score 76 or higher to pass. A student could make a higher grade in the course by making higher examination scores and/or by completing optional projects related to a module.

Background of Fashion in the Sixties

The Department of Clothing, Textiles and Merchandising at Oklahoma State University was contacted by the staff of HIST 3510 to request preparation of Fashion in the Sixties. Ideas and references for the module were gathered by interested graduate students who completed term papers or projects on various topics related to fashion in the sixties. In the fall semester 1975, the writer used some of the references from these term papers, then conducted an additional search to select and edit a set of readings on the subject of fashion in the

sixties. Readings were divided into eleven topic areas for clarity. Introductory comments were composed for each area to give background information and to contribute cohesiveness to the readings. The history department required an approximate total length of 250 pages of reading material for the module, and the readings had to be approved by the HIST 3510 staff and CTM faculty who worked with the course. In some cases, readings which could have been included were damaged or torn out of library periodicals, and therefore were unavailable for use in the module.

HIST 3510 staff wrote to publishers and/or authors to secure permission to reproduce and publish readings selected for the module. Permission was granted for some of the readings, denied for others, and for yet others there were no responses to the requests. Costly copyright fees were required for some of the readings. All readings were then reproduced by the multilith method. Those for which permission was granted and those for which costly copyright fees were not required, plus introductory comments, were bound into the module. All other readings were made into a supplement to the module. Both the module and supplement were considered required readings.

Examination questions were written and compiled for the computer bank. Since 50 questions were randomly drawn for each individual examination, between 150 and 300 questions were needed. A total of 226 questions were prepared for the examination pool for the module. The questions were prepared according to specified guidelines, i.e., objective multiple choice questions with four or five possible answers. A page reference for each question was required in case students had questions about correct answers on examinations. The computer was

programmed to select the questions on a percentage basis from four subject groups which reflected the number of pages of readings in the various areas. Fashion in the Sixties was put into use during the spring semester 1977.

Selection of Participants

Forty-seven undergraduate students at Oklahoma State University who were enrolled in HIST 3510 during the spring semester and summer session 1977 selected, read, and requested an examination for Fashion in the Sixties. Due to the small size of the population, all 47 students were sent a questionnaire for evaluation of the module. Eighteen (38.3%) were returned and responses to these 18 questionnaires provided the data for the study.

Questionnaire

A questionnaire was developed to obtain student input on evaluation of the module. (See Appendix A). The first section included the following background information: student classification, major, sex, and number of credit hours the student was enrolled for HIST 3510. The second section included questions on why the student selected the module, how he/she felt about the representativeness of the material included, how well the student scores on the examination, and how well the student had prepared for the examination.

The third and fourth sections of the questionnaire were designed for the student to evaluate the text materials and examination questions. For each of these areas a set of statements was developed

which required a response of agreement or disagreement. A five-choice, Likert-type scale was used for the student to check the appropriate response: strongly agree, agree, undecided, disagree, strongly disagree. Space was provided for the student to write in additional comments on the text and on the examination for the module.

Administration of the Questionnaire

Names of students who were enrolled in HIST 3510 during the spring semester and summer session 1977 were obtained from the HIST 3510 instructor. During the summer session 1977, questionnaires were sent to the 47 students who requested to read the module. (See Appendixes A and B, pp. 43-47). Questionnaires were numbered to identify the students who responded. Students returned the questionnaires by mail.

Collection of Examination Scores and Item Analysis

Examination scores for each student requesting the module were obtained and all scores for each examination attempt were listed. A histogram representing the highest score made by each student was also provided by the computer. Mean scores were also provided in the standard course printouts for each semester. The computer provided an item analysis of examination questions, which was cumulative from semester to semester. Thus only the summer session item analysis was used for this study.

Analysis of Data

Frequency distributions and percentages were used in the analysis

of responses to the questionnaire. The computer generated histogram was used to analyze the highest score made by each student on the examination. The item analysis was used to evaluate the examination questions.

CHAPTER IV

FINDINGS AND ANALYSIS

A questionnaire was developed to obtain background data from the students who used Fashion in the Sixties during the spring semester and summer session, 1977. Evaluation of the module was determined by responses of the 18 students who returned the questionnaire, student performance on the examinations, and an item analysis of examination questions.

Findings From the Questionnaire

The questionnaire (Appendix A, p. 43) was divided into four sections. The first part consisted of background data of the students. The second part consisted of questions on the students' selection of and performance on the module. The third and fourth parts were designed to determine student attitudes toward the text materials and examination.

Background Data

A description of the students in terms of classification, major, sex, and hours enrolled in HIST 3510 is presented in Table I. Most of the students were seniors (83.3%), and there were no freshman, graduate, or special students. A wide variety of majors was represented, with no more than two students in any major and only two students with majors

TABLE I
BACKGROUND DATA OF STUDENTS

Variable	N	%
Classification		
Freshman	0	0.0
Sophomore	1	5.6
Junior	2	11.1
Senior	15	83.3
Graduate	0	0.0
Special	<u>0</u>	<u>0.0</u>
Total	18	100.0
Major (as reported by students)		
Agronomy	1	5.6
Economics	1	5.6
Electrical Engineering	1	5.6
Elementary Education	2	11.1
Fire Protection & Safety		
Engineering Technology	1	5.6
Floriculture	1	5.6
Geography	1	5.6
Home Economics	1	5.6
Home Economics--Family		
Relations & Child Development	1	5.6
Humanities	1	5.6
Marketing--Business	1	5.6
Psychology	2	11.1
Psychology--Sociology	1	5.6
Sociology	1	5.6
Social Science	<u>2</u>	<u>11.1</u>
Total	18	100.5 ^a
Sex		
Male	6	33.3
Female	<u>12</u>	<u>66.7</u>
Total	18	100.0
Hours enrolled in HIST 3510 at end of semester or session		
1 hour	4	22.2
2 hours	8	44.4
3 hours	5	27.8
4 hours	<u>1</u>	<u>5.6</u>
Total	18	100.0

