

Use of the Standard Celeration Chart for Audience Attitude Rating of the 10th Annual International Precision Teaching Conference

David Keller and Bruce Schroeder

Assessment of educational conference sessions through the use of some type of rating scale is a common and widespread practice. The 19-point multiply scale, as an attitude measure, is based on Standard Celeration Chart values. Two major advantages can be accredited to the 19-point multiply scale. First, the additional scale steps provide an opportunity to identify even subtle attitude differences with far greater precision. Secondly, the 19-point multiply scale dimension expands measurement to parameters which approach the entire range of human attitude. Use of the traditional 5-point Likert scale to measure attitude is like trying to measure the length of a 20 foot. serpent under a microscope; one will never see the big picture.

Use of the 19-point multiply scale to measure attitude is a fairly recent development. Lindsley (1985) reported using the multiply scale as early as 1976, as a graduate course evaluation instrument. The 19-point multiply scale has also been used by Lindsley (1985) as a method for obtaining immediate audience feedback at educational conference workshops and training sessions. The 19-point multiply scale as also been used as a

pre/post measure of attitude change among students enrolled in an alcohol awareness class (Keller, 1988).

The presenters shared charted data obtained from audience evaluations of 1992 International Precision Teaching Conference sessions.

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**"FREQUENCY
COUNTS"**

Session Evaluation

Session Title _____ Session # _____ Date _____

Multiply Values

1000x
 500x MOST
 200x
 100x
 50x
 20x
 10x
 5x
 2x
 1x SAME
 1/2
 1/5th
 1/10th
 1/20th
 1/50th
 1/100th
 1/500th LEAST
 1/1000th

Example: I like chocolate ice cream _____ as much as vanilla.

Note: In this case, the rater, having a great fondness for chocolate ice cream, and little interest in vanilla estimated his like for chocolate ice cream to be 200x as much as vanilla.

Directions: Enter the multiply scale value which best describes your opinion

Session Clarity: Compared to other presentations, the objectives of this presentation were _____ as clear.

Session Content: Compared to other presentations, I learned _____ as many facts.

Compared to other presentations, the content of this presentation was _____ as valuable.

Speaker(s): Compared to other speakers, this speaker was _____ as knowledgeable.

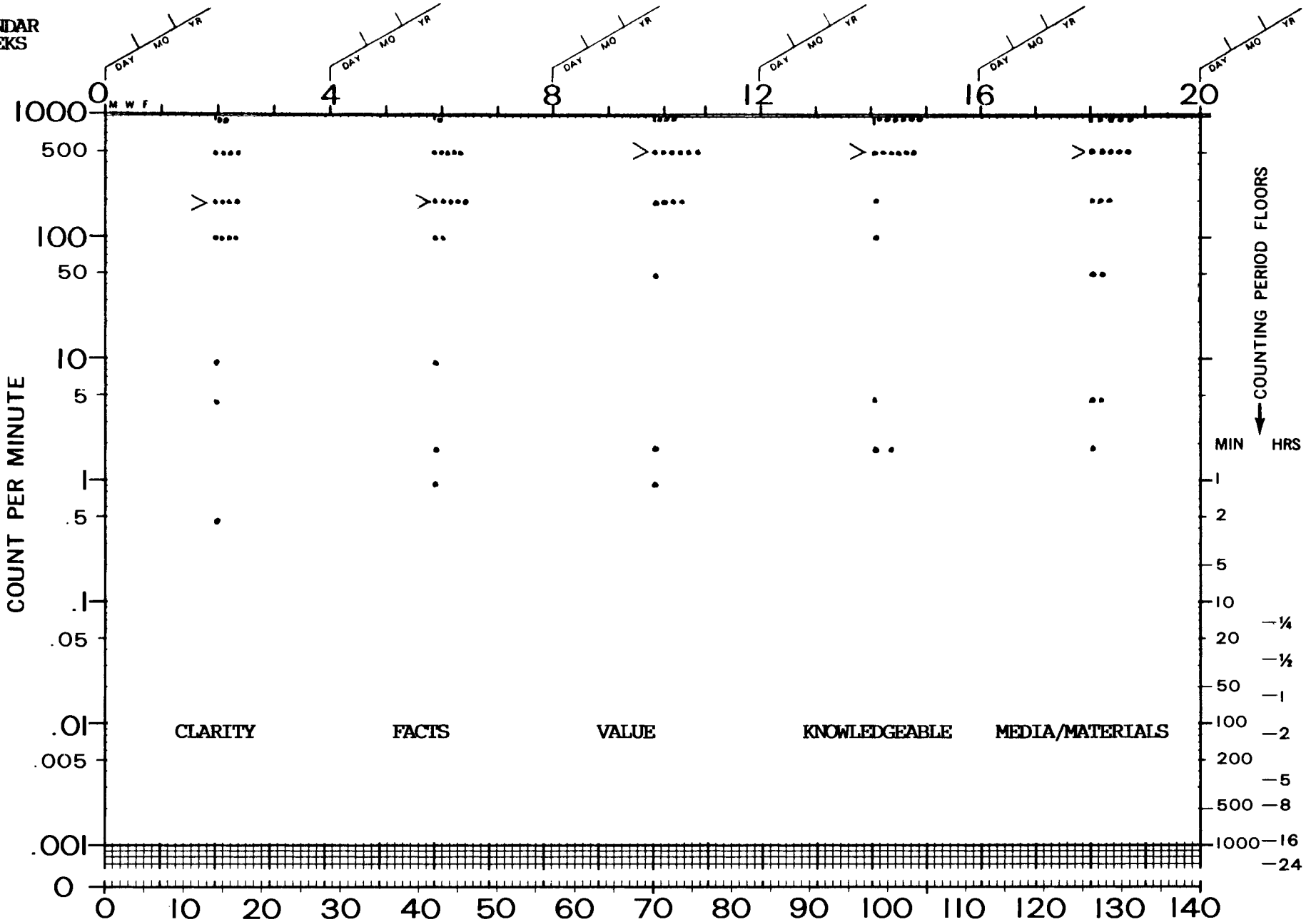
Media/Material Effectiveness: Compared to other presentations, the use of media/materials/handouts for this session was _____ as effective.

