

Secrets eventually find ways to reveal themselves. One notable exception, has been ILS, the ***Individualized Learning System***, which has really been taking its time.

Even with a track record of being the most cost effective and widely utilized teaching methodology for just about *every trade*, and *every job*, in *every branch* of the U.S. Armed Forces since the late 1970s; most of the general public have still never heard of it.

That is nothing short of a miracle, especially in today's highly computerized era of instant communication and failing school reforms.

One can only wonder why the media has been so quiet on this topic and whether protecting the status quo and preserving bureaucracies is more important than



ILS

Individualized Learning System

By

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making the best teaching methodology ever designed *mandatory* in all schools, both public and private.

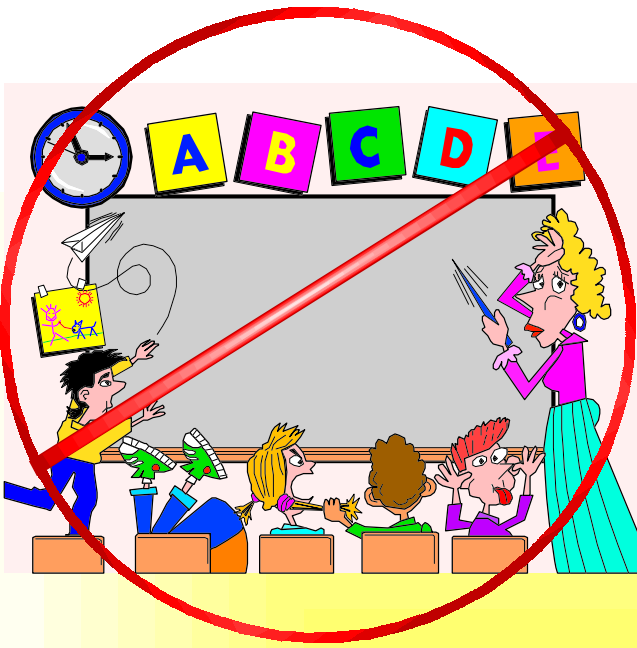
I mean, isn't it a part of *The American Dream* for every child and every citizen to receive an education that is second to none?

ILS is *The Answer* that every student, parent, educator, and politician that sincerely wants to see both public and private education dramatically improve; has been searching for.

ILS, has many benefits, but it's most impressive is probably what scares people the most, because this system's success is not dependant upon the training nor the experience of the teacher.

It also eliminates the need for homework, group study, lectures, and those "class clown" disruptions while

A Secret No More



Still secret teaching system would improve student achievement, relieve overcrowding, reduce the cost of a great education, eliminate homework and inherent learning dependencies while simultaneously increasing classroom size and revolutionizing the teaching profession with the better paying consulting and online curriculum development opportunities.

simultaneously improving student achievement and dramatically increasing the number of students a teacher can handle per classroom.

As scary as that sounds, think of the day when highly trained teachers will no longer be needed in the classroom and that the time it takes to get a diploma or a degree will be a matter that each student has complete control over, and in whatever setting they choose or can afford.

That day is not only inevitable, it is not far away. All that would be required is a computer with a high speed internet connection; and easily understandable, fully accredited teaching software; and of course, widespread acceptance.

The ILS, as the name implies, utilizes individually-paced, programmed instruction that has been broken down into easily understandable courses, modules, lesson topics, and performance objectives.

Personal computers are ideally suited to deliver this system's curriculum. But in the old days, the ILS utilized a variety of multimedia options, e.g., audio tapes, audiovisual and overhead projection slides, and film or video libraries that each student could select from in order to ensure they learned the theories being taught.

If these options failed to make the material clear, the course or module teacher or a tutor is always available as the final option.

Because each student will progress through the course at his or her own pace utilizing a variety of classrooms, laboratories, and offsite facilities--depending upon the coursework--the need for homework, classroom lectures and group study is eliminated.

Instead of cramming for a pop quiz, a series of self-graded, multiple choice pretests on each lesson topic's theory(ies) are followed by a teacher (or computer) graded performance test, plus a final exam. These are the controls that each student must pass in order to advance through each course's modules.

Think about that. When you've finally learned something that required practice or performing a series of tasks, isn't that when you really made the connection and understood the purpose of all the theories, rules, and technical mumbo jumbo?

With the elimination of group discussions, lectures, homework, and classroom disruptions; the individualized study format means that students can now have a life after school hours.

Student-athletes will now have more time to concentrate on their sport(s) or extra-curricular activity without having to worry about crash-studying all night for a pop quiz while trying to juggle a busy schedule of practice, games, dates, family, and their part-time job.

Because individualized study effectively makes the classroom size that each teacher can handle almost unlimited, that makes providing an education far more cost-effective for the school system.

But the best benefit of all, is that the *pace* and the *quality* of one's education is no longer dependant upon the rest of the class, nor the teacher's charisma, ability to teach, or the time they're willing to invest--which along with a student's study habits, and the available resources--are too often what determines a student's ability to learn.

In the ILS environment, each student's *motivation and competitive nature* become the keys to a better and faster education. This is a system that takes full advantage of two facts: that (1) people are self-motivated to do what they want and need; and (2) that while we all have our own individual triggers, the fact remains that all of us are very competitive by nature.

Once students realize that they have control over both the pace and the quality of their education--which translates to giving them more control over their personal time--those incentives as well as the normal peer challenges of getting the best grades in the least amount of time, will always serve as very powerful motivators for students to finish faster and to excel in the same way that businesses are motivated by profit margins.

While traditional Machiavellian teaching methods still in use today have

continued to work for many; as teaching skills and study habits have declined, the failure rate as measured by test scores has only increased.

