

MEDIA NEWS

COMING NEXT ISSUE (VOL. 13 #4)

Lois Baron
CHILDREN'S MEDIA WORKSHOP: A
TELEVISION LITERACY WORKSHOP
FOR CHILDREN.

Arthur Shears
EDUCATIONAL COMMUNICATIONS
PERSONNEL: THE NEW
INTERNATIONALISTS.

Raymond Wyman
THE LONG SLOW ROAD TO
TECHNICAL STANDARDS.

Robert McNutt
TOWARDS A WOOLY OBJECTIVE.

SPECIAL ISSUE: VOL. 14 #1

DISTANCE EDUCATION AND
EDUCATIONAL TECHNOLOGY
Guest Editor: Robert Barnard,
Concordia.

IN UPCOMING ISSUES

Duncan
PREPARING PERSONNEL FOR
SCHOOL MEDIA AND LIBRARY
SERVICE POSITIONS

Lauchat
MICROCOMPUTER ACQUISITION
CONSIDERATIONS

Robertson et al
A CONSORTIUM FOR
EDUCATIONAL AUDIO
TELECONFERENCING

PAPERS RECEIVED

Baron
MICROCOMPUTERS AND
COGNITIVE DEVELOPMENT: THE
NEED FOR RESEARCH.

Bennett
RESULTS OF A STUDY TO IDENTIFY
MAJOR FIELD TECHNIQUES AND
UTILIZATION LEVELS BY CANADIAN
INSTRUCTIONAL DEVELOPERS

Ghahremani, et. al.
AN ANALYSIS OF THE COMPUTER
RELATED CURRICULUM IN THE
EDUCATIONAL TECHNOLOGY PRO-
GRAM AT CONCORDIA

Godfreyson
MICROCOMPUTERS AND EDUCATION
Lacy
BLUE SKIES, GREY CLOUDS, OR
FALSE DAWN: EDUCATIONAL APPLI-
CATIONS OF COMMUNICATIONS
SATELLITES AND THE PROSPECTS
FOR DISTANCE EDUCATION IN
AUSTRALIA

Palmer and Tesarowski
STONY MOUNTAIN DISTANCE
EDUCATION PROJECT

Call for Submissions

A committee of C.S.L.A. is studying resource services to students with exceptional needs. The committee, convened by Avis Thomas, Teacher-Librarian, Special Education Resource Centre, Calgary Board of Education and made up of teacher-librarians with expertise in working with students with exceptional needs, is interested in receiving submissions, articles and/or information regarding resources, both human and material, that meet the needs of students with exceptional needs. Please forward any information and/or articles to:

Avis Thomas, Convenor
Ad Hoc Committee C.S.L.A.
c/o Special Education Resource Centre
930-13 Avenue S.W.
Calgary, Alberta T2R 0L1

If you are interested in working with this committee, please contact Avis

IGNACY WANIEWICZ
1925-1984

Died February 21, 1984. Ignacy Waniewicz introduced the first educational television programs in Poland in 1957, and rose to the position of Director of Educational Broadcasting. During the 1960's he served as a Paris-based program specialist in the educational use of radio and television, and worked for UNESCO in Chile, Cuba, Ivory Coast, Upper Volta, Mexico, Egypt, Nigeria, Senegal, Ghana, Great Britain, United States, Switzerland, and Israel. In the late 1960's he moved to Canada, and became Director of the Office of Development Research at TV Ontario. His contribution to the world of educational technology covered adult education, media literacy, television as a tool for lifelong learning, and most recently, educational uses of new technologies.

He was also the Canadian director for a series of UNESCO sponsored studies titled New Technologies in Education which have just been released.

The members of the Association for Media and Technology in Education in Canada extend their sympathy and respect to this leader in our field.

Thomas, Convenor at the above address.

