



THE LIBRARY
LEARNING
EXPERIENCE

NEW ORLEANS, LA
JANUARY 27-30, 2023

AMERICAN LIBRARY ASSOCIATION

LibLearnX: The Library Learning Experience Program Submission Guide

Dates and Deadlines

Submission site opens: July 8, 2022

Submission site closes: August 5, 2022

Review site opens: August 9, 2022

Review site closes: August 30, 2022

Preliminary Schedule Announced: October 2022

Registration/Housing Opens: October 2022

LibLearnX 2023 – Program Submission Guide

OVERVIEW

The American Library Association premieres LibLearnX: The Library Learning Experience (LLX), to be held January 27-30, 2023 in New Orleans, LA. A member-focused conference designed to motivate, inspire, and engage discussions that will shape the future of libraries and their communities. LibLearnX emphasizes active and applied learning, networking opportunities for library professionals, and a celebration of the positive impact libraries have on society.

To deliver exceptional learning experiences, a Call for Presentations will be solicited for the conference programs. Preference may be given to proposals that reflect field best practices, have clear learning objectives, and focus on applicable content, instructional design, and diverse audiences.

Subject matter topics include: **Books and Authors, Equity, Diversity & Inclusion, Career Development & Leadership, Collection Development, Community Outreach & Partnerships, Data Collection, Digital Equity, Human Resources, Library Services, Mental Health, Reader’s Advisory, Technology Innovation.**

ALA retains the right to change subject matter topics for marketing purposes.

LEARNING FORMATS

Learning formats support a range of instructional methods that give attendees control over setting priorities and choosing the right content, materials, and methods that match their learning styles and objectives.

1. Ideas Xchange

Have you implemented something creative or innovative at your library? Do you want to share that idea with others through photos, a video, or engaging conversation?

The Ideas Xchange will focus on peer-to-peer conversations about the topics that matter most to the library community. This is an opportunity to exchange ideas in a social and informal learning space within the LLX Marketplace.

Audience Participation: High

Length: 30 minutes

Format: This loosely structured, participant-driven session facilitates conversation with general subject matter topics. It is a great opportunity for participant to learn about recent developments and trends in an informal, flexible learning space with four peers to a table in Library Marketplace.

Guidelines: Choose from one of twelve different subject matter topics generated and dynamically based on interest and relevance. Experienced facilitation skills required.

2. Learning Labs

Learning Labs are focused on current issues and topics of interest with action-based instruction that delves into specific methods, approaches, opportunities, and develops skills through collaborative learning. These presentations are highly interactive and should present innovative, cutting-edge content and evidence-based practices that challenge attendees to embrace new solutions.

Examples:

Reverse Panel: panel reacts to questions from the audience.

Working Session: participants work together to discuss scenarios or solve problems.

Demonstration: content leader demonstrates a learning experience, case study, or technology innovation.

Audience Participation: Low-Medium-High

Examples:

Low: No interaction with audience – lecture type delivery

Medium: Q&A with audience involvement; audience was polled (show of hands or polling technology).

High: Content Leaders encourages audience to interact with each other or engage in small group work

High: Content Leaders feature gamification (using a game as a teaching tool)

Length: 60- or 75-minutes total; presenters will prepare a 45- or 60-minute presentation, as indicated, plus 15 minutes of Q&A time.

Format options:

Up to two content leaders or one moderator with panelists

Guidelines: Submissions must include three attendee learning objectives. Identify level of interaction (low, medium, high). Interaction level will also be part of attendee evaluation for comparison.

Presenters will be asked if they have presented the information before.

3. ShopTalks

Have you wanted to speak at a conference but have not felt you had enough for a full session? This is a great opportunity for you! ShopTalks are intended for hot topics and trends, as well as sharing practical knowledge and tips through storytelling. A concise presentation on a specific subject that focus on an idea, project, workflow, etc. Sessions will take place in the LLX Marketplace.