Considering today's technology and the increasing widespread use of the Internet, isn't it both logical and past time that we utilized new techniques and methodologies in order to maximize our educational capabilities?

And, since the cost of maintaining our schools and infrastructures is ALWAYS on the rise, isn't it good business, imperative, and cost effective to "think outside of the box", as the saying goes?

Just as the Internet continues to dramatically change the way we do business, it will also change the way we educate ourselves and our children.

We can either take control now or get left further behind holding on to the Machiavellian principles and traditions that worked so well in the past, but are now failing more and more of society's future--our children.

The time has come for fundamental changes in the **teaching methodologies** that we use in our school systems. ILS needs to be officially tested **at all grade levels** and in both **public and private** civilian schools.

Then, its use should be **MANDATED** by **constitutional referendum** so that no state will ever be allowed to revisit the inherent failures of the past and present teaching systems unless the entire nation concurs.

Nothing short of such a mandate will **guarantee** that every child and every citizen will get the best education possible. And the reasons why are obvious.

The fact that ILS still remains largely unknown to a majority of the general public suggests that there must be some kind of teaching method "mold" or status quo that limits the way that educators, bureaucrats, politicians, and unions have attacked the problem. Or, perhaps they simply don't have the political courage or the incentives to break that mold?

Think about that for a moment. Have you ever heard ANY politician, union leader, bureaucrat, or educator, noted or obscure; speak out on the merits of fundamentally changing **the way that subjects are taught**, as a solution?

School reforms have focused on smaller class sizes; better training for teachers; more homework, security, books and computers; new schools; the return of prayer and discipline; and many other so-called remedies that all ignore solving the fundamental problem which is **the teaching methodology**.

Now that the U.S. Supreme Court has ruled that certain forms of private education can be funded by the government using vouchers, the flood gates have been opened for dramatic and fundamental changes because parents can finally make competitive school choices.

With parents and students no longer forced to tolerate mediocrity, public schools systems will have to compete for the funding they can now take for granted. So from here on out, school reforms will have to be real and measurable.

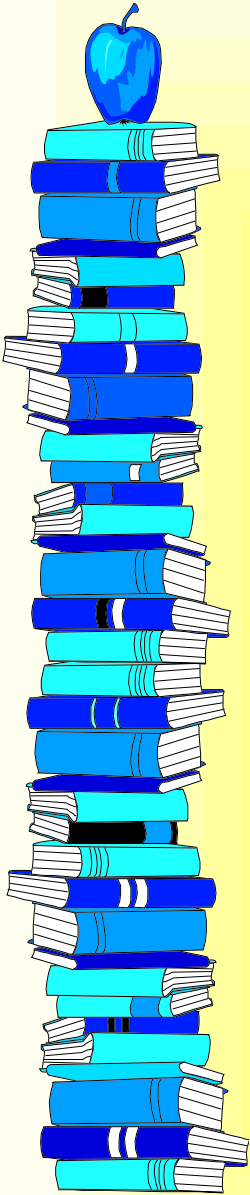
The Era of School Reform Experimentation is over. And while there is a great opportunity here for "the powers that be" to do **The Right Thing**, history repeatedly tells us that it won't get done without a mandate.

The ILS has already been paid for with taxpayers money, and it has been fully developed and fine-tuned by the military; but ignorance of the system is not the reason it hasn't been developed for civilian use at all grade levels. There are some powerful naysayers out there, as well as the unions, and many lawmakers who will continue to play politics with its merits as long as its use is not made mandatory.

Once on the ballot, ILS has an outstanding chance of passage, provided the news media embraces it with the fervor deserving of the major news event it is. Passage will also require grass roots support from parents and students, as well as the qualified endorsement of every military veteran who's ever been trained utilizing it.

Allow me to be the first. ILS gets my strongest endorsement because of its amazing ability to accelerate learning, and because it is far and away the most effective approach to learning that I've ever used in my 50+ years on this planet. My exposure to this system has been as both a Navy photography student who graduated with honors after completing the 10 week course in only 4 weeks; and as an Accredited and Adult Continuing Education division instructor at a junior college.

Before and since being introduced to the ILS, I have always been an average student and I have never learned any subject faster, more thoroughly, or with better retention than during my Navy days in "A" School. And, after adopting the system for the three City Colleges of Chicago photography courses I taught from 1984 to 1986, 99% of my students reported the same results.



Instead of sending me into active duty immediately, the Navy rewarded me with 6 additional weeks of advanced photography studies. That additional training turned out to be very positive for both my Naval and my professional careers' success.

With a proven and ready system that has demonstrated beyond any doubt that at minimum, its use can *guarantee* that *everyone* using it will learn faster and more thoroughly and with better retention, the question must be asked: "Why wouldn't this nation want to mandate its use?"

JOBS will undoubtedly be the most explosive and obvious topic that could fuel the opposition because the Individual Learning System's **track record** is so impressive and well documented that it'll be a non-issue.

And, although no scientific study has been done, the ILS could easily eliminate as much as 2/3rds or all current teaching and related technical and administrative support and management positions.

The politicians who are paid to worry about the jobs lost and making sure that the bureaucracies they create are well managed, annually wrestle over how to finance and allocate rising school budgets.

But once the ILS is given a chance to work its magic, they will be concentrating on how to best use and allocate the huge surpluses that will remain in each state's treasury.

So the question lawmakers must ask today is: "At what point will maintaining the status quo in education become obsolete and futile in the face of year after year, reform after reform, and new test after new test, consistently failing to achieve the desired results?"

EVERYBODY WINS

FOR THE STUDENT

Programmed Instruction means . . .