New Literature in Educational Communications

A Handbook of Computer Based Training, by C. Dean and Q. Whitlock. Computer assisted instruction continues to be the topic of the day throughout the education field. Here is a handbook which can aid you in the analysis, design, implementation and evaluation of computer based training courses. G.D. Moss, editor of the **British Journal of Educational Technology**, was impressed by the clarity of this work, and hails it as "a lifeline for the floundering; a guideline for the hesitant". This is a 1983 publication of Kogan Page (London), whose Canadian distributor is Corpus Information Services Ltd., 1450 Don Mills Rd., Don Mills, Ontario M3B 2X7.

A Learner-based Evaluation of Microcomputer Software, by Vicki Blum Cohen. This is one of several valuable papers in the field of educational technology to emerge from the annual meeting of the American Educational Research Association in Montreal, April 11-15, 1983. It documents a study in which a team of experts at Teachers College, Columbia University, evaluated the quality of educational software. The same software was then given to learners who also evaluated it. Their collective considerations led to the identification of 10 main trends in recent software developments. 12 recommendations for improved software development are also given. The form used for collecting feedback on software is appended to this document, which available in the ERIC Documents collection as ED 233 693.

Communications Software for Microcomputers, by Janet L. Bruman. This booklet outlines the major functions of microcomputer communications software packages. Terms such as downloading, protocol and keyboard macros are explained. Suggestions are also made on some ways in which these

(Continued on page 9)

Send news items for this column to:

Joe Connor
News Editor, CJEC
c/o D. Hlynka
University of Manitoba
R3T 2N2

COMPUTER NEWS

Icon Update:

In the January issue of CJEC, It was indicated that the Ontario government was to massively support CEMCorp (110 million on hardware alone) and would subsidize the purchase of said equipment by Ontario schools. In order to introduce the ICON to market widely, quickly, and cheaply, the Ontario Ministry of Education instituted a "seeding" technique consisting of 2 phases. CEMCorp was to have followed this up with a third phase of its own.

Phase 1 began in January and allowed the placement of complete ICON systems at 20 test sites at a cost of \$2 million. These sites ranged from urban centres to remote northern schools in order to assure a wide range of test conditions. Phase 2 was to offer a subsidy program (ending in February) under which school boards could purchase an ICON system (\$16 380) for just over \$4000. A system consists of 3 ICON stations-one with colour monitor, the other two with monochrome and a single Lexicon "filesaver".

CEMCorp was to follow this up with a reduced price of \$3000 per ICON station and \$7670 for the Lexicon filesaver until the end of April before selling the equipment at retail rates beginning in May.

Bionic IBM

IBM Canada has entered the educational computer fray in Ontario with plans to build a computer that would meet the specifications of the Ministry of Education, placing it in competition with CEM Corp., designs of the Icon ('Bionic Beaver'). The computer would probably be a redesign of the IBM PC or XT; it is unlikely that the PCjr could be adapted to meet the specifications.

Comal 80 Standardisation Meeting

An expanded draft standard of the Comal 80 programming language was agreed upon in Copenhagen, Denmark on December 3, 1983. All current developers of Comal 80 systems came together to define and maintain a common standard for the Comal 80 language. The Copenhagen meeting welcomed three new members to the group, a fact which illustrates the rapidly spreading interest in Comal 80. Implementations now exist

for mainframes and micros, as well as for many home computers.

Representatives of the following companies took part: Acornsoft (England), Dansk Data Elektronik a/s (Denmark), Esselte Studium/TELI (Sweden), Metanic Aps (Denmark), a/s Regnecentralen af 1979 (Denmark), TCD Software Engineering Laboratory (Ireland), Unicomal/Commodore (Denmark).

The meeting was chaired by Borge Christensen, internationally known as the originator of Comal, a language combining the structure of Pscal with the friendliness of BASIC. Comal 80 is a coherent and well-designed programming language; the implementors cooperate in the Comal 80 Standardisation Group so that the language will continue to evolve in a controlled manner, preventing the proliferation of many incompatible dialects. Instead, programs written according to the standard will be portable across all implementations.