Example: ALA's executive director, Tracie D. Hall, gave a ShopTalk titled, Information Redlining: Five Steps Libraries Can and Must Take to Close the Widening Socioeconomic Divide. This LLX preview session examined the rapid and unpredictable socioeconomic changes that are rocking our communities. In this frank and fast-moving survey of the connection between information poverty and the declining community health and quality of life outcomes being observed in some communities, Hall forecasted some of the major social shifts of the coming decade and how libraries can respond most proactively.

Audience Participation: Low

Length: 20 minutes; presenters should prepare for a 15–20-minute presentation.

Format: Presenters should plan a focused, engaging talk, that includes practical questions and suggestions that motivate attendees to take new ideas forward.

Guidelines: The talks will be bite-sized, focused presentations, given by **1 content leader**, with a goal of conveying a specific topic or idea, while also including key learning objectives.

4. Accelerators

Accelerators are learning experiences led by an expert facilitator that may include blended learning and/or may take place outside of the traditional conference setting (e.g. highlight local/regional culture and expertise). These sessions should empower others to accelerate their ideas, exemplify servant leadership, and showcase out of the box ideas that challenge thinking and traditional concepts. Accelerators might provide updates on specific content areas; discuss new techniques, processes, procedures, or methods; or describe how knowledge from another discipline can be applied to a problem or topic.

Audience Participation: Medium-High

Length: 3 hours

Format: This expert-led session, emphasizing interaction is designed to thoroughly explore a subject or develop a skill or technique.

Guideline: An in-depth interactive workshop given by **1 or 2 content** leaders for practical instruction to broaden ideas, enhance capabilities, and sharpen critical skills of a target audience.

PROPOSAL PROCESS & SELECTION CRITERIA

A process that widely solicits content proposals and combines input of volunteer members and professional staff is designed to ensure that members of the American Library Association have a significant voice in co-creating LLX programs.

LibLearnX Subcommittee

Who knows the learning needs of our librarian community better than our members? The ALA Executive Board created an interim subcommittee under the Conference Committee for LibLearnX program selection. The LLX subcommittee of active members will anonymously review and rate all submitted proposals. Diverse peer input is very important in terms of shaping the look and feel of LLX so that it may attract high levels of engagement among attendees. All proposals will be evaluated on each of the following nine criteria:

- Proposal Title
- Proposal Description
- Target Audience/Relevance
- Timeliness/Demand
- Innovation
- Learning Objectives
- Presentation/Engagement Style
- Advocacy; Equity, Diversity & Inclusion; Information Policy; Professional and Leadership Development
- Perspectives

Additionally, the LLX subcommittee will assist in the final program design. To ensure that program content is timely, relevant, and optimally targeting our attendees' needs, the subcommittee will identify gaps. If any gaps are identified, the subcommittee and staff will address through additional content development strategies. The overall program will result in a diverse array of presenters and perspectives. We anticipate receiving several hundred excellent proposal submissions, so please understand that it is a difficult and highly selective process.

ALA Staff

With years of experience in the library community and a long history programming exceptional conferences, selected members of ALA staff weigh in with feedback and strike a balance between new and veteran speakers. Staff also help ensure content lineup is strategically aligned, working to systematically identify and fill gaps where appropriate.



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Online Submission & Main Contact

All proposals must be submitted using the online form. Upon submitting a proposal, you will receive an automatic confirmation email for your records if it was submitted successfully. The role of Main Contact is the person submitting the proposal by default. ALA will communicate with the Main Contact for all communications including notifications and deadlines, who must share information as needed with panelists.

Review the Proposal Criteria

Review the **LLX Proposal Review Guidelines Rubric**. ALA provides a copy of the LLX Proposal Review Guidelines Rubric in the call for proposals and on the submission site for your use. The rubric describes the criteria required to receive a high score in each category. Carefully review the rubric and keep it available for reference when creating your proposal. Keep in mind that jury members will be using the rubric to review proposals and score submissions. Writing your proposal so that it clearly addresses each category on the rubric will make it easier to score.