- Learn At Your Own Pace
- Control Your Rate Of Progress
- Choice Of Multimedia Tools
- Faster Learning
- Better Retention
- No Lectures
- No Classroom Disruptions
- No Homework
- More Personal Time

FOR THE TEACHER

Programmed Instruction means . . .

- New Career Opportunities
- More Income, Fewer Hours
- Maximize Your Background
- Developing Teaching Software
- Write Books, Videos, CDs
- Teach Live On The Internet
- No Classroom Disruptions
- Fewer Security Concerns
- No Homework To Grade

FOR THE SCHOOL SYSTEM

Programmed Instruction means . . .

- Dramatic Reductions in Payroll
- Better Educated Students
- Monitored, Predictable Results
- Choice of Multimedia Tools
- 100% Computer Literacy
- More Fixed versus Variable Costs
- No Classroom Disruptions
- Fewer Security Concerns
- Far Less Paperwork

Bottom line? Some very serious debate will have to take place before unions and lawmakers--potentially the two most powerful groups that might oppose a referendum vote on the ILS--would even consider endorsing a measure with such radical consequences.

So let's review the *Pros* and the *Cons* and look at how this country could simultaneously absorb the loss of that many teaching positions as well as a huge chunk of its educational bureaucracy.

Why worry? Somebody has to write, redevelop, program, debug, package, market, sell, and provide on-going technical, creative, and administrative support for all of those computer-generated books, magazines, software titles, training manuals, CD/DVDs, videos, and other multimedia tools-- that must be developed for every subject, trade, function, and profession ever taught in an accredited or adult continuing education school or class.

New Careers that will be in demand include:

- Curriculum planners
 - Writers
 - Programmers
 - Technical support
 - Consultants
 - Trainers
 - Sales/marketing Reps
 - Administrative support
 - Live Internet Instructors
 - Managers
-

The huge job of redeveloping today's curriculum into the ILS and serving as teaching, technical, creative, and management consultants should be enough work for just about everyone who is displaced. And once that job is done, the rest of the world provides another new market place to conquer.

And, the good news is... these new careers will be far more financially rewarding for former educators at every level. Teachers, counselors, administrators, and their staffs will finally be able to earn the kind of money their profession truly deserves, that schools systems, no matter how well funded, could never afford.

The **EVERYBODY WINS** chart on the opposite page clearly summarizes the *Benefits*, which outweigh the few lingering *Cons* that include:

- What happens to the unions now that all these displaced teachers, administrators, and support professionals launch new self-employed careers doing consulting work for a living?

Answer: The unions can always become agents for these new contractors, insuring that as a group they get consistent and well-paid work, vendor discounts, and benefit packages.

- What would the political fallout be?

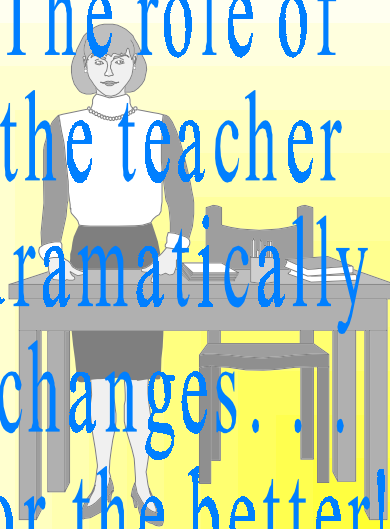
Answer: If the voters put ILS on the ballot and it is mandated by constitutional referendum, there won't be any political fallout, especially when the huge surpluses are publicized.

- What happens to those displaced who can't find new jobs or contracts?

Answer: The huge surplus savings that school systems will realize as a result of an ILS mandate, provided funding levels remain current, could be used to retrain displaced employees and managers in areas and skills that have higher demand.

- The ILS won't work for preschool, kindergarten, and primary grades 1-6 because at these levels adult supervision and hands-on teaching is required.

Answer: Children have been learning to use computers at very early ages for several decades now, but some things won't change. For example, regular parts of the school day must still be devoted



The role of the teacher dramatically changes... for the better!

to developing motor, social, and people skills; taking field trips; and physical fitness. But the majority of the academic curriculum can still be converted to the ILS.

The public school systems, particularly at the primary and secondary level, can either lead the way and make their reforms a model for the nation and become its most recognized indicator of success--or they can continue to get left behind and risk being replaced by aggressive and innovative private industry educators and consultants.

- Overcrowded schools will remain hopelessly overcrowded until new schools can be built.

Answer: Put the surplus to good use by building new schools with larger classrooms and labs that are designed to utilize the ILS.

- Online classrooms using ILS will never replace students' desire to attend college in a traditional setting.

Answer: While many students may never consider getting use to the idea of missing out on the college campus experience and all of its amenities; on-demand, individually-paced, and online educational options will definitely become more popular as they get older and their schedules become busier.

Widespread acceptance by a majority of the population might not have to wait for busier or more disciplined students. Many will take advantage of getting their degrees without keeping rigorous classroom schedules and making daily commutes, as well as dormitory or off campus living expenses rather than continue the madness of making huge bills with financial aid loans, credit cards, and grants that have to be repaid after graduation.

The important thing to remember is that there are no victims with the ILS environment! Today's teaching and administrative functions will simply be radically redefined, creating a whole new world of career opportunities for teaching and nonteaching support personnel that features better pay and shorter hours.

Still not convinced? Take a closer look at how and why the system works.

Why does ILS work?

IT'S ALREADY PAID FOR

Your tax dollars have already paid for this system. ILS was developed to accelerate the basic and advanced training of recruits and promoted personnel in most of the various specialized jobs that military personnel are required to perform. No new studies or commissions or committee meetings are needed to verify the claims made in this report.