Copies of the draft standard may be obtained, at a cost of £5, from the Secretary of the Standardisation Group, Department of Computer Science, Trinity College, Dublin 2, Ireland.

Control Data Software

Control Data Canada has announced a major move into the microcomputer market for educational software. More than 20 years of development has produced 13,000 hours of large-scale computer-based educational software, and Control Data has initiated its adaption to microcomputers. CIE will be reviewing their Plato series of software in an upcoming issue.

Voice Input Module Field Test Results

Dr. Alonzo E. Hannaford from the Special Education Department of Western Michigan University recently completed an evaluative field study for MCE Inc. in Kalamazoo, Michigan on the Voice Input Module. MCE Inc. is a nationwide distributor of this voice recognition device for Apple microcomputers.

The Voice Input Module permits individuals to run software (including electronic spreadsheets and word processing programs) as well as to program by voice alone — thus bypassing the keyboard. This device can be used effectively to run all software designed for the Apple II, Ap-

ple II+, Apple Iie, and Franklin microcomputers.

Hannaford's field study for MCE observed and interviewed physically handicapped teenagers as they learned how to operate the Voice Input Module and as they used it to run a variety of software packages.

For more information on the voice Input Module and the results of this field study contact MCE Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007.

Last Column

This will be the final COMPUTER NEWS column edited by Mr. Richard Kenny. The column will be temporarily suspended until a new editor can be found. Mr. Kenny informs us that other pressing commitments are such that he must reluctantly give up his work for CJEC. We would like to take the opportunity to thank Rick for his invaluable addition to our journal over the past two years. His column has been well received and has played an integral role in informing AMTEC readers what is happening in the microcomputer world. Good luck, Rick, in your future endeavors.

— D.H.

(Continued on page 14)

CJEC
EDITOR

The current position of editor of the Canadian Journal of Education expires Fall 1985. So that continuity between editors is maintained, the new editor will act as associate editor for the year preceding.

The position allows the individual an opportunity to become actively involved in the mainstream activity of educational technology in Canada.

A search committee has been established, and will meet with potential applicants during the London conference in June, 1984.

Submit references to Bill Hanson, AMTEC president-elect, or to D. Hlynka, CJEC editor, Faculty of Education, University of Manitoba, R3T 2N2.

AMTEC

Board of Directors 1983-84

President

Dr. Barry Brown
Head, Department of Educational
Communications
College of Education
University of Saskatchewan
Saskatoon, Saskatchewan S7N 0W0

Past President

Mr. Tom Rich
Media Co-ordinator
Department of Education
P.O. Box 200
Charlottetown, P.E.I. C1A 7N8

President-Elect

Mr. Bill Hanson
Supervisor of Instructional Materials
Calgary Board of Education
3610 - 9th Street S.E.
Calgary, Alberta T2G 3C5

Secretary/Treasurer

Mr. Ron Eyre
Educational Media Consultant
Wellington County Board of Education
500 Victoria Road
North Guelph, Ontario N1E 6K2

Board Member

Mr. Bruce MacLean
Director of Instructional Media
Vancouver Community College
1155 East Broadway
Box 24700, Station "C"
Vancouver, B.C. V5T 4N4

Board Member

Ms. Danielle Fortosky
Director, Educational Television
University of Saskatchewan
Saskatoon, Saskatchewan S7N 0W0

Board Member

Ms. Judy Benson
Research Officer, Planning Branch
Saskatchewan Continuing Education
1855 Victoria Avenue
Regina, Saskatchewan S4P 3V5

**Editor: Canadian Journal of
Educational Communication**

Dr. Denis Hlynka
Faculty of Education
University of Manitoba
Winnipeg, Manitoba R3T 2N2

Process

stage agreed to contribute their share of development costs; the program will be available to other ECNO boards in the future for the same amount, with proceeds to help develop enhancements.

