

The Keller Plan in Practice

- *This is a course through which you may move, from start to finish, at your own pace. You will not be held back by other students or forced to go ahead until you are ready. At best you may meet all the course requirements in less than one semester; at worst, you may not complete the job within that time. How fast you go is up to you.*
- *The work of this course will be divided into 30 units of content, which correspond roughly to a series of home-work assignments and laboratory exercises. These units will come in a definite numerical order, and you must show your mastery of each unit (by passing a "readiness" test or carrying out an experiment) before moving on to the next. * A good share of your reading for this course may be done in the classroom, at those times when no lectures, demonstrations, or other activities are taking place. Your classroom, that is, will sometimes be a study hall.*
- *The lectures and demonstrations in this course will have a different relation to the rest of your work than is usually the rule. They will be provided only when you have demonstrated your readiness to appreciate them; no examination will be based upon them: and you need not attend them if you do not wish. When a certain percentage of the class has reached a certain point in the course, a lecture or demonstration will be available at a stated time, but it will not be compulsory.*
- *The teaching staff of your course will include proctors, assistants, and an instructor. A proctor is an undergraduate who has been chosen for his mastery of the course content and orientation, for his maturity of judgment, for his understanding of the special problems that confront you as a beginner, and for his willingness to assist. He will provide you with all your study materials except your textbooks. He will pass upon your readiness tests as satisfactory or unsatisfactory. His judgment will ordinarily be law, but if he is ever in serious doubt, you can appeal to your classroom assistant, or even the instructor, for a ruling. Failure to pass a test on the first try, the second, the third, or even later, will not be held against you. It is better that you get too much testing than not enough, if your final success in the course is to be assured.*
- *Your work in the laboratory will be carried out under the direct supervision of a graduate laboratory assistant, whose detailed duties cannot be listed here. There will also be a graduate classroom assistant, upon whom your proctor will depend for various course materials (assignments, study questions, special readings, and so on), and who will keep up to date all progress records for course members. The classroom assistant will confer with the instructor daily, aid the proctors on occasion, and act in a variety of ways to further the smooth operation of the course machinery.*
- *The instructor will have as his principal responsibilities: (a) the selection of all study material used in the course; (b) the organization and the mode of presenting this material; (c) the construction of tests and examinations; and (d) the final evaluation of each student's progress. It will be his duty, also, to provide lectures, demonstrations, and discussion opportunities for all students who have earned the privilege; to act as a clearing-house for requests and complaints; and to arbitrate in any case of disagreement between students and proctors or assistants.*
- *All students in the course are expected to take a final examination, in which the entire term's work will be represented. With certain exceptions, this examination will come at the same time for all students, at the end of the term. . . . The examination will consist of questions which, in large part, you have already answered on your readiness tests. Twenty-five percent of your course grade will be based on this examination; the remaining 75% will be based on the number of units of reading and laboratory work that you have successfully completed during*

*the term.*¹⁾

¹⁾
Keller, Fred S. 'Good-bye, teacher...' *Journal of Applied Behavior Analysis* 1, no. 1: 79-89. 1968.

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