^aTotal percentage does not equal 100 because individual percentages have been rounded.

in home economics areas. One-third of the students were male, a seemingly high percentage for a traditionally feminine subject area such as fashion. Nearly half of the participants (44.4%) were enrolled for two hours of credit at the end of the semester or session, and only one (5.6%) was enrolled for four hours of credit. The remaining half were almost evenly divided between one and three hours of credit.

Selection of and Performance on

Fashion in the Sixties

The reasons given by students for selecting the module are listed in Table II. The reason most frequently checked (61.1%) by the 18 students was that they "like fashion in general," and nearly half of the students (44.4%) "thought it would be easy." Several students (38.9%) wrote in other reasons: four (22.2%) stated that it sounded interesting, and one (5.6%) student each responded that it was offered for humanities credit, it was a subject she could relate to, and that he was curious about the fashion-society relationship. No students checked the module was "related to major" or "recommended by" someone. The latter could have been expected since this was the first time the module was available.

Students were asked whether or not they felt the articles in the text of the module were representative of fashion and social happenings during the 1960's. Results listed in Table III indicated that most of them (88.9%) agreed that the readings were representative.

Students reported how they thought they scores on examinations and how well prepared they had been to take the examinations, as shown in Table IV. Half of the students reported scoring a passing grade of

TABLE II
 REASON(S) STUDENTS SELECTED THE MODULE
 N=18

Reason	N	% ^a
Like fashion in general	11	61.1
Thought it would be easy	8	44.4
Friend told me about it	3	16.7
Thought it would be challenging	2	11.1
Related to major	0	0.0
Newest module selection	0	0.0
Recommended by _____ (write in)	0	0.0
Other _____ (write in)	7	38.9

^a Percentages do not total to 100% because students were allowed to check one or several responses.

TABLE III
 REPRESENTATIVENESS OF TEXT MATERIALS
 N=18

Variable	N	%
Did you feel the articles in Module 8 were representative of fashion and social happenings during the 1960's?		
Yes	16	88.9
No	2	11.1
Total	18	100.0

TABLE IV
STUDENT REPORTS OF THEIR SCORES AND DEGREE OF
PREPAREDNESS FOR EXAMINATIONS
N=18

Variable	N	%
What is the highest score you received on the Module 8 examination(s)?		
69 or below	7	38.9
70-89	9 ^a	50.0
90 or above	0	0.0
don't know	<u>2^b</u>	<u>11.1</u>
Total	18	100.0
How well were you prepared to take the examination on which you scored the highest?		
well prepared	9	50.0
somewhat prepared	7	38.9
not well prepared	2	11.1
took examination "cold" (without reading module)	<u>0</u>	<u>0.0</u>
Total	18	100.0

^aAccording to computer grade distribution, three of these actually scored 69 or below.

^bAccording to computer grade distribution, these two scored 69 or below.

70-89; however, three of these nine students had actually scored 69 or below according to the computer grade distribution. The two students checking "don't know" had actually scored 69 or below also. Therefore according to the computer grade distribution, two-thirds of the participating students scored 69 or below and one-third scored 70-89.

When asked how well prepared they were to take the examination, half the students felt well prepared, and several others (38.9%) felt they were somewhat prepared. No students admitted taking the examination "cold" (without reading the module at all).

Evaluation of the Text Materials

The student evaluation of the text materials of the module is presented in Table V. Responses indicated that students' feelings were divided regarding areas of strengths and weaknesses of the text. Most of the students strongly agreed or agreed that the text consisted of a variety of viewpoints (88.9%) and writing styles (94.4%), and a majority (72.3%) also strongly agreed or agreed that it was interesting. Two-thirds of the students felt the text provided sufficient coverage of the subject matter, and more than half (61.1%) strongly agreed or agreed that the editorial comments and introductions were appropriate. Although half of the students strongly agreed or agreed that the number of photographs and illustrations were appropriate, and that the text was topically well organized, more than half (55.6%) disagreed or strongly disagreed that the text was easy to read. Individual comments of students regarding the text materials are listed in Appendix C, p. 48.

TABLE V
STUDENT EVALUATION OF THE TEXT MATERIALS
N=18

Item	strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
1. The text consisted of a variety of viewpoints.	5	27.8	11	61.1	1	5.6	1	5.6	0	0.0	0	0.0
2. The text consisted of a variety of writing styles.	4	22.2	13	72.2	0	0.0	1	5.6	0	0.0	0	0.0
3. The text was confusing.	4	22.2	4	22.2	2	11.1	7	38.9	1	5.6	0	0.0
4. The text was interesting.	3	16.7	10	55.6	2	11.1	2	11.1	1	5.6	0	0.0
5. The text provided sufficient coverage of the subject.	3	16.7	9	50.0	4	22.2	2	11.1	0	0.0	0	0.0
6. The text was not well coordinated.	4	22.2	2	11.1	4	22.2	4	22.2	3	16.7	1	5.6
7. The text had an appropriate number of photographs and illustrations.	3	16.7	6	33.3	2	11.1	4	22.2	3	16.7	0	0.0
8. The editor's comments and introductions were appropriate.	5	27.8	6	33.3	3	16.7	4	22.2	0	0.0	0	0.0
9. The text was topically well organized.	4	22.2	5	27.8	4	22.2	3	16.7	2	11.1	0	0.0
10. The text was appropriately weighted on topic areas.	4	22.2	4	22.2	5	27.8	3	16.7	2	11.1	0	0.0
11. The text was easy to read.	1	5.6	7	38.9	0	0.0	5	27.8	5	27.8	0	0.0
12. Length of the text was appropriate.	0	0.0	6	33.3	2	11.1	6	33.3	4	22.2	0	0.0