The program is an interactive one that allows a clerk to work on-line with a school representative by telephone to reserve curriculum items throughout the school year calendar; this greatly increases the feedback to teaching staff of information needed to facilitate lesson preparation. The system also generates labels and packing slips for the shipping routines as well as providing statistics required to improve library management and plan professional development to identified needs. Incidentally, the potential is there for schools to book resources directly from school level terminals as these become available.

The biggest payoff for me, though, is job enrichment. The manual posting and constant resorting of paper required to expedite some 16,000 circulations a year has to be one of the least rewarding jobs! Now my staff will have a personal contact with someone in each school, and film reservations will be made as a result of human

interaction.

As the program neared completion, I began an implementation strategy that included necessary approvals as well as the sharing of information with school principals. In May, I met with school liaisons who had been designated by the principal. Procedures were explained, with their input encouraged, regarding necessary phone schedules and the design of the internal local procedures. As a result of this dialogue, I prepared a June notice for all teachers in the system to explain the planned change. This is intended to be the last such notice from me. Information about ordering films will now be relayed through the school liaison to enhance that role; this was initiated with posters and information sheets being supplied to them in quantity for use with staff at the start of term in September.

During the late spring and summer, the program was installed and "gotten-up". Ours was among the first operative, so there was constant communication between our office and both media and computer personnel of the Waterloo County Board. Labels were ordered, an INWATS telephone arranged for to accommodate ordering, and tests were run and analysed. Problems did crop up, but were identified, and corrected.

Ordering procedures started on September 1, 1983. There was some excitement as nervous school liaisons called booking clerks who had been no more than introduced to the newly installed telephone handset and mike! Keeping in the background, I could sense an easing of tension as explanations were made in conversational tones. A great feeling of accomplishment came with the printing of shipping labels and packing slips for the next courier run.

An important part of the process had to be the establishment of film expediting routines. The two staff who share the booking and refurbishing tasks have been heavily involved in decisions in this regard. All of us are committed to an ongoing dialogue about routines and incidental problems, making revisions and adjustments as required. Informal feedback to-date from schools suggests a positive reception by both teachers and liaisons.

The process has been most rewarding and I would recommend such a collective approach when addressing media management problems at any time, but especially when one's own resources seem so limited. The saving of dollars is most obvious but probably the expanding of human resources and ideas, bringing in backgrounds and skills not available within the organization, is the greatest benefit. □



The system generates needed labels and packing slips in numerical order by school, greatly facilitating routines of pulling and packing films for shipment.

MEDIA NEWS

Continued from page 2

functions be identified and evaluated in commercially-produced packages, and ways in which they could be effectively applied. Included is a list of about 75 packages for converting a microcomputer into a smart terminal. This is a 1983 publication of CLASS, a San Jose (CA) firm. The booklet is also available in the ERIC Documents collection as ED 234 740.

Videotex in Education: current developments in screen design, data structure and access control, by Stephen T. Kerr. Another paper presented to the American Educational Research Association's Montreal meeting, this addresses human design requirements for the development of videotex. Such topics as display design, information storage methods, typography, privacy and educational applications are discussed. The author also summarizes the history of videotex development and the outlook for development in the future. The document is available in the ERIC Document collection as ED 234 739.

The Information Technologies: Telidon and education perspectives and possibilities for a new information technology and its impact on education, by Joan McLaren. Telidon, its technology and what it has to offer education and society, is the topic of this paper. An explanation of Telidon technology is here illuminated by some useful diagrams. The possible relationships between Telidon and other technologies are also discussed. A notable selective bibliography concludes this document, which may be found in the ERIC Document collection as ED 234 770. The paper was prepared in 1983 at the Manitoba Department of Education Instructional Media Services office in Winnipeg.