The evidence is clear, convincing, and well documented from more than 30 years of actual use throughout the U.S. Armed Forces.

IT'S EXTREMELY COST EFFECTIVE

Fundamentally, the ILS requires fewer teachers and teacher input, because the format allows each teacher to handle each classroom's maximum seating capacity. Students are in class only as long as it takes them to complete each assignment, rather than being required to be in class for 40, 60 or 90 minute sessions. The lower payroll means more funds become available for building maintenance/repairs, new construction, equipment, supplies, and programming. Dramatic and consistent student achievement results are obtained without any new taxes or funding.

UNLIMITED CLASS SIZE

Class size is now limited only by the safe seating capacity for each classroom or lab. Since study is now individually-paced, students are constantly on the move between the various classrooms, labs, studios, on-campus and off-campus worksites as required to complete each Objective. Schools can now operate longer school years to relieve overcrowding

PROVIDES SURPLUS REVENUE

If the current level of educational funding is MAINTAINED, an ILS-mandated school system will not only lower the cost of education, it can't help but eventually generate a surplus sufficient to finance new building construction, infrastructure, high-speed internet and multiple-location intranet computer networks; better supplies, and better salaries for the scaled down workforce and year-round operation.

CURRICULUM REDEVELOPMENT

Between grading performance tests, final exams, and tutoring the few students who require it; teachers will now have the time to redevelop their curriculum into programmed instruction courses for a variety of mediums i.e., computers, video, on-screen workbooks, and audiovisuals that makes the ILS format work better and faster.

LIFESTYLE TRAINING

Until now, educators were rarely able to take the time to teach specialized, yet vital topics that not too many people get the opportunity to learn early in life. These essential, lifestyle skills will produce greater numbers of better-prepared and more productive citizens.

At minimum, basic-level new curricula should focus on these issues:

- Family Planning & Effective Parenting Techniques
- Sexually Transmitted Diseases, Prevention & Control
- Drug Abuse, Prevention & Rehabilitation
- Effective Job Hunting, Career Planning & Development
- How to Start, Finance & Operate A Business
- Personal Credit, Financial & Investment Management
- The Internet and Its Global Marketplace
- Buying & Maintaining A Home or Building
- Building A Strong Family Unit & Community

FEWER DISCIPLINARY PROBLEMS

The ILS scattered-site teaching environment offers very few opportunities for mischief and the type of behavior that results in disrupted classrooms, particularly during lectures and open-discussion sessions. No more opportunities to be bored to sleep or goof off like the entire class did in the movie, Ferris Bueller's Day Off. Students are focused instead on completing their assignments and advancing through the course as rapidly as possible. This incentive of being able to control when "school's out" is powerful. It will always self-motivate students to compete against each other and control their destiny.

HOMEWORK IS ELIMINATED

Just as an off-duty employee can enjoy being able to leave their job at the worksite, with ILS, student can finally enjoy the same ample free time without sacrificing the quality of their education. Keeping traditional school hours will provide more than enough time to complete ILS-taught courses in less than half the time it currently takes. Because students are learning the same material at a faster pace and with better retention; homework and developing the so-called "good study habits" are no longer necessary.

COMPETITION FUELS THE PACE

Posting the computer-monitored Student Progress Report on a daily basis is like posting a scoreboard. Telling the score (grades) is a very powerful self-motivator amongst the competition (students), just as it is in any other game. Student will compete harder, and they'll take pride in educating themselves far beyond the basics of the course. With competition awards, scholarships, academic recognition, and respect at stake, education becomes the enjoyable, personal responsibility, and lifelong pursuit of excellence it should always be.



Education with choices and control becomes fun. Kids will no longer think of school as something they're forced to do everyday of the year except on weekends and during summer and semester breaks.

The system is simple, but very powerful. A series of self-graded and teacher-graded tests propels each student through each Objective, Lesson Topic, Module, and Course change. These tests are part of each step in the learning process:

- Pre-Tests (self-graded)
- Post-Tests (self-graded)
- Performance Tests (teacher-graded)
- Final Exams (teacher-graded)

Each course is broken up into easily understandable Modules.