Evaluation of the Examinations

Students evaluated the examination(s), and results of this are listed in Table VI. Responses indicated that students generally had negative feelings toward the examination questions. All students strongly agreed or agreed that the examination was "hard" (Item 1) and was not "easy" (Item 4). Most of them (83.3%) strongly agreed that the examination was "picky." Responses were divided as to whether the questions tested both factual knowledge and understanding of the subject matter of the module and whether the questions were significant. Responses were also divided as to whether the questions were ambiguous and whether the examination was fair. Two-thirds of the students agreed that the questions were specific. Individual comments of students regarding the examination questions are listed in Appendix C, p. 48.

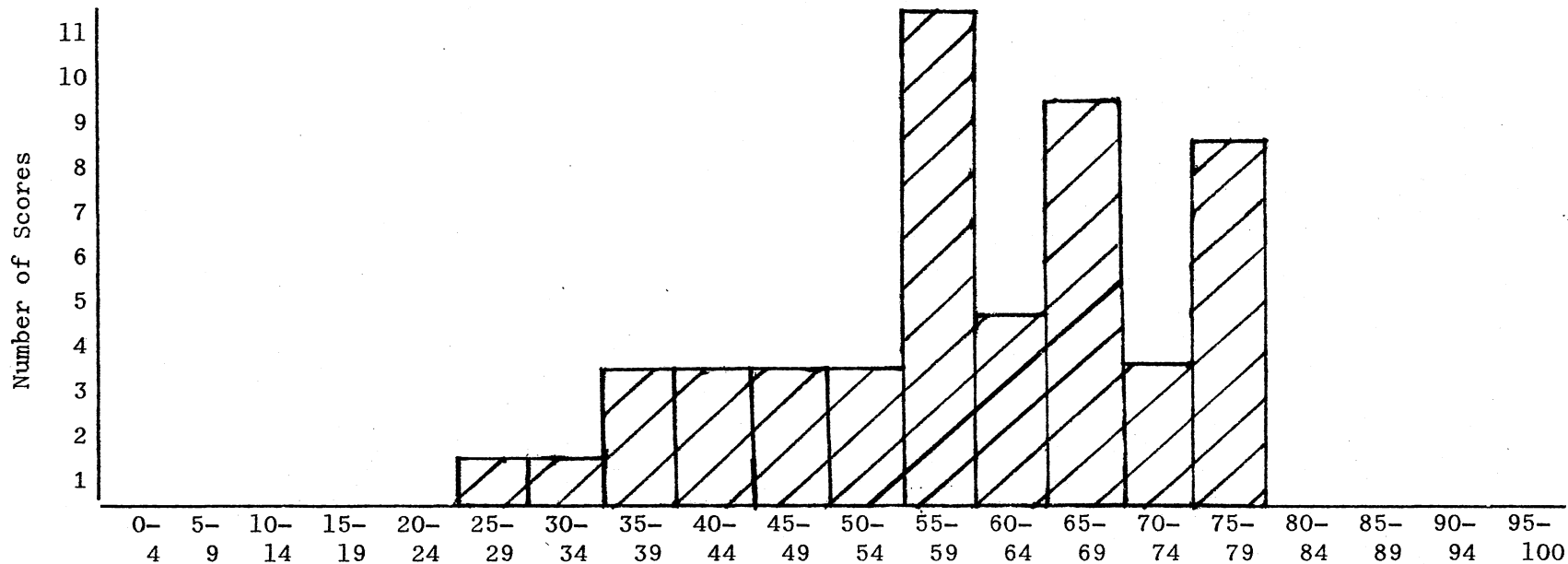
Analysis of Student Examination Scores

A histogram indicates a frequency distribution of examination scores falling within a specified interval. The computer-generated histogram representing the highest score each student earned is depicted in Figure 1. A summary of these scores is presented in Table VII. Results indicated that all students taking the examination scored at least 26 and that no student scored higher than 79. The mean score for the examinations was 60.08, and both the median and the mode scores fell in the 55-59 range. Slightly less than half (49%) of the students scored between 55 and 69, and only 22.4% of them scored 70 or above.

