

The Iowa Council for the Social Studies Journal

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FORWARD

Outcomes-based education as an educational movement has inspired curriculum reform as well as controversy within the school districts where it has been implemented. Often, the most far-reaching and powerful outcomes school districts identify, are those relating to the general goals of social studies. For example, goals related to citizenship, the environment, inter-personal relationships and multi-cultural issues all related directly to the general goals of social studies. In an effort to relate the social studies to relevant curricular issues presently impacting education, this issue of the Iowa Council for the Social Studies Journal has been devoted to the topic of OUTCOMES-BASED EDUCATION.

"An Introduction to Outcomes-based Education" by Linda Fernandez provides a definition, rationale and an up-to-date perspective on the place of outcomes-based in the instructional program of elementary and secondary students.

"Outcomes and Beyond: Social Studies Education for the 90's" by Cordell Svengalis reviews the process the Iowa Department of Education used in its aborted attempt to develop state-wide outcomes for Iowa's schools. While the project was shelved, Dr. Svengalis' article provides a review of the nine outcomes identified and their relationship to the social studies.

"Outcome-based Education: Lessons From the Iowa Outcomes and Assessment Task Force" by Doug Schermer provides a look into the political arena at the state level and offers insights for school districts involved in identification of local educational outcomes.

"Philosophy as Outcomes" by Judy Zobel illustrates how teachers can function in an outcomes-based framework even if their particular district has not formally adopted it. This article identifies the outcomes established by a group of fourth-grade teachers and their implementation and assessment.

"Using Outcomes-based Instruction: Impact on Curriculum and Assessment" by Linda Calvin provides a look into a classroom where outcomes-based education is applied in the context of a high school American history class.

"The Implementation of Criteria" by John O. Dayton establishes the relationship between outcomes and authentic assessment using identified criteria. In addition, the article illustrates through concrete examples, the impact of outcomes-based instruction on student assessment.

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