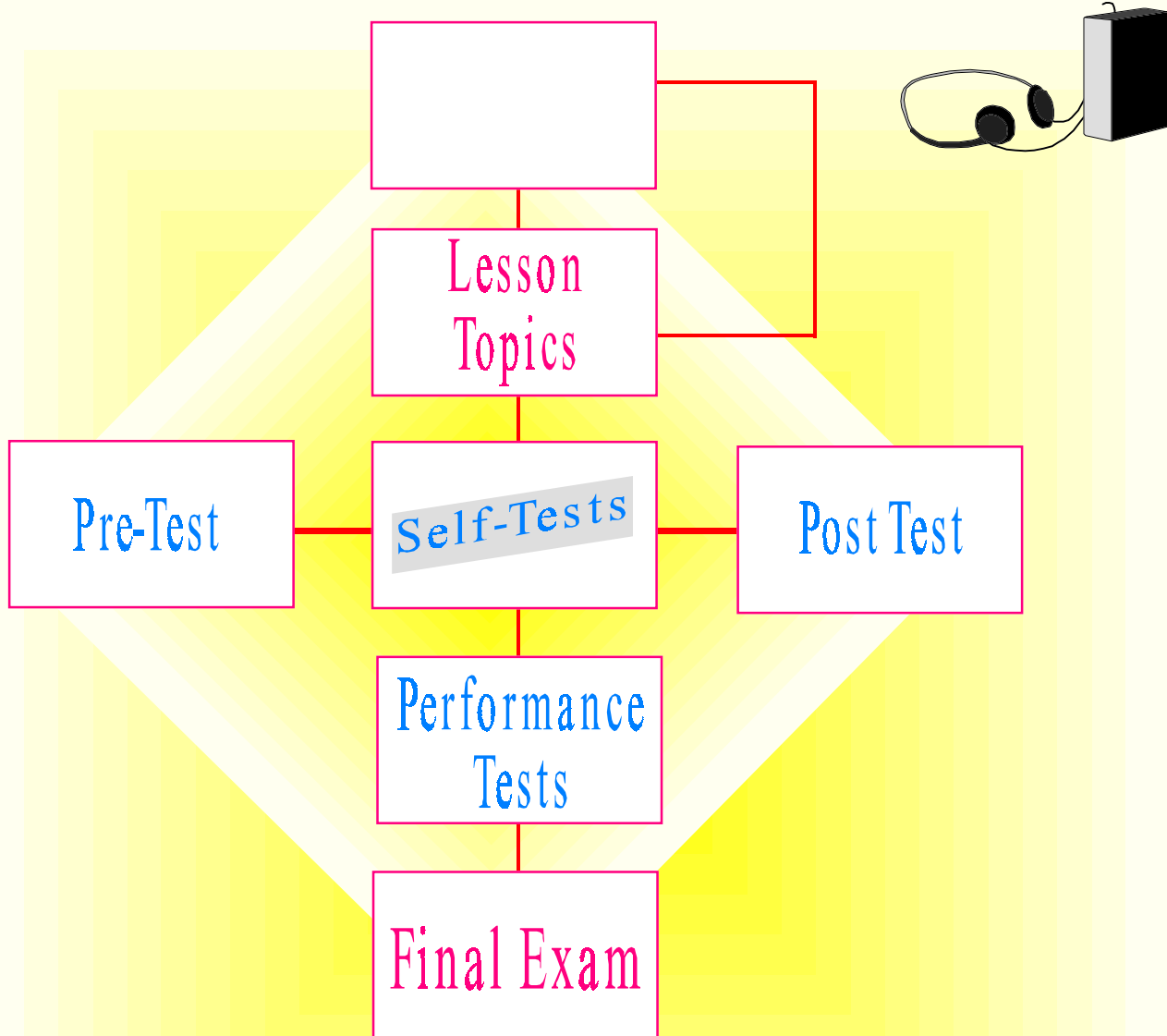
Each Module is broken down into easily understandable Lesson Topics.

Each Lesson Topic is broken down into a series of easily understandable Objectives. Are you beginning to see the picture?

For example, a Basic-level Photography Course would be divided into the following 10 Modules:

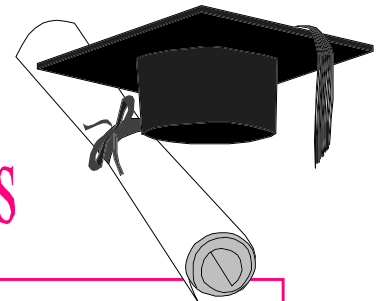
- 01- Film and Light
- 02- Exposure Control
- 03- Cameras and Accessories
- 04- On-Location Lighting
- 05- Studio Lighting
- 06- Photojournalism
- 07- Portraiture
- 08- The Darkroom
- 09- Digital Imaging
- 10- The Business Side of Photography

