

MAP
G
74
.533
c.2

ABSTRACT OF THESIS
A COMPARISON OF THE EFFECTS OF

THE OPEN SCHEDULE AND THE TRADITIONAL SCHEDULE
UPON GEOGRAPHIC EDUCATION AND ATTITUDES

effects of scheduling toward geography. The two schedules observed during the extent of this investigation were: (1) the open schedule, in which options of individual pursuits were permitted to students during unscheduled time, and (2) the traditional schedule, in which a "5 x 5" system of class assignment was devised.

2200

An Abstract of a Thesis

Presented to

the Faculty of the Department of Geography and Geology
Western Illinois University

schedule. Attitudes were also considerably more favorable toward geography under the same schedule. In addition, students who studied geography under the open schedule were significantly more concerned with geographic concepts than were students who studied geography under the traditional schedule.

In Partial Fulfillment

of the Requirements for the Degree towards geography
were tested by Master of Science in Education of comparison incorporated were: results of semester examinations, a student opinionnaire, and interviews with students, geography teachers, world history teachers, and administrators.

While this study indicates by the preferability of the open schedule to the
Ronald Edward Seegers for the purposes

September 1969

MAP
G
74
.S33
c.2

of fulfilling geographic objectives, further research is needed to determine if other schedules exist which can more

ABSTRACT OF THESIS
It was the purpose of this study to investigate the effects of scheduling upon the learning of and attitudes toward geography. The two schedules observed during the extent of this investigation were: (1) the open schedule, in which options of individual pursuits were permitted to students during unscheduled time, and (2) the traditional schedule, in which a "5 x 5" system of class assignment was devised.

In general, the learning of geography was found to be greater when studied within the framework of the open schedule. Attitudes were also considerably more favorable toward geography under the same schedule. In addition, students who studied geography under the open schedule were significantly more concerned with geographic concepts than were students who studied geography under the traditional schedule.

The levels of learning of and attitudes towards geography were tested by various methods. The measures of comparison incorporated were: results of semester examinations, a student opinionnaire, and interviews with students, geography teachers, world history teachers, and administrators.

While this study indicates the preferability of the open schedule to the traditional schedule for the purposes

of fulfilling geographic objectives, further research is needed to determine if other schedules exist which can more adequately satisfy these objectives.

Presented to
the Faculty of the Department of Geography and Geology
Western Illinois University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

Ronald Edward Seegars

September 1969