

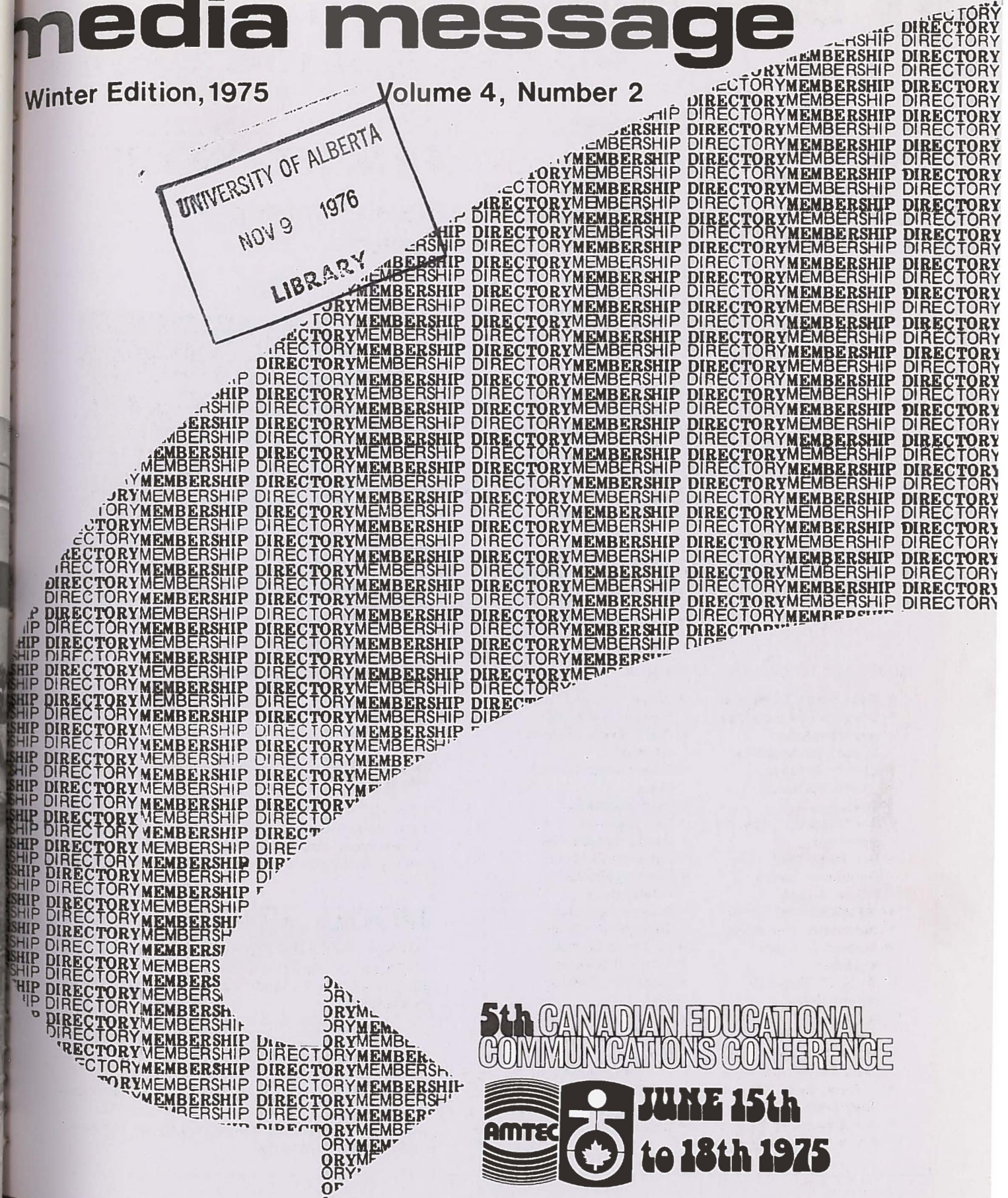


media message

Winter Edition, 1975

Volume 4, Number 2

UNIVERSITY OF ALBERTA
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LIBRARY



