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Effective Education: Progress, Possibilities, the Problem, and the Solution

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Progress

Johnson used Precision Teachings fine grained daily learning monitoring to locate and improve weak points in the effectiveness of the Direct Instruction materials. By aiming at x2 accelerations rapid curricular climbs are possible. By requiring high frequencies curricular steps can be leaped over since the fluency produces generative instruction (Johnson & Layng, 1992).

Possibilities

Early Precision Teaching texts urged aiming at x1.25 acceleration per week (White & Haring, 1976). Without setting aims students often accelerated x2 per week, and occasionally at x16 per week. Students occasionally learn that fast on their own without our design. The occasional x16 learnings prove such rapid learning is possible. Now that Johnson has shown that x2 per week is easily reached by all of his disadvantaged students, we should set aims at least at x4 per week. Our data prove to us that if we can discover the proper conditions, we can routinely produce accelerations as high as x16 per week! This would be 12 times faster than White and Haring's suggestion, and 8 times faster than Johnson and Layng's requirement. You get what you aim for, and we should aim for the highest possible. Such effects might compel attention.

The Problem

Public school, university, and industrial educators resist effective education because it threatens their livelihood and challenges their pet theories.
This will continue as long as educators are paid for hours of teaching rather than gain in learner skills. The slower the learning, the more money the educators now make. This contingency should be reversed! The faster the learning, the more money to the teacher, learner and school.
Educators successfully resisted the following six highly effective methods.

Turnley Reading System based in Sonsils	Turnley, Francis R.	1945
Programmed Instruction	B. F. Skinner	1954
Personalized Instruction	Fred S Keller	1966
Words in Color	Caleb Gattegno	1970
Direct Instruction	Siegfried Engelmann	1968
Precision Teaching	Ogden Lindsley	1971

All six of these methods required rapid choral and oral learner responding in small groups with massive amounts of daily timed practice and immediate feedback and correction of errors. These features were unpopular and distasteful to most professional educators. So they ignored the methods and happily increased their credit hours.

The Solution

The solution is to reinforce teachers and schools for pupil gain. This must be done in private schools and learning centers because public schools resist compensation for results. I detailed this problem and its solution elsewhere (Lindsley, 1992). Supporting my conclusion, Johnson's powerful curriculum was developed at Morningside, his private school (Johnson, 1992).

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