Dictionary of Library and Educational Technology, by Kenyon C. Rosenberg. This dictionary converts a wide range of terms relating to hardware and software in the audiovisual, microcomputing and electronics fields. More than 800 terms are listed. In addition, a bibliography on educational technology is included, as well as a discussion of criteria used in the selection of equipment for schools and libraries. The dictionary is the 2nd edition of **Media Equipment: a guide and dictionary**, and may be purchased from the publisher, Libraries Unlimited, P.O. Box 263, Littleton, CO 80160.

(Continued on page 15)

New Software Evaluation Instrument

The National Science Teachers Association (NSTA) has published a new Microcomputer Software Evaluation Instrument. Prepared by the NSTA Task Force on Assessing Computer-Augmented Science Instructional Materials the new instrument is designed to be used primarily in school-level or district-level evaluations of science instructional software packages.

The eight-page instrument appears in the January 1984 issues of NSTA's periodicals, *The Science Teacher*, *Science and Children* and *the Journal of College Science Teaching*. Copies may also be obtained from NSTA, 1742 Connecticut Avenue NW, Washington, DC 20009.

For more information, contact Leopold

E. Klopfer, Prof. of Educ., Chair, NSTA Task Force, Univ. of Pittsburgh, LRDC Bldg., 3939 O'Hara St., Pittsburgh, PA 15260. 412/624-4821.

Free Access to On-Line Software Library Offered by Searchmart

Searchmart Corp., a South Florida firm specializing in database development and information retrieval systems, is offering a Free Access Software Library that lists, describes and demonstrates tens of thousands of individual applications and systems software packages online.

This library of systems and applications software will be updated daily and categorized by manufacturer, publisher or vendor, operating systems compatibility, protocol requirements, program classification, features, price and ordering information.

The unique feature is the free on-line access to the software database. "There

are several services with software databases," states Searchmart's president, Victor Gruneau, "but they charge substantial fees for making searches and they are not available on-line to software shoppers who want to search the files on home or office terminals at their convenience."

Searchmart's Free Access On-line Software Library allows anyone with data communications capability to search the software database.

Software manufacturers and vendors will describe their products and companies on "pages," each page a 40-character by 20-line CRT screen. "They'll have the opportunity to give the software shopper as much information as they want — even demonstrations — and at a very modest cost per page."

For more information, contact Mary K. Hamm, Marketing Services Director, Searchman Corporation, 636 U.S. Highway 1, Suite 210, North Palm Beach, FL 33408. Or Call 305/845-2996. □

FORMATIVE RESEARCH

Continued from page 11

mance statistics were not compiled. Further, the system did not allow the direct entry of text or numeric responses to a question posed in a sequence: the user could only enter page numbers through a numeric key pad. Of course, these problems are not endemic to Telidon, whose graphic system can be adapted to different host computing facilities and technical configurations. However, they alert the developers of Telidon systems to the need to ensure that any computer-assisted instruction sequences are sufficiently flexible in design and powerful in computing ability to compete with other available systems.

3.5 Learning Impact

A preliminary evaluation of one computer-assisted instructional sequence suggested that certain Telidon sequences may be effective for some students and ineffective for others. In this study more advanced students learned as well from Telidon as from a traditional teacher presentation. However, students in general-level classes who learned from Telidon tended to score less well on learning tests than students taught by a teacher. The sequence studied covered a small portion of the grade 9 mathematics curriculum and allowed students to go through the material without teacher assistance. Though this study could not employ complete controls on all related variables, these findings indicate that educational sequences must be designed with careful consideration of how and with whom they will be used.

3.6 Designing Sequences

Findings on the role of graphics and the possible differential impact of sequences

were combined with sequence creators' comments to provide suggestions for development of effective sequences. For instance, teamwork in creation, such as matching educators with graphic designers, may be one way to keep sequences properly targeted and avoid an overemphasis on any aspect of a sequence. Pre-testing sequences with target users would also be effective in sharpening the design and avoiding possible misuse of a sequence. In order to maximize the use of the database, some form of need assessment should also precede the creation of sequences.