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LEARNING FOR THE 70'S
ST. CATHARINES, ONT.
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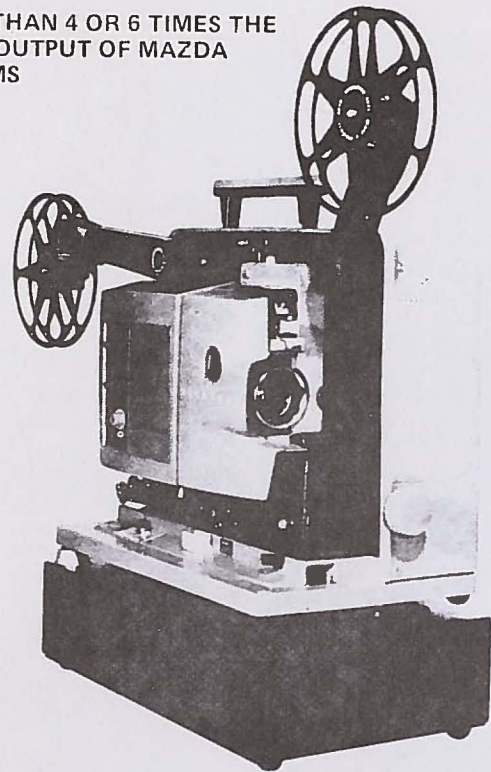
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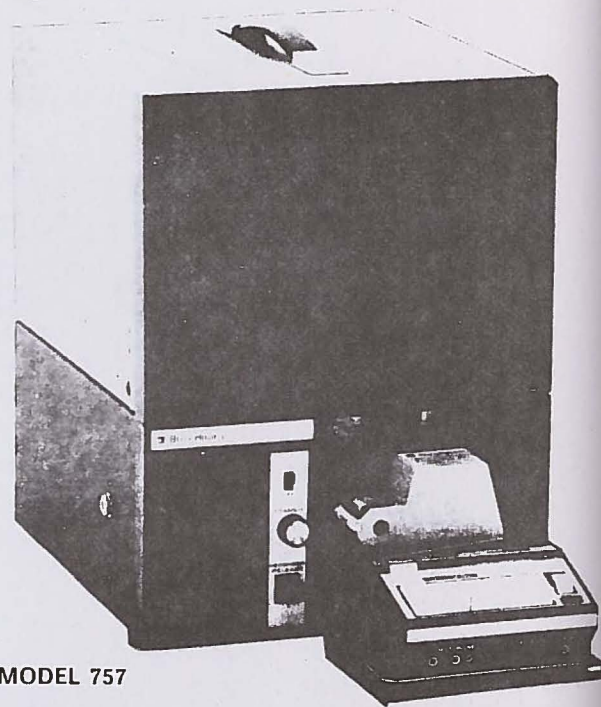


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THE JOURNAL OF THE ASSOCIATION FOR
MEDIA AND TECHNOLOGY IN EDUCATION
IN CANADA

FRED JOHNSTON : Editor

LORRA HINES : Advertising and Circulation

FRANK CERISANO : Graphic Artist

Typesetting, Design, and Layout by
MEDIA SERVICES
Faculty of Education
Queen's University at Kingston



MEDIA MESSAGE is published four times per year by the ASSOCIATION FOR MEDIA AND TECHNOLOGY IN EDUCATION IN CANADA for its members.

Membership Fees are:

| | |
|---------------------------|----------|
| STUDENT..... | \$ 5.00 |
| INDIVIDUAL | \$15.00 |
| INSTITUTIONAL | \$25.00 |
| ORGANIZATIONAL/COMMERCIAL | \$100.00 |

Articles, book reviews, letters to the editor, etc are invited and should be directed to the editor. Deadline for the Winter Issue is January 15th.

F. JOHNSTON
FACULTY OF EDUCATION
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KINGSTON, ONTARIO

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media message

winter edition, 1975 volume 4, number 2

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**THE AUDIO LIBRARY
PROGRAMME AT
TRENT UNIVERSITY**

D. Stewart Hayter
Supervisor
Audio Library Programme

With the ever-increasing interest of handicapped persons in post-secondary education and a proportionally increased need for non-print material, Trent University decided to approach the Ministry of Colleges and Universities of the Government of the Province of Ontario regarding a grant to establish a pilot project in this area. Thus, the Audio Library Programme was established at Trent University on April 23, 1973.