Program Submission Site Video Tutorial. Watch the [LLX Program Submission Site Video Tutorial linked here](#) to help you navigate the submission site.

Including Content Leaders & Moderators

All Content Leaders and/or Moderators are not required at time of submission, but highly recommended. Full names and emails are required for each contact. This information will be used only if the session is accepted. Please note that only Content Leaders and Moderators are listed in conference materials. If the Main Contact person is also a Content Leader or Moderator, please select both roles when submitting the information. *Note: A maximum of 8 individuals can be added for all formats except ShopTalk (e.g., 5 content leaders, 1 main contact, 1 moderator, 1 ALA staff); ShopTalk is a maximum of 3 individuals (e.g., 1 content leader, 1 main contact, 1 ALA staff). The proposal submitter has the role of main contact by default.*

Proposal Titles

Proposal titles should be descriptive and concise; long titles should be avoided. Titles are limited to a maximum of 12 words. ALA retains the right to modify titles and descriptions during copy editing for marketing purposes.

Learning Objectives

A learning objective is a clear and concise measurable statement of the behaviors, skills, knowledge, or attitudes we expect our participants to demonstrate from their learning. Please see, ***A Primer on Learning Outcomes*** at the end of this document to assist you in understanding and creating your learning objectives.

Writing a Description

Program descriptions should be clear and concise, and they should help someone decide if they want or need to attend the session. The primary information should be upfront, and “clever” language that may fail to

communicate the real value of the content should be avoided. Below are some additional tips to help you write your program description.

Guidelines for program descriptions:

- Focus on persuasive outcomes for the attendee rather than wordy descriptions.
- Do not include any copy that does not tell the reader something about the session itself.
- Strive to describe collaborative learning environments that utilize a problem-based approach.
- **Avoid starting with a sentence such as, “In this session, three panelists will talk about [repeat of session title].”**
- **Avoid generalizations that everyone already knows such as, “In libraries today, technology is increasingly important,” or “Librarians are busy people.”**
- Start with concrete benefits of attending the session – capturing the reader’s attention:
 - Are you responsible for [topic] in your library? You will leave this session with five new ideas you can implement that will help you...
 - Learn about recent developments [as specific as possible] in [topic] and how they affect your work. Jane Doe will use case studies from six school libraries to...
 - Get strategies for streamlining your [something] so it takes less time each day.
- Include as much concrete information as possible.
- Include at least the institutional affiliation of the Content Leader

Selecting the Library Types and Subject Headings

When selecting from the lists of Library Types and Subject Headings, please only choose those which are relevant to your submission. If your submission is selected, these items are used in the conference scheduler to assist attendees in choosing the programs they may be interested in.

Equity, Diversity, and Inclusion

Briefly describe how your proposal supports increased equity, diversity, and inclusion. Be as specific as possible and address at what level (local, regional, institutional, etc.) your proposal supports such efforts.

ALA Strategic Direction

Briefly describe how your proposal supports one (or more) of ALA’s strategic directions. [Details of ALA's Strategic Directions can be found on the ALA website.](#)

Deadlines

All accepted Content Leaders must adhere to published deadlines. You must be committed and responsive to working with ALA to deliver exceptional service by adhering to deadlines.

Intellectual Property Rights

All accepted Content Leaders must observe intellectual property rights. Presenters must ensure that information, illustrations, images contained in presentations, related materials or visual aids shall be factual and not be misleading and will not violate the intellectual property or copyrights any third party.

ALA Membership

ALA encourages all LLX submitters to be members of the association.

Registering for the Conference

All accepted Content Leaders must register to attend the LLX conference. Each Content Leader will register by the required deadline at the reduced rate and be responsible for all individual travel costs. In the event of exceptions (such as Exhibitor staff) registration may be handled differently.

Who to Contact?

Have questions? Check the list below for the appropriate contact person.