FORMATIVE EVALUATION AND THE TELIDON FIELD TRIAL

A substantial body of research is finally emerging in the wake of the enthusiasm for educational applications of the new videotex technologies. Researchers are beginning to examine the antecedents, applications, and effects of these new systems. One important type of research is applied formative research, which can affect planning and development directly.

The field trial explored the potentials of Telidon technology as an educational tool. It also provided the opportunity for the formative research to be conducted. We hope that the findings and recommendations will be useful for researchers and practitioners working with Telidon and other innovative educational technology.

REFERENCES

- Bowers, O.G., and Cioni, M. 1982. *Telidon and Education in Canada*. Toronto: Ontario Educational Communications Authority.
- Office of Project Research. 1982. *Telidon and Education: A Formative Evaluation for the TVOntario Field Trial, 1981-82*. Report No. 16.
- Wyrett, J.H. 1981. "Project Report: Telematics." *Canadian Journal of Educational Communication* 11:2: 20-21. □

LOGO PROGRAM

Continued from page 6

Watt, D. *Final report of the Brookline logo project: profiles of individual student work*. Logo Memo 54, MIT Logo Group, 1979.

Watt, S. Logo in the schools, *Byte*, August 1982, 8 (7), 116-134.

Watt, D., & Weir, S. Logo: a computer environment for learning disabled students. *The Computing Teacher*, 5 (8) May 1981.

Weir, S. *The evaluation and cultivation of spatial and linguistic abilities in individuals with cerebral palsy* (Memo No. 470). MIT AI Laboratory, Cambridge, October 1979. □

LOVE'S LABOUR'S LOST

Continued from page 7

companions come out to meet the ladies outdoors. Negotiation and bargaining follows, but some essential papers have apparently not arrived, so the princess and her ladies must stay the night. The negotiations are firm, but towards the end it is obvious that the king is quite taken by the Princess.

Act III. Don Armando is in love . . . with the dairy maid. He asks his page to sing for him. A verbal duel between Moth and Don Armando discusses love, and the dairymaid's probable virtue. Finally Don Armando, desperately in love, determines to release Costard from his custody, so that Costard will deliver a message to his love.

Enter Biron. He too, apparently is in love, (Isn't everybody?) and he gives Costard another letter, destined for Rosaline. Thus Shakespeare contrasts the physical passion on the one hand, with true, honest love, on the other. And Costard now has two letters to deliver.

Act IV. There are three scenes in this act. The princess and her ladies are going shooting in the forest, when they are interrupted by Costard carrying the love letter meant for Rosaline. The princess asks that the letter be read aloud. It is full of pomposity. And, it is, of course, the wrong letter.

The second scene introduces two new characters, the school teacher and the curate. Jacquenetta enters with her letter. Since she is illiterate, she asks the curate to read it for her, which he does, and which the school teacher is able to promptly criticise. Again it is the wrong letter, which the characters note, and so they send Jaquenetta to the king!

Scene three. Biron is ridiculed by the King, Longaville, and Dumain who see that Biron is the first to break his oath. In a quick philosophic flourish, Biron explains that the only real books are the eyes of the ladies! argument is enthusiastically accepted, and the four determine to go off and study what should be studied!

"For women's eyes this doctrine I derive:

They are the books, the arts, the academes,

That show, contain, and nourish all the world."

Act V. More fun is made of jargon and pedantry as the schoolmaster, the curate, the constable, and Don Armando go at each other full tilt. Moth epitomizes the jargonistic humor in which all indulge, saying that "They have been at a great feast of languages, and stolen the scraps." But it is Costard who ultimately produces the longest word of them all, probably good enough to enter the *Guinness Book of*

Records . . . Honorificabilitudinitatibus.