TABLE VI

STUDENT EVALUATION OF THE EXAMINATIONS
N=18

Item	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
1. The examination was hard.	15	83.3	3	16.7	0	0.0	0	0.0	0	0.0	0	0.0
2. The questions tested my factual knowledge of the materials in the module.	2	11.1	6	33.3	3	16.7	6	33.3	1	5.6	0	0.0
3. The questions tested my understanding of the subject of fashion in the sixties.	1	5.6	7	38.9	3	16.7	4	22.2	3	16.7	0	0.0
4. The examination was easy.	0	0.0	0	0.0	0	0.0	2	11.1	16	88.9	0	0.0
5. The questions were well distributed over the materials in the module.	2	11.1	4	22.2	4	22.2	6	33.3	2	11.1	0	0.0
6. The examination was picky.	15	83.3	0	0.0	2	11.1	1	5.6	0	0.0	0	0.0
7. Nearly all the questions were significant.	0	0.0	2	11.1	5	27.8	5	27.8	6	33.3	0	0.0
8. Nearly all the questions were specific.	7	38.9	5	27.8	3	16.7	1	5.6	2	11.1	0	0.0
9. Nearly all the questions were ambiguous.	2	11.1	3	16.7	5	27.8	7	38.9	1	5.6	0	0.0
10. The examination was fair.	1	5.6	4	22.2	3	16.7	5	27.8	5	27.8	0	0.0



N=49^a

Mean score = 60.08

Figure 1. Histogram of Highest Examination Score for Each Student

^aNumber may represent students who requested and took the examination but who did not request to read the module.

TABLE VII
 HIGHEST EXAMINATION SCORE FOR EACH STUDENT
 N=49^a

Ranges of Scores	N	%
0-24	0	0.0
25-29	1	2.0
30-34	1	2.0
35-39	3	6.1
40-44	3	6.1
45-49	3	6.1
50-54	3	6.1
55-59	11	22.4
60-64	4	8.2
65-69	9	18.4
70-74	3	6.1
75-79	8	16.3
80-100	<u>0</u>	<u>0.0</u>
Total	49	99.8 ^b

^aNumber may represent students who requested and took the examination but did not request to read the module.

^bTotal percentage does not equal 100 because individual percentages have been rounded.

Item Analysis of Examination Questions

Subject matter of the module was divided into four groups for the purpose of selecting examination questions fairly. A percentage of questions reflected the approximate number of pages devoted to that subject in the module. Questions for each examination were randomly selected by the computer from a total pool of 226 questions. A cumulative computer-generated item analysis (Appendix D, pp. 51-55) was prepared at the end of the summer session. This item analysis included only a frequency distribution of responses of all students who had attempted an examination and a difficulty index for each question. A summary of difficulty indexes of examination questions listed by subject matter groups is presented in Table VIII. More than three-fourths (77.9%) of the questions had difficulty indexes ranging from 35.0 to 84.9. The numbers of questions in each subject matter group falling into the middle range were approximately proportionate with the total number of questions in each group. The smallest percentage (6.7%) of questions fell into the 85.0 to 100.0 range.

A desirable difficulty index for multiple-choice examination items with four or more alternative answers is between 35 and 85, but should ideally be slightly above 50 (Nunnally, 1972, pp. 186-190). The results of the item analysis indicated that most (84.6%) of the questions had indexes above 34.9, and therefore were desirably difficult or less than desirably difficult. Nevertheless students evaluated the examination as "hard." It was decided that revisions and/or deletions should be made in some examination questions, in order that the module might avoid having a negative reputation which could discourage future students from requesting it.

TABLE VIII

NUMBER OF EXAMINATION QUESTIONS IN DIFFICULTY INDEX RANGES
 BY SUBJECT MATTER GROUPS
 N=226^a

Subject Matter	0.0-34.9		35.0-84.9		85.0-100.0		Total	
	N	%	N	%	N	%	N	%
Group 1	8	3.5	35	15.5	6	2.7	49	21.7
Group 2	3	1.3	33	14.6	4	1.8	40	17.7
Group 3	16	7.1	61	27.0	4	1.8	81	35.9
Group 4	8	3.5	47	20.8	1	0.4	56	24.7
Total	35	15.4	176	77.9	15	6.7	226	100.0

^aThere were a total of 226 questions in the examination pool.

Revisions in the Text Materials and
Examination Questions

Recommendations for revisions in the text materials of the module were made on the basis of student comments on the questionnaire concerning technical problems. Of a total of 50 readings in the module, 15 needed to be recopied, either entirely or in part, because they were difficult to read or unreadable. Eleven readings had photographs or illustrations which were unclear and/or ineffective. Three readings needed to have writing or underlining removed. Segments of three of the readings needed to be rearranged into proper order. Two additions were needed: one page was missing, and a reference for a chapter from a book had been omitted. Twelve of the 19 pages of editorial comments and introductions contained typographical errors which needed to be corrected.

Revisions in the examination questions were made on the bases of the computer-generated item analysis and student comments on the questionnaire. Questions having a difficulty index of 49.9 or below were either revised or deleted from the computer question pool. Questions having a difficulty index between 50.0 and 59.9 were considered for revision, and some of these were revised. Those questions with a difficulty index of 60.0 or above were left unchanged, except for correction of typographical errors. Technical errors in the programming of examination questions into the computer hampered the quality of some questions. These errors included misspellings and typographical errors, page references either missing or incorrect, either too many or not

enough answer choices, and the duplication of one complete question. In some cases, questions with difficulty indexes of 59.9 or below were taken from module pages which were difficult to read, unreadable, or missing. Fashion in the Sixties was made unavailable to students while revisions were being made in the examination questions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The overall objective of this study was to evaluate the effectiveness of Fashion in the Sixties, an interdisciplinary, independent study module for the course History and Social Change (HIST 3510). Specific objectives were to determine student evaluation of the text materials, determine student evaluation of the examination questions, determine student performance on examinations, and revise the text and examination questions as necessary.