How The System Works

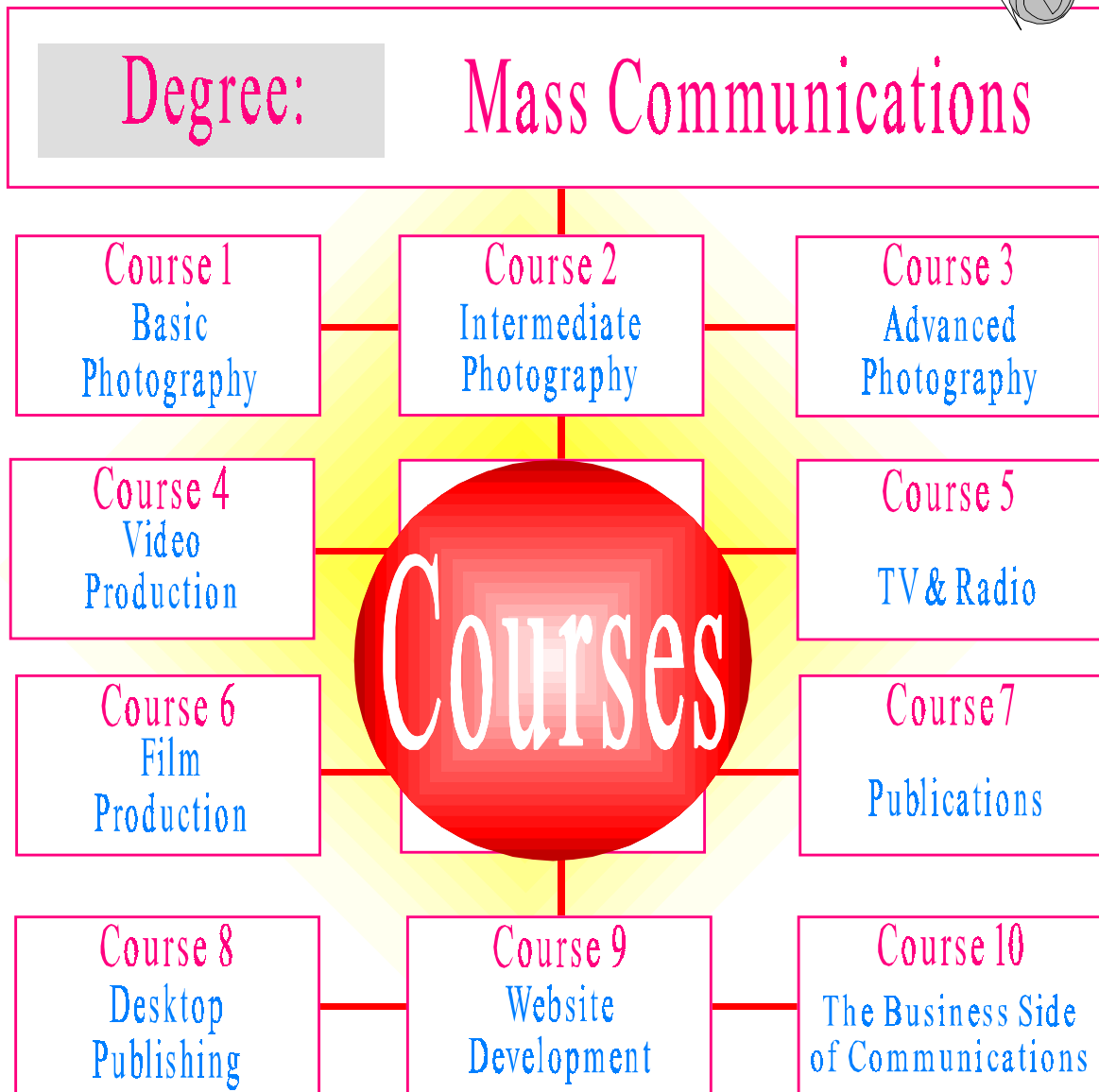


Control how you learn and accomplish each Objective:

- Select the programmed instruction method(s) and equipment that helps you learn the fastest.
- If the programmed instruction still doesn't make the material understandable, use either or both of the tutorial options to learn the material.



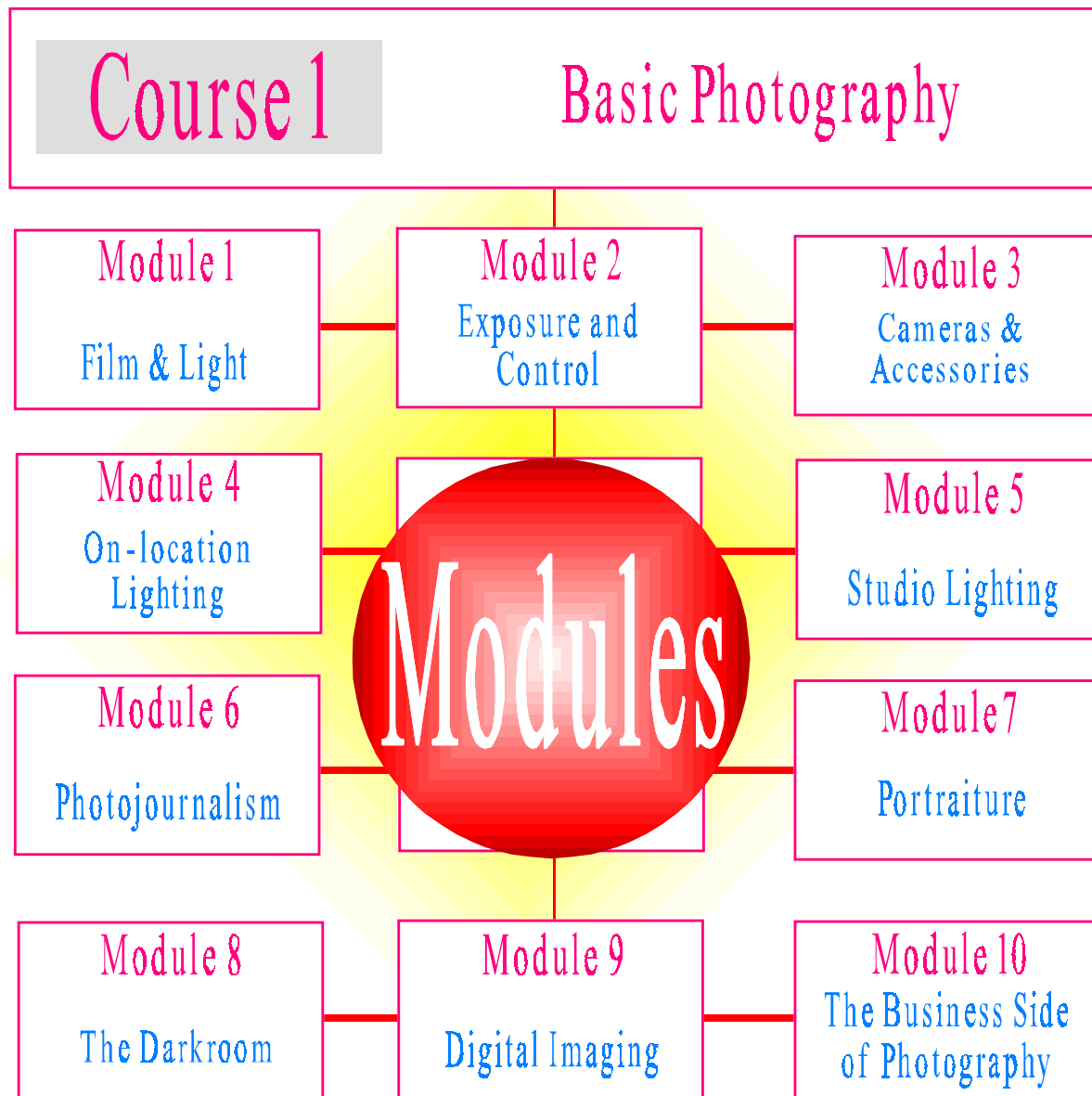
How The System Works



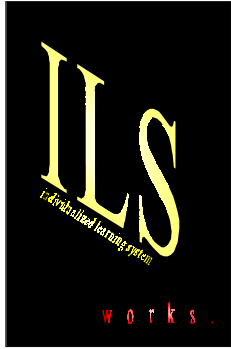
Under ILS, all traditional degree requirements are still met, but curriculum in each degree program would be reprogrammed, reclassified, and consolidated into easier to learn and accelerated Courses.