Comments

What did you like best about this session?

Suggestions for improving this session:

CALENDAR WEEKS



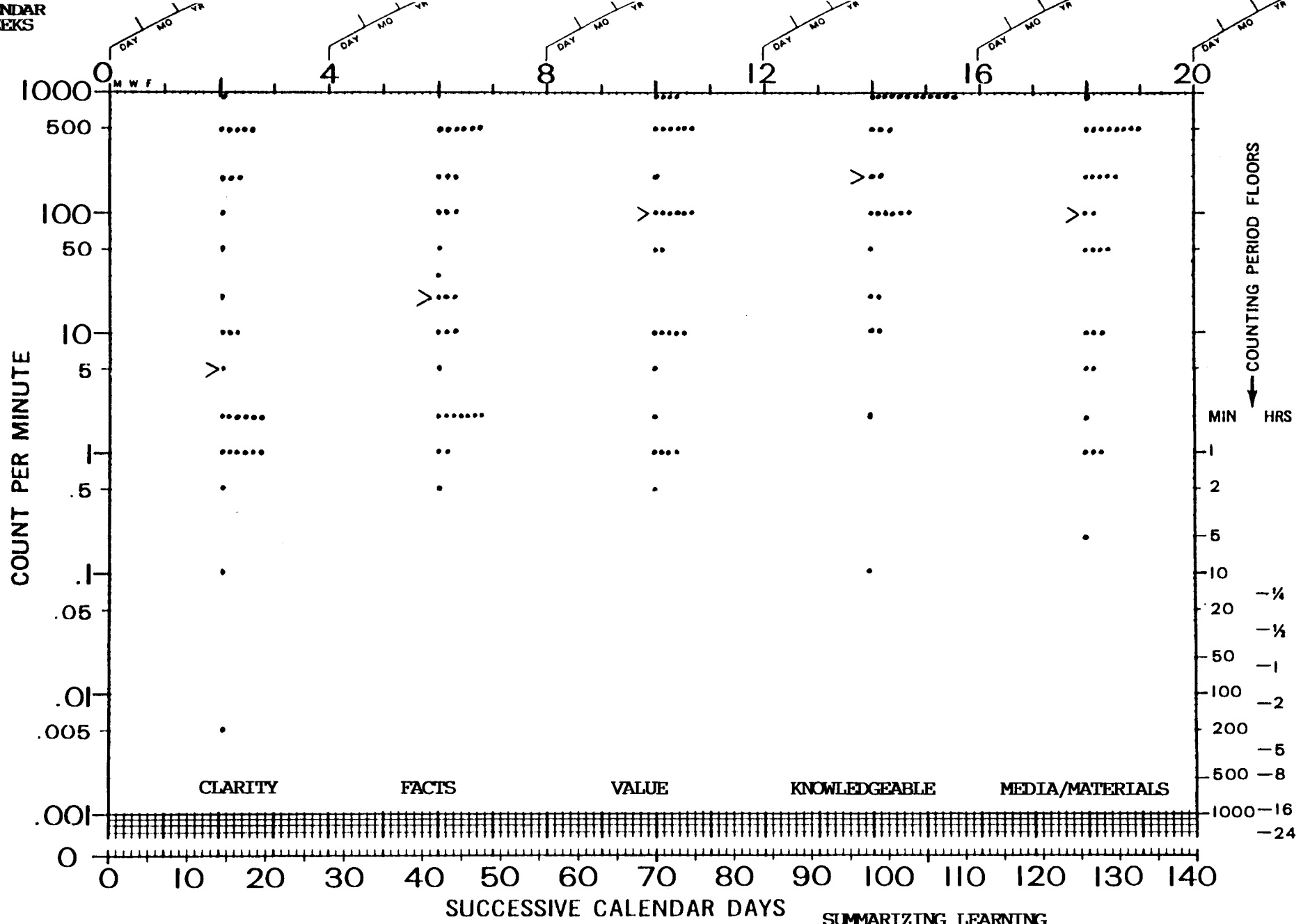
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INTRODUCTION TO PRECISION TEACHING

SUPERVISOR	ADVISER	MANAGER				BEHAVIOR	AGE	LABEL	COUNTED
DEPOSITOR	AGENCY		TIMER	COUNTER	25 & 26 MAR 92		INTERNATIONAL PRECISION TEACHING CONFERENCE; PARK CITY, UTAH		
					CHARTER				

CALENDAR WEEKS

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SUPERVISOR ADVISER MANAGER

DEPOSITOR AGENCY

TIMER COUNTER

SUMMARIZING LEARNING

BEHAVIOR	AGE	LABEL	COUNTED
26 MAR 92	INTERNATIONAL PRECISION TEACHING CONFERENCE; PARK CITY, UTAH		
CHARTER			