Students who had selected and read the module during the spring semester and summer session 1977 and requested an examination(s) were identified. A questionnaire was developed and sent to students to obtain input on evaluation of the module. Data were tabulated and analyzed using percentages. Student performance on examinations was determined from the computer-generated grade distribution and item analysis. Revision of examination questions was made on the basis of the item analysis.

Conclusions

Findings of the study indicated that the module appealed to a variety of persons, representing several major fields of study and both sexes. According to responses on the questionnaire, students were generally satisfied with the text materials of the module. Responses

also indicated that students were generally dissatisfied with the examination questions, and many of them supplied critical comments to support this point of view.

Student comments on the questionnaire also revealed that technical errors hampered the quality of and degree of satisfaction with the module. These errors included pages of the text which were out of sequence or missing; poor reproduction quality of some articles, photographs, and illustrations; and computer errors on examination questions. Other comments indicated that some students were unaware of the basic guidelines used in the preparation of the module, in terms of length of the text and the number and distribution of examination questions over the text materials. This lack of understanding may have caused them to feel the examination was "picky."

The computer-generated grade distribution indicated that most students scored low on examinations, and a majority did not pass the examinations. The item analysis of examination questions revealed that many of the questions needed to be revised or deleted.

Recommendations

Recommendations for further research include the following:

1. Using pre- and posttests, determine student awareness of selected fashion concepts presented in Fashion in the Sixties, before and after completion of the module.
2. Evaluate other HIST 3510 modules for effectiveness, using similar or additional criteria.

3. Investigate characteristics of students enrolled in HIST 3510 or other courses employing similar modular independent study to determine whether students who prefer independent study have certain common characteristics.
4. Investigate the study behavior of students enrolled in HIST 3510 or other courses employing similar modular independent study, in terms of
 - a. length of time and/or extent of reading and of preparation for examinations,
 - b. comparison or contrast with preparation for traditional courses,
 - c. self-pacing or time management employed in completing course requirements, and
 - d. willingness to do optional supplemental creative projects.
5. Investigate other ways that fashion/clothing subjects can be taught with other subjects as an interdisciplinary effort.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

EVALUATION QUESTIONNAIRE
for
Module 8, Fashion in the Sixties

Directions: Indicate the most appropriate response(s) with a check (✓) in the space provided, or fill in the information requested.

Background data

Spring 1977 classification FR ___ SO ___ JR ___ SR ___ GR ___ SP ___

Major _____

Sex M ___ F ___

Hours enrolled in HIST 3510 (end of semester) 1 ___ 2 ___ 3 ___ 4 ___

Selection and use of module

1. Why did you choose to read Module 8? (Check as many as apply.)

- ___ a) Related to major
___ b) Like fashion in general
___ c) Newest module selection
___ d) Friend told me about it
___ e) Recommended by _____

(write in)

- ___ f) Thought it would be easy
___ g) Thought it would be challenging
___ h) Other _____

(write in)

2. Did you feel the articles in Module 8 were representative of fashion and social happenings during the 1960's? _____

3. What is the highest score you received on the Module 8 examination(s)? (Check one)

69 or below ___ 70-89 ___ 90 or above ___ don't know ___

4. How well were you prepared to take the examination on which you scored highest? (Check one)

well prepared ___ somewhat prepared ___ not well prepared ___
took examination cold (without reading module) _____

Evaluation of the text materials

Please rate the text materials of Module 8 by checking the space after each statement which best represents the degree to which you agree or disagree with the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1. The text consisted of a variety of viewpoints.					
2. The text consisted of a variety of writing styles.					
3. The text was confusing.					
4. The text was interesting.					
5. The text provided sufficient coverage of the subject.					
6. The text was not well coordinated.					
7. The text had an appropriate number of photographs and illustrations.					
8. The editor's comments and introductions were appropriate.					
9. The text was topically well organized.					
10. The text was appropriately weighted on topic areas.					
11. The text was easy to read.					
12. Length of the text was appropriate.					

Other comments on text _____

Evaluation of the examination questions

Please rate the examination questions for your examination on Module 8 by checking the space after each statement which best represents the degree to which you agree or disagree with the statement.

1. The examination was hard.					
2. The questions tested my factual knowledge of the materials in the module.					
3. The questions tested my understanding of the subject of fashion in the sixties.					
4. The examination was easy.					
5. The questions were well distributed over the materials in the module.					
6. The examination was picky.					
7. Nearly all the questions were significant.					
8. Nearly all the questions were specific.					
9. Nearly all questions were ambiguous.					
10. The examination was fair.					

Other comments on examination _____

APPENDIX B

COVER LETTER

July 5, 1977

The enclosed questionnaire constitutes an important segment of the research I am conducting as part of my master's degree program in Clothing, Textiles, and Merchandising at Oklahoma State University. The purpose of my research is to evaluate Module 8, Fashion in the Sixties, of History and Social Change (HIST 3510), which I prepared earlier.

Data obtained from you will be used to help point out strong aspects of the module to help interest others in studying it, and to point out weak aspects to consider making changes for improvement. Such information may help future students to become acquainted with the module, to benefit from reading it, and to score well on examinations.

May I please have a few minutes of your time? Since you were one of only 45 students who read and/or took an examination(s) for Module 8, your help is needed. Your responses to the questions about Fashion in the Sixties will provide its student evaluation. The enclosed questionnaire requires only a short time to complete, and it will receive anonymous treatment. The number on your questionnaire will be used only to help me determine which ones have been returned.

Please complete and return the questionnaire in the enclosed, postage-paid envelope by July 15.