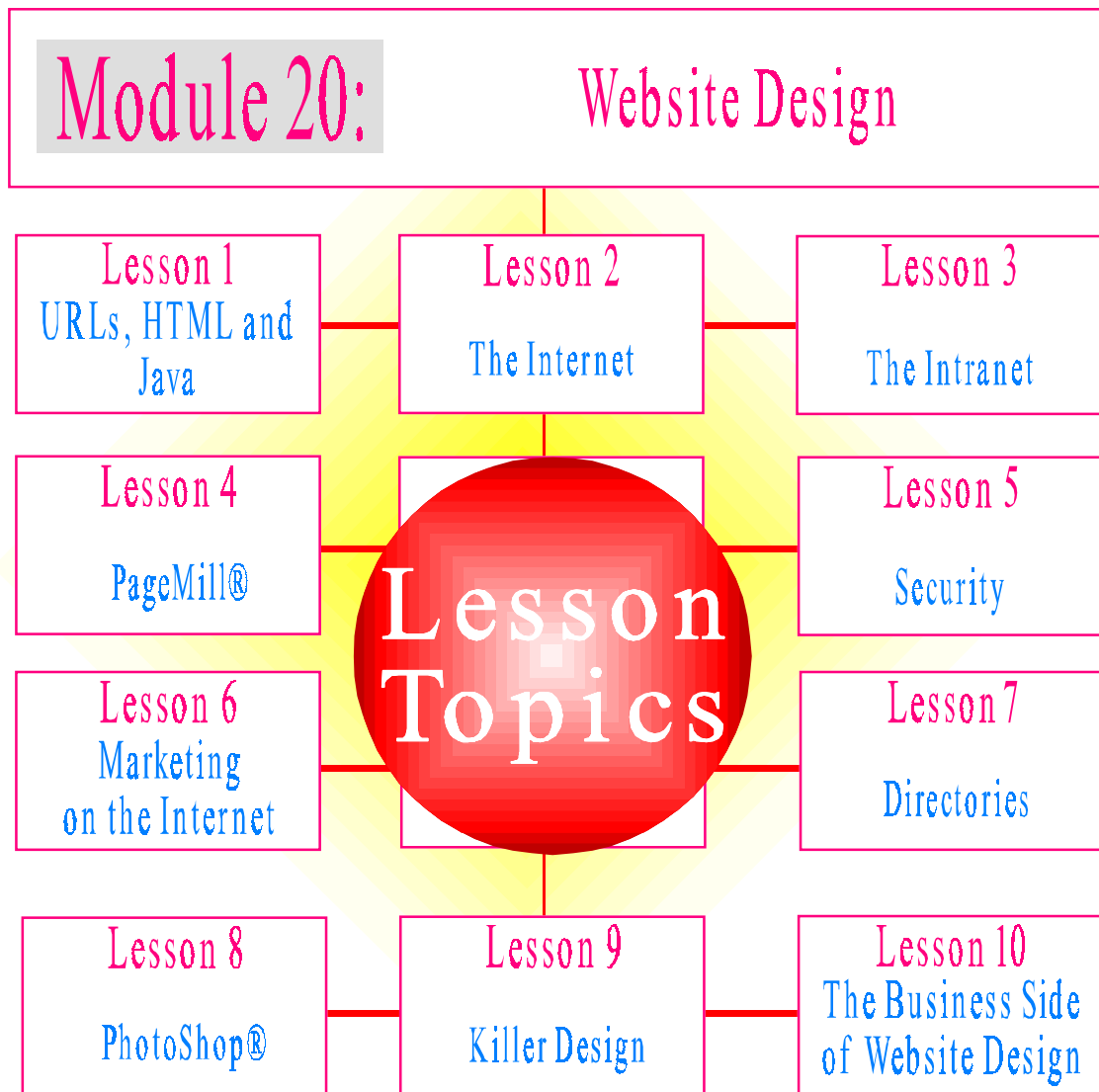
How The System Works



- Each **Course** is divided into a series of **Modules**
- Each **Module** is divided into a series of **Lesson Topics**
- Each **Lesson Topic** is divided into a series of **Objectives**



How The System Works Course 9



At Your Own Pace. . .