The purpose of the program was to tape texts and other supportive material for blind students in post-secondary courses in Ontario. It was realized, however, that the need was much greater than originally perceived for there were the visually handicapped, those not registerable as blind, and the physically handicapped, whose need was even greater.

At the outset, any taping was limited to registered blind students at Trent University and, as the bulk of our taping is done by volunteers, there was an initial problem of coping with that small number. As the number of volunteer readers increased, we then circulated a letter to the universities and community colleges in the province and quickly received a favourable response.

As the programme grew relative to the number of weekly requests, we then encountered the problem of funding, as the initial grant was rapidly being depleted. Trent University again approached the Ministry of Colleges and Universities and a further grant was issued to ensure the operation of the programme to October 31, 1974.

As the requests for taped material increased, it was determined that the volunteer readers could not cope and three paid readers were hired. In this way, we were able then to cope with the approximately 500 requests received in the past year.

Some reaction received from educational institutions indicated to us that they were concerned about possible competition on our part with other existing production units in Canada, especially the Canadian National Institute for the Blind. They were assured immediately that, contrary to competing, all taping services in Canada, including the Audio Library Programme, work together through exchanging copies of their master tapes to try and serve the greater number. Unfortunately, even now, considering the phenomenal number of requests from Canadian handicapped students, we are struggling to satisfy the demand.

In establishing the programme at Trent, we endeavoured to define those students we would serve. As we are all aware, there are many frustrations on the part of students generally in the post-secondary educational environment and we felt that such frustration should not be amplified by a handicap. Therefore, although we had initially considered serving registered blind persons whose studies were traditionally associated with non-print book materials, we decided, after some research and much discussion with handicapped people themselves, to expand and assist those who could not comfortably cope with printed texts. This then included the registered blind, visually handicapped, as well as those suffering from arthritis and multiple sclerosis, just to name a few.

In considering the potential use of the Audio Library Programme as well as the other programmes in Canada, we would have to make an educated guess. As is indicated above, the registered blind have been traditional users of non-print book materials and very little promotion has been done as far as the other handicapped minorities are concerned. In Ontario, a conservative estimate would set the number of potential users at 300 and thus the Canadian figure then would be about 2,000.

The format we have developed at Trent University has been established through the consideration of the procedures of other taping services in North America. We felt that the information contained at the beginning of each track of the tape plus the information on the tape container should be so arranged that the user could have immediate access to any part of the book. Consequently, the contents for each track on the tape indicates page numbers and chapter numbers and on the reel container the information about the contents on that reel is in both type and braille. To this point in time, we are using 7" reels - 1,200 feet and taping at 1-7/8" per second. One thing that we are continually concerned with is quality production with good amateur readers and a low level of background sound.

One of the most unfortunate things in the non-print service to the handicapped sector is that, until now, any cooperation existing between taping services in Canada was strictly developed by the individual services. No national coordination of such services existed, nor had any national production standards been established. The National Library in Ottawa, however, in March 1974 organized a task group to come up with recommendations on the establishment of a National Library for the blind and physically handicapped. The intent of such a library would be the coordination of service to all handicapped persons in Canada, especially to those who hitherto were unable to receive non-print material. It would also mean that national standards of production could be developed and that, hopefully, controls could be exercised to ensure a high level of quality material to handicapped readers.

Money certainly does create frustration and in the operation of the Audio Library Programme since its inception we have continuously been concerned with our future financial position. We have been very pleased that the Ministry of Colleges and Universities has realized the plight of blind and physically handicapped students and we are presently awaiting confirmation

of another grant to carry us to March 31, 1975; but government, we realize, cannot make long-range commitments on financing. Therefore, a great deal of work will be done in the next few months to establish a sound financial base for the programme which, hopefully, will involve some clubs or group of clubs concerned with service to handicapped persons.

In conclusion, during the 18 months since the inauguration of the Audio Library Programme, it has been proven that programmes such as ours at Trent University are certainly needed and the demand for the type of material we produce will increase tremendously in the coming years. With increased demand, however, there will definitely be a need for increased production and greater output of material will require increased funds. It is to be hoped that the work presently undertaken by the National Library will ensure that such funds are available but, if not, some level of government must accept the responsibility. The personnel exist in Canada to render the service and the blind and physically handicapped person has a right to post-secondary education. Hopefully, then, everyone will work together to ensure that his rights are realized.