- For general questions regarding the program submission process or the submission form please contact: ALA Conference Services, confs@ala.org
- For technical issue on the submission site please contact CadmiumCD Tech Support

A Primer on Learning Outcomes

Introduction

If you are an instructor, trainer, or educator, it is imperative that you have a thorough understanding of learning outcomes -- also known as behavioral outcomes, instructional outcomes, and performance outcomes.

Definition

A learning outcome can be defined as a clear and concise measurable statement of the behaviors (e.g., skills, knowledge, or attitudes) we expect our participants to demonstrate as a result of learning.

Basically, it's what we want learners to be able to exhibit or demonstrate at the end of a course or unit of instruction.

Outcomes by Any Other Name

Behavioral outcomes, learning outcomes, instructional outcomes, and performance outcomes are terms that refer to descriptions of observable learner behaviors or performance that relate to learning. At some point, almost every teacher, instructor, and trainer must learn to write these types of outcomes. Acquiring this skill is something of a rite of passage in the process of becoming an instructor, yet it is a skill that requires practice, feedback, and experience.

Learning outcomes are about the learner and curriculum, not the instruction.

Learning outcomes specify what behavior(s) a learner must demonstrate or perform in order for an instructor to infer that learning took place. This "behavior" can take many forms and can be assessed or measured using both formal and informal assessment tools. Since learning cannot be seen directly, instructors must make inferences about learning from evidence they can observe and measure. Learning outcomes, if constructed properly, provide an ideal vehicle for making those inferences.

The purpose of a learning outcome is to communicate.

Therefore, a well-constructed outcome should leave little room for doubt about what is intended. A well-constructed outcome describes an expectation of intended learning from an audience and contains three parts, each of which alone means nothing, but when combined into a sentence or two, communicates the conditions under which the behavior is performed, a verb that defines the behavior itself, and the degree (criteria) to which a learner must perform the behavior. If any one of these three components are missing, the outcome cannot communicate accurately.

Therefore, the parts of a learning outcome are:

1. Conditions (a statement that describes the conditions under which the behavior is to be performed)
2. Behavioral Verb (an action word that connotes an observable learner behavior)
3. Criteria (a statement that specifies how well the learner must perform the behavior).

An outcome is the focal point of a lesson plan or presentation. It is a description of an intended learning achievement and serves as the basis for the rest of the lesson. It provides criteria for constructing an assessment for the lesson and for the instructional procedures the instructor designs to implement the lesson. Without a behavioral outcome, it is difficult if not impossible to determine exactly what a particular lesson and the intended learners are supposed to accomplish. Learning outcomes should provide uniform understanding of what will be achieved from a learning event.

In order to write behavioral outcomes, one should begin with an understanding of the particular content to which the outcomes will relate. Comprehensive understanding of the content to be learned should be a goal of instructors as well as learners. This implies that instructors or others who prepare outcomes as part of lesson plans or curriculum documents and guides should have more than just a superficial knowledge of the appropriate content. Writing a series of outcomes within a body of content that lack internal and external consistency with that body of content is not a productive use of time. However, the purpose of this is not to delve into the area of curriculum consistency, but rather present some pointers to help you write better outcomes. So, with that in mind, let's begin.

1. *The Conditions*

The condition part of an outcome specifies the circumstances, commands, materials, directions, etc., that the learner is given to initiate the behavior. All behavior relevant to intended learning outcomes can best be understood within a context of the conditions under which the behavior is to be performed or demonstrated. The condition part of an outcome usually begins with a simple declarative statement such as the following:

At the end of this lesson, the learner will be able to: (this means the learner is given an oral or written request to do something).

Given (some physical object), the learner will: (this means the learner is actually given something such as a map, a case study, a graph, etc., that relates to and is required for performing the intended behavior).

Notice that in the examples above, there is no mention of the description of the instruction that precedes the initiation of the behavior. The instruction that leads to the behavior should never be included in the actual outcome; it is a separate issue. Here, we want to concentrate on just describing the conditions under which the desired learner behavior is to be performed.