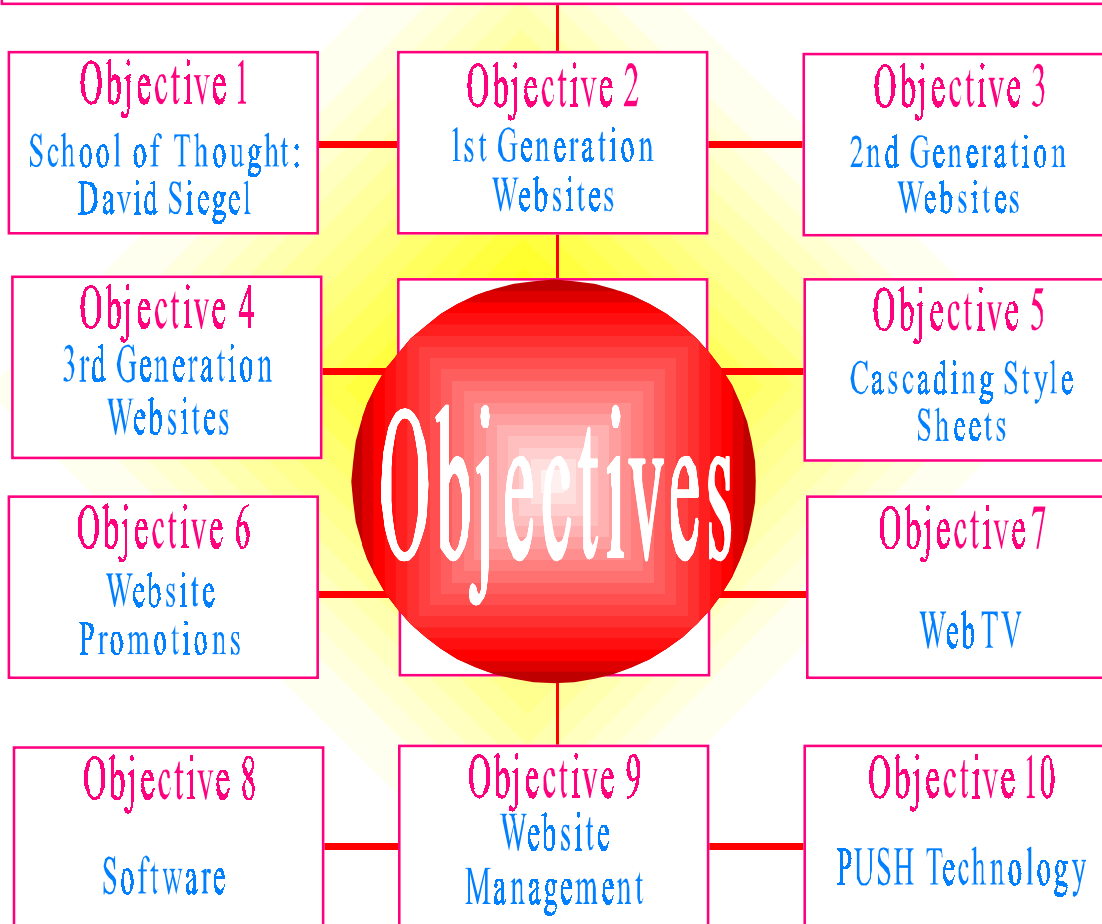
- Pretest your knowledge of each Lesson Topic
- Learn each Lesson Topic's theories
- Post-test your knowledge of all theories
- Perform the assignments
- Pass the Final Exam
- Move on to the next Lesson Topic or Module



How The System Works

Course
9

Lesson Topic 9: Killer Website Design



At Your Own Pace. . .

- Pretest your knowledge of each Objective
- Learn each Objective's theories
- Post-test your knowledge of all theories
- Perform the assignments
- Pass Final Exam
- Move on to the next Lesson Topic

Homework and test results are unrelated, study finds



Why do U.S. school systems continue to mandate traditional teaching methodologies that include required homework assignments? Study after study, and educator after educator have found that student achievement has very little to do with the amount of or quality of homework done. Here's more proof.

The Chicago Sun-Times' Rosalind Rossi, reported in the September 18, 1997 cover story, that a survey of 2,000 public school students, teachers, and administrators who participated in the Third International Math and Science Study (TIMSS), which tested 41 countries and 3 U.S. states, reported these results:

- The amount of time spent on homework showed "no significant correlation" with test achievement.
- 21% of Illinois students said they had teachers who never or rarely collect and return homework.
- A study of videotaped U.S., Japanese, and German classrooms showed U.S. teachers assign more homework and spend more time discussing it than Japanese and

German teachers. In addition, no U.S. classroom was rated as being of "high quality", compared with 23% of higher-scoring German classrooms and 30% of even higher-scoring Japanese classrooms. Only 17% of U.S. teachers developed math concepts they introduced in class.

- Illinois math and science teachers are better educated than their colleagues almost anywhere in the world. Almost half hold master's degrees, a proportion exceeded by only 4 other TIMSS countries.
- In Illinois, the highest-scoring students were those whose mother and/or father had a college degree. However in Hong Kong, which placed 4th in math, 55% of students said neither parent finished high school.
- In math, 3% of Illinois 8th graders scored in the top 10% internationally, tying with Canada and beating out France, at about 2%. That compares with 31% in Singapore, 19% in the Czech Republic, 18% in Japan, 17% in England, and 13% in the United States.

The headline "MORE DAYS IN SCHOOL PAYS OFF IN SINGAPORE", was right alongside the statistical report for the Third International Math and Science Study (TIMSS).

The article was asking Singapore's school chief and other educators whether the Singapore school year, which is 100 days longer than Chicago's, has a lot to do with the reason why their 8th grader's test scores were so superior to Illinois' and the rest of the world in math and science. The article might as well have asked, "Who cares?".

In another article right above Singapore's Solution, a poll reported that 86% of the Illinois 8th graders tested, think they do well in math. The TIMSS results proved them wrong.

Making matters worse, 77% of Illinois teachers polled, said that they "know the national standards for math", but they are apparently not applying them in their classrooms.

More Days In School Pays Off In Singapore

So what do these poll results really mean?

In a nutshell folks, it means that the current teaching methods are not working anymore.

But instead of looking for dramatic changes, America's students, their teachers, and consequently, their school systems are apparently willing to blame the very poor international test scores of U.S. 8th graders on the TIMSS being "overrated".

Are they also saying that the need to have good math and science skills is also overrated?

Study: More choices--not spending more--is answer for better schools