TEACHING AIDS DEPARTMENT

Many films in the Teaching Aids Library are dated in their factual content or in their depiction of family life and of the roles played by women and men in modern society. Re-evaluation of the films is essential and your assistance in this process is greatly appreciated.

Please complete this card and return it with the film.

Film Title _____ Catalogue No. _____

Is there evidence of bias in this film? Check where appropriate.

Sex-Roles _____ Cultural _____ Ethnic _____ Careers _____ Other _____

Comments: _____

Name _____ Date _____

**IDENTIFYING
BIAS
IN FILM
CONTENT**

*MOIRA ARMOUR of the TORONTO BOARD OF EDUCATION'S TEACHING AIDS DEPT.
sent in a copy of a card which that board is
currently sending out to teachers along with 16mm films
The aim of the exercise is to identify films which
are "OUTDATED" by stereotyped sex-roles, cultural and
ethnic biases etc. How many film libraries are taking
a second look at film titles in the light of this
current interest?*

AN INFORMATION NETWORK FOR ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY

G.H. Wright,
Director, Bibliocentre

In September this year, UNESCO sponsored the first intergovernmental conference on the planning of national documentation, library and archives infrastructures. Whilst the chief purpose was to establish guidelines, the significant benefit was to convince policy makers in governments to appreciate the importance of information systems and library networks and to motivate them to do something about them.

The Canadian scene is better than many with the impact of the selective dissemination services offered by the Science Council. However, in other areas and especially at Provincial level, an understanding of the significant role of the computer for library (learning resource centre) administration and retrieval is still rarely understood. Furthermore, the need to create a cooperative network with standards rigidly applied to both the structure of the record carrying the information and information content within the record is even less understood. A Network for learning resource materials which will react to user's need, in other words, requires cooperative planning. The parties involved must be prepared to accept moral and financial responsibility for their reaction — and that is difficult to achieve.

The College Bibliocentre was established to achieve this objective for the Colleges of Applied Arts and Technology in Ontario and the Ryerson Polytechnical Institute. Even with government grants, the ability to gain the commitment to cooperation has neither been simple nor total — one College has remained outside the system ever since the College Presidents voted to establish the organization.

The functions of the Centre have been redefined as:

1. To act on behalf of the participating Colleges as the central processing and cataloguing unit for all College resource book and non-book materials.
2. To act, as requested, as the central acquisition unit for book and non-book materials required for resource centres.

3. To provide a central information source for resource materials generated by the local Colleges.
4. To provide an information dissemination service for Colleges to assist in the selection of books and other resource materials.
5. To ensure that the College Bibliocentre data bases are structured and information is retrievable to meet the information needs of the Colleges.
6. To hold and circulate, by request, special materials which have been jointly obtained and fully funded by the participating Colleges.
7. To provide a supportive facility for the development and operation of College resource centres.
8. To provide to the Colleges the services of the reprographic facilities of the College Bibliocentre whenever feasible.
9. To act in consultation with the appropriate staff at the Ministry of Colleges and Universities as a publisher/distributor of College-produced learning packages establishing copyright procedures wherever necessary.
10. To negotiate with appropriate organizations, as required, to meet the defined objectives of the College Bibliocentre.

Unlike the University libraries, who each have their own Acquisition and Technical Service departments, the College Bibliocentre provided a central department for all its members. The Acquisition system was designed to provide members with a central acquisition facility for all media. Orders are placed with suppliers all over the world or through Canadian agencies and publishers. The need to coordinate such a system with the utilization of the International Standard Book Number led the CB to create an address file based on the ISBN. Eventually it is hoped that members will place orders through the system by ISBN so that orders can be raised and directed automatically to the appropriate supplier. Unfortunately, it will be several years before audio-visual materials will be included — especially if the Canadian National Library and the Distributors continue to rate a/v as a low priority area. At present users may have a punched card or a computer tape with every shipment of items processed by the Centre to update their own automated circulation file. Five Colleges make use of this particular facility. The College Bibliocentre actually processed 155,000 items through the processing system for 1973-1974.

