

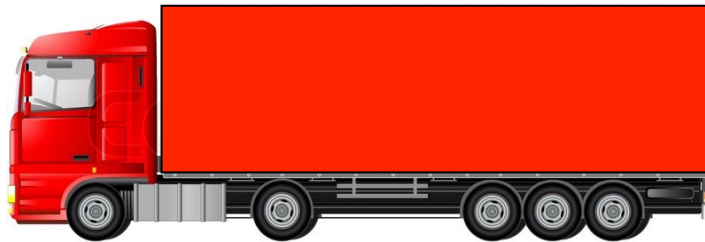


# The Parable of the Red Truck<sup>1</sup>

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Ted Ward

ONCE  
UPON A TIME  
there was a red truck,



Along came a dichotomistic educator  
and separated the red from the truck!



Why?

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<sup>1</sup> Ted Ward. The Color of What We Know. Presentation Outline. Ohio Business Teachers Association Annual Convention, Dayton OH, April 15, 1983.

## Types of Learning Outcomes

1. Facts, concepts, generalizations.
2. Techniques, skills, abilities.
3. Values, attitudes.

Which of these are important . . . ?

... most important . . . ?

in typing? in office management? in . . . ?

Question: *Increased emphasis on evaluation can increase the “known” for which of these categories of outcomes?*

1. Educators tend to emphasize whatever is to be calculated.
2. Certain things are easier to evaluate than others.
3. The most likely outcomes to be evaluated (and thus to be emphasized) are the intended outcomes of information, at “recall” level, and of skills which can be handled within constraints of four walls and a small clock.

## Summary Of The Key Problems

1. Education tends to emphasize whatever has apparent *purpose*.
2. Curricular decisions tend to leave *gaps*.
3. From time to time, a *gap* will be recognized and raised to the level of *purpose*.
4. Each newly recognized purpose is expected to become an added component in the curriculum and to compete with all others.

## Media Of Teacher Influence in the Affective Domain

1. Balanced emotional appeal and orientation to the subject.
2. Modeling—personal commitment to the subject and to one’s career.
3. Classroom climate—especially the quality of interpersonal communication and the “Quest-for-a-Just” community.
4. Out-of-class accessibility and openness to relate to students on *their* agenda of needs.