Thank you very much for your help.

Sincerely,

Susan K. Pisarra
Graduate Student

skp

Enclosure

APPENDIX C

STUDENT COMMENTS ON THE QUESTIONNAIRE

Other Comments on Text

"The text was interesting; however, I did find the reading highly detailed and lengthy. I would rather have read the text for enjoyment than for a test."

"Text was too detailed. It delved into details without giving an outline."

"I thought this was a very confusing module. The questions on the module were very ambiguous and it was hard to tell from the text just what the correct answer was. Of all modules I would recommend this one least."

"When subjects were mentioned more than once (such as 2 articles dealing with the same thing) it became confusing."

"The text was too confusing."

"Too much material to cover for just one exam."

"Almost too sufficient [coverage of the subject], too many articles that were too much alike."

"Fairly long."

"There were several pages out of sequence."

"This whole module just seemed to be 'thrown together.' It makes me wonder if perhaps it was put together this way just to get it done, since it was planned for so long."

"This was the poorest excuse for a module. The only way to improve it would be to throw it away and start over."

"Interesting for the most part--not dry like some modules."

[easy to read-] "literally, yes; printing, no. The copy seemed worse than some modules."

"Poor printing also made it hard to read."

"Photographs and illustrations were difficult to interpret as they did not reproduce well."

"Very poor quality" [of illustrations and photographs].

"Poor" [photographs and illustrations].

"Photographs were not distinct, and one had no idea of what it was supposed to be."

"Photographs should be important enough to be visible."

"Covered the important aspects [of the 1960's] well."

Other Comments on Examination

"The test questions had a tendency to stay on one subject in the module--the distribution of questions on the different material was poor."

"In one test, I had at least 10 questions on just one particular article. I felt this was not fair, there were enough articles to place at least one question about that particular article--also was too picky."

"The exam was far too hard for the material, and the questions were too picky due to the length of the material."

"Extremely hard."

"I advised others not take the module because of the exam. I didn't feel the specific fact-recall required by the exam met the objective I had, and probably what editor had for module."

"I didn't think the test was fair in grading the comprehension of the module."

"Some test questions came from illegible portions of copy--you should check this."

"I felt that too many small details were asked."

"Tended to pick out minute details that seemed insignificant during the reading of the module."

"This exam was terrible. I had 5 questions counted wrong on my exam which later were changed after I proved the ambiguity of the questions. Many others were also ambiguous, only I was fortunate enough to choose the answer you wanted."

"I had taken 5 modules previous to this module and of all the exams this was the worst."^a

"I took the exam 3 times and thought I knew the material. As a result of 3 non-passing grades, my motivation to start other topics was halted and I was forced to drop all 4 hours and will have to make them up later."

"As it's been awhile since I took the exam, these questions required a lot of thinking and remembering. However, I do feel that it was overall a good module and exam."

^aStudents may take up to 6 hours of 3510 for credit, but no more than 4 hours in one semester or 3 hours in one summer session.

APPENDIX D

COMPUTER ITEM ANALYSIS

MODULE 8
 FREQUENCY RESPONSES
 (* INDICATES CORRECT RESPONSE)
 (NR INDICATES NO RESPONSE)

08/15/77

QUESTION:	01-01	01-02	01-03	01-04	01-05	01-06	01-07	01-08	01-09	01-10	01-11
A	21*	4	4	0	16*	1	5	11*	6	2	0
B	0	17*	0	1	1	2	1	1	4	1	2
C	0	0	2	16*	0	7	8	3	1	13*	0
D	0	0	10*	5	2	7*	11*	0	0	2	14*
E	0	0	0	0	0	0	0	0	12*	0	1
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	100.0	81.0	62.5	72.7	84.2	41.2	44.0	73.3	52.2	72.2	82.4
QUESTION:	01-12	01-13	01-14	01-15	01-16	01-17	01-18	01-19	01-20	01-21	01-22
A	0	6	26*	3	3	3	1	1	4	12*	3
B	3	15*	1	0	1	4	1	0	1	1	13*
C	0	0	2	0	0	2	16*	0	16*	2	2
D	5	1	0	1	10*	1	3	8	8	8	0
E	19*	0	1	17*	11	12*	0	16*	0	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	70.4	68.2	86.7	81.0	40.0	54.5	76.2	64.0	55.2	52.2	72.2
QUESTION:	01-23	01-24	01-25	01-26	01-27	01-28	01-29	01-30	01-31	01-32	01-33
A	2	22*	4	2	15*	7	0	5	1	3	10*
B	2	0	2	7*	0	1	0	5	0	4*	4
C	1	0	10*	17	1	2	1	7*	3	11	8
D	0	2	1	0	2	12*	2	7	5*	6	3
E	17*	0	0	0	0	0	28*	0	15	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	77.3	91.7	58.8	26.9	83.3	54.5	90.3	29.2	20.8	16.7	40.0
QUESTION:	01-34	01-35	01-36	01-37	01-38	01-39	01-40	01-41	01-42	01-43	01-44
A	17*	5	15*	3	0	0	2	21*	0	4	3
B	1	1	5	4	2	4	1	2	6	5	12*
C	0	7*	8	1*	2	1	26*	0	0	5*	2
D	0	4	3	15	5	1	3	1	8	8	2
E	2	0	0	3	21*	12*	0	0	12*	0	0
NR	0	0	0	0	0	0	0	0	1	0	0
DIFFICULTY INDEX	85.0	41.2	48.4	3.8	70.0	66.7	81.3	87.5	44.4	22.7	63.2
QUESTION:	01-45	01-46	01-47	01-48	01-49	02-01	02-02	02-03	02-04	02-05	02-06
A	4	4	3	2	10	3	14*	2	7	1	16*
B	9	0	1	21*	1	9*	3	7	11*	18*	1
C	2	1	18	4	2	8	1	1	4	1	1
D	1	5	1	0	12*	2	0	9	0	0	0
E	4*	14*	1*	0	0	0	0	8*	0	0	0
NR	2	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	18.2	58.3	4.2	77.8	48.0	40.9	77.8	29.6	50.0	90.0	88.9
QUESTION:	02-07	02-08	02-09	02-10	02-11	02-12	02-13	02-14	02-15	02-16	02-17
A	0	4	4	15	5	7	2	1	1	4	0
B	5	15*	0	2	19*	4	3	3	13	1	17*
C	6	3	0	0	1	10*	0	0	10*	0	4
D	1	4	0	13*	2	1	14*	22*	0	20*	1
E	11*	0	19*	0	0	0	0	0	0	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	47.8	57.7	82.6	43.3	70.4	45.5	73.7	84.6	41.7	80.0	77.3