The final scene returns us to the princess and her ladies. All have received gifts from their admirers. Upon hearing from their page that the men are about to make an appearance dressed in Muscovite costume, the ladies determine to disguise themselves. Indeed, the "Muscovites" woo the wrong girls! The humorous Page of the Nine Worthies follows as entertainment. Suddenly the merriment is broken as Don Armando is accused of getting Jacquenetta pregnant. And more bad news arrives. The King of France is dead. The princess resolves to return home immediately. The men all proclaim their intentions but the ladies decide to make their lovers wait a full year before they will marry them. Even Don Armando will have to prove himself . . . he will spend three years trying to be a farmer! And so, as the play comes to an end, love has been proclaimed, but, at least a year must pass before any marriages will take place. Indeed, for the moment at least, love's labour had been lost.

We began our discussion with a look at the art/science dichotomy so often cropping up in educational technology of the 1980's. We have concluded with Shakespeare's metaphoric analysis in terms of love and study. Who wins? Shakespeare is predictably ambiguous. Perhaps we should be the same. Educational technology is more than a concept; it is a state of mind. And educational technologists will appreciate that in *Love's Labour's Lost*, the master playwright is . . . just possibly . . . speaking to us.

* * *

We began our discussion with a look at the art/science dichotomy so often cropping up in educational technology of the 1980's. We have concluded with Shakespeare's metaphoric analysis in terms of love and study. Who wins? Shakespeare is predictably ambiguous. Perhaps we should be the same. Educational technology is more than a concept; it is a state of mind. And educational technologist will appreciate that in *Love's Labour's Lost*, the master playwright is . . . just possibly . . . speaking to us. □

MEDIA NEWS

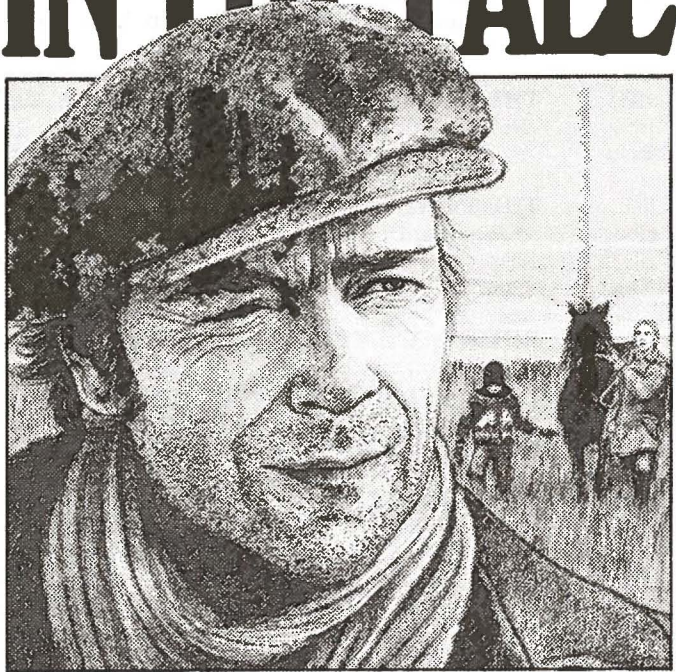
Continued from page 9

Multimedia for Manitoba?

An association for multi-image in Manitoba is in the process of being established. Those interested, or those in other provinces belonging to similar associations with ideas which might help the fledgeling organization, are invited to contact Cliff Kehler, c/o Inland AV, 1645 St. James St., Winnipeg, R3H 0X1. □

A FILM DIRECTED BY ALLAN KROEKER

IN THE FALL



CEDRIC SMITH ELAN ROSS GIBSON BRYAN STRATTON
and introducing GARTH DYCK as David
from the story by ALISTAIR MACLEOD
Produced by STAN THOMAS
Executive Producer: DONALD BRINTON

"Now available for preview from your local NFB office"

A CANWEST BROADCASTING LTD. PRODUCTION