At present the College Bibliocentre has coordinated its data base with the Ontario Universities Library Cooperative System. The system enables the CB to search all the major National Library Marc tapes for bibliographic data and to input information on any item not appearing within these sources. To meet the cooperative needs of those involved, the systems have been designed to respond to all media. Indeed, the CB's data base which is approximately 250,000 records, incorporates films, transparencies, slides, kits, indeed everything that is housed in a normal Resource Centre.

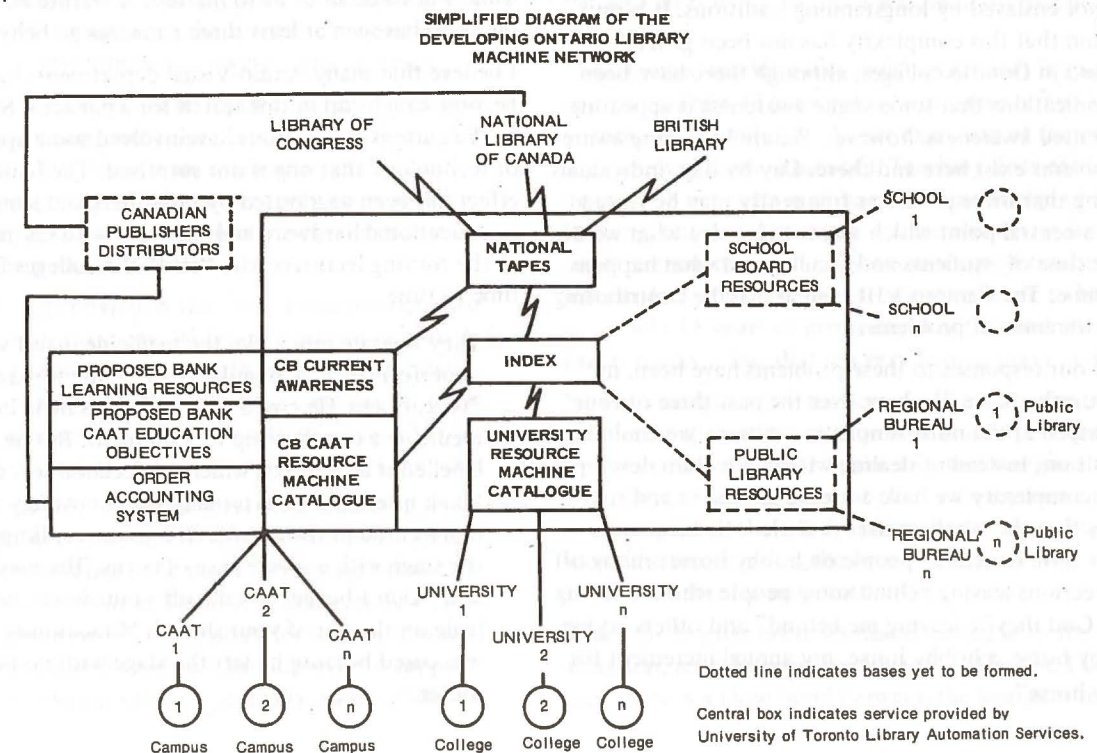
Thus, members of the CB are now able to consider the production of different catalogue formats for their collection with differing access arrangements — Catalogue Cards, Book Catalogues, Computer output Microfilm — KWIC index to Titles, Name Indices, Subject Indices — media catalogues. A Union catalogue to all films, videotapes, filmloops held in the system is issued annually with quarterly supplements. A recent publication to the Slide Collection of Sheridan College demonstrates the potential of printed indices to slide collections which the CB has input using the Simons and Tansey Classification developed at the University of California.

Apart from handling published materials, the CB is now acting as the Centre for learning materials produced by the Colleges. Where necessary, it is also

acting as publisher/distributor for the Colleges. All of this material is indexed through the system. The intention of the College Education Development Officers is the creation through the CB of a data base to curriculum generic objectives such that the learning materials can be linked with each defined objective.