MODULE 8
 FREQUENCY RESPONSES
 (* INDICATES CORRECT RESPONSE)
 (NR INDICATES NO RESPONSE)

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QUESTION:	02-18	02-19	02-20	02-21	02-22	02-23	02-24	02-25	02-26	02-27	02-28
A	18*	5	2	8*	10	1	14*	2	1	1	20*
B	0	16*	0	0	20*	0	1	12*	6*	7	6
C	1	0	2	0	0	1	3	2	0	17*	1
D	1	7	15*	0	2	1	1	3	11	4	0
E	0	1	0	13	0	20*	0	0	1	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	90.0	55.2	78.9	38.1	62.5	87.0	73.7	63.2	31.6	58.6	74.1

QUESTION:	02-29	02-30	02-31	02-32	02-33	02-34	02-35	02-36	02-37	02-38	02-39
A	3	3	5	3	2	0	8	3	0	1	2
B	1	2	4*	1	0	7	3	11*	10*	1	0
C	21*	0	2	1	0	1	12*	0	6	20*	4
D	0	0	7	13*	18*	4	0	1	8	4	13*
E	2	17*	0	4	5	8*	0	0	0	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	77.8	77.3	22.2	59.1	72.0	40.0	52.2	73.3	41.7	76.9	68.4

QUESTION:	02-40	03-01	03-02	03-03	03-04	03-05	03-06	03-07	03-08	03-09	03-10
A	21*	6	4	1	14*	0	12	2	1	23*	3
B	0	0	3	9*	3	3	13*	15*	5	3	3
C	2	0	7	8	3	3	4	7	8*	2	11*
D	3	15*	16*	1	1	13*	1	1	4	0	1
E	0	0	0	0	0	0	0	0	0	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	80.8	71.4	53.3	47.4	66.7	68.4	43.3	60.0	44.4	82.1	61.1

QUESTION:	03-11	03-12	03-13	03-14	03-15	03-16	03-17	03-18	03-19	03-20	03-21
A	1	3	2	2	0	0	12	14	5	7	5
B	24*	2	6*	6*	2	1	5*	4*	0	6	1
C	0	1	5	2	2	0	0	0	1	10*	3
D	1	14*	1	5	2	0	1	1	3	2	4*
E	1	0	0	0	16*	23*	0	0	18*	0	9
NR	0	0	0	0	0	0	0	0	1	0	0
DIFFICULTY INDEX	88.9	70.0	42.9	40.0	72.7	95.8	27.8	21.1	64.3	40.0	18.2

QUESTION:	03-22	03-23	03-24	03-25	03-26	03-27	03-28	03-29	03-30	03-31	03-32
A	16*	0	4	11*	3	2	8*	6	1	2	5
B	5	3*	6*	10	4	8*	4	0	9*	1	2
C	3	8	0	0	13*	0	8	1	5	0	2
D	5	2	6	0	2	0	4	1	4	4	3
E	0	0	0	0	0	11	4	21*	0	11*	13*
NR	0	0	0	0	0	0	0	0	0	1	0
DIFFICULTY INDEX	55.2	23.1	33.3	52.4	59.1	38.1	28.6	72.4	47.4	57.9	60.0

QUESTION:	03-33	03-34	03-35	03-36	03-37	03-38	03-39	03-40	03-41	03-42	03-43
A	9	10*	8	0	7*	0	8	1	8*	4	2
B	20*	2	0	9	2	0	0	11*	3	0	0
C	0	2	1	2	2	1	11*	15	3	1	0
D	0	2	9*	0	2	3	1	0	7	6	13*
E	0	0	0	12*	4	17*	6	1	0	14*	4
NR	0	0	0	1	0	1	0	0	0	0	0
DIFFICULTY INDEX	69.0	62.5	50.0	50.0	41.2	77.3	42.3	39.3	38.1	56.0	68.4

MODULE 8
 FREQUENCY RESPONSES
 (* INDICATES CORRECT RESPONSE)
 (NR INDICATES NO RESPONSE)