2. *The Verb*

We all learned in elementary school that a verb is an action word. In a behavioral outcome, the verb is a special kind of action word. The verb in a behavioral outcome connotes an observable behavior. For example, although we as instructors all want our learners to appreciate one thing or another, it is impossible to see when a learner "appreciates" something. Understand is another noble word that connotes something we want our learners to do, but we cannot observe or physically see "understanding." The best we can do is to make inferences that a learner appreciates or understands something based on what that learner does or says in a controlled situation.

What then are appropriate verbs for behavioral outcomes? The answer is quite simple. A behavioral outcome verb is a word that denotes an observable action or the creation of an observable product. Verbs such as "identify", "name", "design", "prepare", and "describe" are behavioral because you can observe the actual act or final product of identifying, naming, designing, preparing, and describing.

3. *Criterion Statements*

The third component of a well written learning outcome is the criterion or desired standard for acceptable performance. A performance criterion statement describes the quality or quantity standards required for acceptable achievement during the training or education program. Criterion statements can also be referred to as "level of mastery" statements. A criterion should be measurable and may include specifications relating to time, speed, accuracy, or overall quality.

Level of Mastery Indicators

The level of mastery indicators usually follows the performance statement with such phrases as those listed below:

- ...Percent of the time
- ...Number out of number of times
- ...with percent of accuracy number out of number of attempts
- ...with less than number
- ...in (state amount) of time

Levels of mastery may be implied by using phrases that illustrate 100% accuracy, such as: "totally", "correctly", "accurately", "each", "all", "every", "corresponding", "successfully", and "without error."

The criteria are a set of descriptions that describe HOW WELL the behavior must be performed to satisfy the intent of the behavioral outcome verb. Usually, criteria are expressed in some minimum number or as what must be, as a minimum, included in a learner response. For example, an outcome might be: Given a list of twenty government agencies, the learner will identify (verb) the 13 member organizations of the National Foreign Intelligence Community (criteria).

Putting It All Together

Well-written behavioral outcomes are the heart of any lesson plan. If the outcomes you compose are "fuzzy" and difficult (if not impossible) to measure, the rest of the lesson plan that you create based on those outcomes is likely to be flawed.

Before you begin to write an outcome, spend a little time thinking about what you are describing and remember to make the learner behavior observable and measurable. You will find this process helps to clarify what you intend, and you will be able to better communicate that intent to your learners, regardless of their skill level or background with the subject matter.

Any time you write a behavioral outcome, ask yourself the question, "Does this outcome clearly communicate and describe the intended learning outcome?" If you can find exceptions or loopholes as a way of meeting the outcome, then the outcome should be rewritten.

DO NOT use any of the following verbs or phrases in writing learning outcomes: "understand", "learn", "know", "look", "encourage", "be familiar with", "appreciate", "think about", "grasp", or "comprehend". Learning to write outcomes that describe what you want takes patience and practice. Make sure you get as much feedback as possible, especially from someone with a background in education.

Well-Written Learning Outcomes - Examples

Here are some examples of well-written learning outcomes:

Given an intelligence report, the learner will be able to accurately discuss two key points for determining the report's relevancy.

At the end of this lesson, the learner will be able to correctly identify three major intelligence disciplines.

At the end of this lesson, the learner will be able to create two corresponding strategies to build effective multinational relationships.

Given an intelligence scenario, the learner will be able to accurately recommend three viable solutions for an intelligence problem.

Given a MID article, the learner will be able to successfully critique the article in writing, utilizing the four criteria for review taught in this course.

Poorly Written Learning Outcomes

Here are some examples of poorly written learning outcomes:

Intelligence Community Organizations and policy.

Understand the nature of intelligence.

Gain insight into the nature of a terrorist threat.

Learn a systematic, organized approach to the acquisition of open source information.

Understand XXA's counter-intelligence reporting vehicles.