The CB is also playing a definite role in the creation of an interactive bibliographic data bank for Canadian Materials for education. The system would be part of the Provincial Network so that any education establishment with a terminal would be able to consult up-to-date information for Canadian studies.

Ontario has an excellent opportunity to create an effective interactive system through the University of Toronto Computer services. The evolving network is best defined diagrammatically in Figure 1. However, from concept to implementation, there are many pitfalls. If the Government is unwilling to play the leader in cooperative planning; if administrators are unwilling to assume cooperative responsibility; if the cost effectiveness of cooperatives is measured by those for whom 'hidden cost' is an opportunity to continue outdated techniques; and if all of us feel we can do better without the other person — then, progress will continue at a snail's pace.



THE ROLE OF THE AUDIO VISUAL DEPARTMENT IN CURRICULUM DEVELOPMENT

Brock Vodden,
Director of Learning Resources,
The Confederation College of Applied Arts
& Technology,
Thunder Bay, Ontario

The interest shown by this group in curriculum development is both timely and significant. Timely in the sense that the Ontario community college is emerging from its formative years of putting up buildings and developing an identity, and it is now time for more serious and deeper thought about the quality of what we do. Significant in the sense that this occasion will hopefully be indicative of an emergence of greater concern in all areas of our colleges for this most important matter.

Curriculum, after all, is the heart of any educational institution. Curriculum is the point where we find embodied our collective philosophy of education, our knowledge of the teaching learning process, our response to the needs of students and the communities we serve, as well as the knowledge and skills of the fields for which we are training people.

Curriculum development is an extremely complex process — especially in colleges such as ours where we are neither guided nor enslaved by longstanding traditions. It is my impression that this complexity has not been generally recognized in Ontario colleges, although there have been recent indications that some vague awareness is appearing. It is a limited awareness, however. We are becoming aware that problems exist here and there. Day by day, individuals are noting that these problems frequently may be traced back to a central point which seems to involve what we do with the time of students and faculty, and what happens in that time. The Campus VIII system may be contributing to this awareness of problems.

Many of our responses to these problems have been, in my view, quite naive. We have over the past three or four years grasped at the most simplistic solutions we could lay our hands on. Instead of dealing with curriculum development in all its complexity we have adopted gimmicks and told ourselves that the whole matter is settled. Consequently today we have dozens of people on hobby horses riding off in all directions leaving behind some people who are saying "Thank God they're leaving me behind" and others crying "A hobby horse, a hobby horse, my annual increment for a hobby horse".

Amongst the hobby horses are many instructional approaches which are valid and valuable when they are used in appropriate situations. The difficulty is that so many people, after a single, successful application of their method, tend to generalize declaring that they have found the answer.

Perhaps I should mention a few of these hobby horses specifically to illustrate what I mean. These approaches are identified by terms which have become slogans: computer-assisted learning, individualized instruction — not to be confused with personalized instruction, learner-paced instruction (different again), criterion-referenced learning, the behavioural objectives approaches, programmed learning, the dacum process, the systems approach, packaged learning materials, human development approach, case study method — and so on it goes.

The research and development which produced these various slogans contain much that is useful, and I would not want to leave the impression that I am against any of them. What I do find positively tragic is our propensity for grasping one of these to our bosoms, regarding it as a panacea. When we do this, we close our minds to all the other equally worthwhile knowledge and skills that all educators so desperately need. We cease thinking about all the other legitimate in-puts into curriculum development, all the curricular problems that we have swept under the carpet. In effect we have developed a tunnel-vision syndrome which gives us a strong sense of direction, but which causes us to ignore 359 very important degrees of the compass.

Time will force all of us to mature. A mature educator is one who has seen at least three panaceas go belly-up.

I believe that many Audio-Visual departments have become caught up in this search for a panacea. So many of the current innovations have involved some application of technology that one is not surprised. The band wagon effect has been aggravated by publishers and suppliers of educational hardware and software — to say nothing of the touring lecturers who "raid" the colleges from time to time.