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QUESTION:	03-44	03-45	03-46	03-47	03-48	03-49	03-50	03-51	03-52	03-53	03-54
A	4	1	13*	2	1	6	2	7	13*	10*	2
B	0	0	4	4	13*	0	12*	4*	8	8	0
C	16	1	6	4	1	4	0	4	1	2	4
D	1	8*	1	13*	6	7*	4	6	3	9	16*
E	8*	11	0	0	4	0	0	0	0	0	0
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	27.6	38.1	54.2	56.5	52.0	41.2	66.7	19.0	52.0	34.5	72.7
QUESTION:	03-55	03-56	03-57	03-58	03-59	03-60	03-61	03-62	03-63	03-64	03-65
A	7	0	9	30*	2	11	10	1	5	4	13*
B	3	2	2	0	2	1	12*	5	10*	20*	11
C	17*	11*	2	1	1	2	1	0	1	2	4
D	0	7	21*	1	3	7*	0	1	0	1	0
E	0	0	0	0	14*	0	0	12*	0	0	0
NR	0	0	0	0	0	0	0	0	0	0	1
DIFFICULTY INDEX	63.0	55.0	61.8	93.8	63.6	33.3	52.2	63.2	62.5	74.1	44.8
QUESTION:	03-66	03-67	03-68	03-69	03-70	03-71	03-72	03-73	03-74	03-75	03-76
A	3	11*	6	3	1	8	24*	4	6	10*	0
B	1	0	8	1*	16*	5	2	0	4*	1	17
C	13*	1	6*	1	2	4	1	8	5	3	8*
D	1	10	0	10	4	11*	0	1	0	7	2
E	3	0	0	0	0	0	0	6*	4	1	0
NR	0	0	0	0	0	0	0	1	0	1	0
DIFFICULTY INDEX	61.9	50.0	30.0	6.7	69.6	39.3	88.9	30.0	21.1	43.5	29.6
QUESTION:	03-77	03-78	03-79	03-80	03-81	04-01	04-02	04-03	04-04	04-05	04-06
A	0	0	2	2	4	5*	3	4	10*	0	0
B	0	1	1	1	20*	0	8*	19*	5	1	6
C	5	1	9	1	0	4	0	4	1	4	1
D	3	3	0	4*	0	7	2	1	7	3	3
E	13*	17*	8*	13	0	0	0	0	0	16*	8*
NR	1	1	0	0	0	1	0	0	0	0	0
DIFFICULTY INDEX	59.1	73.9	40.0	19.0	83.3	29.4	61.5	67.9	43.5	66.7	44.4
QUESTION:	04-07	04-08	04-09	04-10	04-11	04-12	04-13	04-14	04-15	04-16	04-17
A	1	9	2	3	6	13*	9*	4	7	1	1
B	0	0	12*	0	12*	7	1	3	5*	9*	1
C	19*	4	2	6	3	1	4	7*	6	1	0
D	2	9	0	3	5	3	9	2	0	5	3
E	8	3*	0	9*	0	0	0	0	0	0	14*
NR	0	0	1	0	0	0	0	0	2	0	0
DIFFICULTY INDEX	63.3	12.0	70.6	42.9	46.2	54.2	39.1	43.8	25.0	56.3	73.7
QUESTION:	04-18	04-19	04-20	04-21	04-22	04-23	04-24	04-25	04-26	04-27	04-28
A	0	3	15*	0	0	17*	4	2	3	2	5
B	2	20*	3	2	11	0	6*	2	3	0	1
C	1	3	1	0	1	3	2	1	2	1	1
D	8*	2	2	15*	2*	2	7	1	2	15*	0
E	10	0	1	3	7	9	0	19*	10*	3	11*
NR	0	0	0	0	0	0	0	0	0	0	1
DIFFICULTY INDEX	38.1	71.4	68.2	75.0	9.5	54.8	31.6	76.0	50.0	71.4	57.9

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FREQUENCY RESPONSES

(* INDICATES CORRECT RESPONSE)
(NR INDICATES NO RESPONSE)

QUESTION:	04-29	04-30	04-31	04-32	04-33	04-34	04-35	04-36	04-37	04-38	04-39
A	1	1	2	5	9*	3	0	2	4	1	5
B	4	19*	9	1	2	3	13*	0	0	3	20*
C	6	1	7*	18*	5	3	4	4	1	3	2
D	10	1	1	3	5	5	3	8*	0	7*	5
E	1*	0	0	0	0	14*	0	5	15*	5	0
NR	0	0	1	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	4.5	86.4	35.0	66.7	42.9	50.0	65.0	42.1	75.0	36.8	62.5

QUESTION:	04-40	04-41	04-42	04-43	04-44	04-45	04-46	04-47	04-48	04-49	04-50
A	13*	3	8*	4	0	16*	1	5	10	5	1
B	0	11*	1	7*	4	3	4	3	2	2	20*
C	0	1	0	4	1	2	1	0	7*	0	2
D	9	3	11	0	3	0	15*	16*	1	9	0
E	0	0	1	1	12*	2	0	0	0	8*	2
NR	0	0	0	0	0	0	0	0	0	0	0
DIFFICULTY INDEX	59.1	61.1	38.1	43.8	60.0	69.6	71.4	66.7	35.0	33.3	80.0

QUESTION:	04-51	04-52	04-53	04-54	04-55	04-56
A	0	3	2	3	4	9
B	17*	7*	3	12*	2	1
C	7	1	17*	6	1	3*
D	3	4	0	1	9*	9
E	0	0	0	0	8	0
NR	0	0	1	0	0	0
DIFFICULTY INDEX	63.0	46.7	73.9	54.5	37.5	13.6

VITA²

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