Writing Learning Outcomes

Learning outcomes can be written in a variety of styles and included in the specification of a performance outcome.

Three Characteristics of Learning Outcomes

Well-written learning outcomes have three characteristics. They:

1. State performance, or what the learner should be able to do, as close to the actual job performance as possible.
2. Specify the conditions under which the learner is to perform.

3. Specify the criteria for acceptable performance and the standards from which the degree of achievement can be measured or observed.

Learning outcomes are purposeful and an inherent part of the instructional planning process. Task or need analysis forms the foundation of the learning outcomes; therefore, the learning outcomes should tie directly back to the analysis.

Three Purposes of Learning Outcomes

Well-written learning outcomes have three purposes. They provide:

1. A sound basis for selection and design of instructional materials.
2. Standards for determining whether instructional outcomes have been achieved.
3. An established framework for performance.

Classifying Learning Outcomes: Domains and Bloom's Taxonomy

Learning outcomes form the foundation of any educational program. Before developing instructional materials, decisions must be made about what the learners are expected to do as a result of a lesson, course, or curriculum. The buzz of learning outcomes is not a new concept. Following the 1948 Convention of the American Psychological Association, Dr. Benjamin S. Bloom took a lead in formulating a classification of "the goals of the educational process."

Three "domains" of educational activities were identified. The first of these, named the Cognitive Domain, involves knowledge and the development of intellectual attitudes and skills. (The other domains are the Affective Domain and the Psychomotor Domain, but don't apply to our learning environment).

Eventually, Bloom and his co-workers established a hierarchy of educational outcomes, which is generally referred to as Bloom's Taxonomy, which attempts to divide cognitive outcomes into six subdivisions ranging from the simplest behavior to the most complex. It is important to realize that the divisions outlined above are not absolutes and other systems or hierarchies have been devised. However, Bloom's Taxonomy is easily understood and widely applied in the field of education and training.

Cognitive Learning Domain

Cognitive learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem solving, and evaluating ideas or actions. The cognitive domain focuses on the acquisition and use of knowledge and is predominant in the majority of courses.

Six Levels within the Cognitive Domain

Bloom identified six levels within the Cognitive Domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. A definition of each of the six levels follows :

The six levels (from lowest to higher levels of learning) along with verb examples that represent intellectual activity on each level are listed in the table below.

Level	Type of Activity of Question	Verbs Used for Learning Outcomes
LOWEST LEVEL Level 1	Knowledge Remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.	Arrange, cite, collect, define, duplicate, enumerate, label, list, match, memorize, name, order, recognize, record, relate, recall, repeat, identify, recite, recount, reproduce, specify, state.
Level 2	Comprehension Grasping the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding.	Classify, describe, differentiate, discuss, explain, express, identify, indicate, locate, recognize, report, restate, retell, review, paraphrase, select, summarize, translate.
Level 3	Application Using learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.	Apply, calculate, choose, demonstrate, dramatize, employ, exhibit, illustrate, interpret, interview, manipulate, operate, practice, schedule, show, simulate, sketch, solve, use, write.
HIGHER LEVELS Level 4	Analysis Breaking down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.	Analyze, appraise, arrange, calculate, categorize, chart, classify, compare, contrast, critique, detect, diagram, differentiate, discriminate, discover, dissect, distinguish, examine, experiment, group, interpret, Investigate, inspect, organize, probe, questions, scrutinize, survey, test.

<p>Level 5</p>	<p>Synthesis Putting parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.</p>	<p>Arrange, assemble, collect, compose, construct, create, design, develop, formulate, imagine, invent, manage, organize, originate, plan, predict, prepare, produce, propose, set up, write.</p>
<p>Level 6</p>	<p>Evaluation Judging the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the learner may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defines criteria.</p>	<p>Appraise, argue, assess, attach, choose, compare, conclude, critique, decide, deduce, defend, determine, estimate, evaluate, judge, measure, predict, rate, recommend, revise, select, score, support, test, value.</p>

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