They operate much like the medicine man I watched in performance at Brandon Fair in Manitoba about 20 years ago. He could have called his little bottle of medicine a cough syrup or a liniment. But he cleverly labelled it as an elixir which he declared was effective taken internally or externally for almost any ailment represented in the crowd. One volunteer limped onto the stage with a severe case of corns. The medicine man said "Don't bother to take off your shoes - just rub a little on the toe of your shoes". Miraculously the man was cured because he left the stage with no limp whatsoever.

As a result he sold the little bottles not just to those with corns, or coughs, or aches, or sinus troubles, but to nearly everybody. Even the skeptics bought it because the entertainment had made the bottle a memento and conversation piece.

I think the analogy speaks for itself. If you are selling a program, or a system, or a speech — universalize it to broaden the market.

Our colleges are rewarding this kind of enterprise. There's no particular reward for ordinary run-of-the-mill curriculum development. But throw in a little technology, call it a system, drop a hint that once its perfected the instructor will be superfluous — you suddenly get release time, a special budget, and two or three assistants and other forms of psychological stroking.

Let's turn from that cynical and, I hope, provocative line of thought for a moment to the role of the audio-visual department in curriculum development.

Let's consider the possible roles on a continuum with no involvement at one extreme to total involvement at the other. We have in the field of education some examples which come very close to one extreme or the other.

On the low involvement side we may describe an audio-visual department which sees its only responsibility lying in the technical aspects of production and distribution of material — sometimes its only the distribution part. They order things, maintain the equipment, deliver it, operate it, simply in reaction to what is requested. The only point of contact with the academic process is a request for a very simple low level technical service.

The other extreme would be represented by a situation in which the entire curriculum is structured by the A.V. department. The systems are established through educational technology which requires only some slotting in of information, skills, or objectives by the academics to make the package complete.

It is my strong conviction that sound educational sense rules out both extremes. While I am certain that no A.V. department represented here falls entirely into either extreme — it may be useful for us to consider for a few moments what are the major objections to each hypothetical situation, before going on to consider the ideal.

The first example — the low level involvement of an A.V. department in curriculum development is less than desirable because it lacks the many advantages that can accrue from team work. The fact is that very few instructors are aware of the possibilities that exist when audio-visual materials are used intelligently to support instruction. Even if they are generally aware of the

value of using various media to appeal to various senses and to give a variety of stimuli — they may not be aware of precisely how to make use of them. In addition, media people tend to have extensive knowledge of what material is available and they know sources.

Furthermore, this type of audio-visual department will tend to be unaware of the purposes and the needs of instructors because their contact is so limited. They will not tend to learn much about the teaching/learning process. In fact, they will learn very little about the potential impact of the very material which they handle day after day. In short, their interface with the users is excessively limited.

Now the opposite end of the continuum, it seems to me, presents quite a different kind of problem. Any audio-visual department that has reached this point — the point of primary leadership in curriculum development — has obviously achieved a status in the institution which may be difficult to change. Political considerations may be stronger than pedagogical ones.

To explain my objection to this model of an audio-visual department, I would like to present some personal opinions on the teaching profession. I believe that the teaching profession is here to stay. The role of the teacher will undoubtedly undergo some changes as it has in the past — but these changes will not be as profound as many have predicted. My confidence in the longevity of the teacher, I must admit, was shaken ten to twelve years ago when programmed instruction was being touted as the last word. But at that time I had seen only one panacea go belly-up so that I was naturally not yet mature.

I believe that teaching is as much an art as it is a science or a technology. (To use any one of those terms — art, science, or technology — to the exclusion of the others is to become tunnel-visioned). Teaching does certainly involve the application of scientific knowledge of human learning, but it is also an art — a creative art. It is this creative element which provides most good teachers with job satisfaction. I have no empirical evidence to back that up — only 18 years of involvement with hundreds of practitioners — but that is a very firm opinion in my mind.

Now if you take away that creative function from the teacher, if all curriculum is pre-structured you have all but destroyed the job. It's like a system designed to help one play the perfect game of chess — every move is pre-programmed so that all the player has to do is physically move the pieces across the board. The game may be perfect — but there is no point to it.

When the teacher becomes disenchanting with the learning situation, most learners are adversely affected. I believe that there is a close bond between the learner, the teacher

and the material to be learned. The intrusion of externally developed systems can very easily destroy that bond.

The ideal role of an audio-visual department in curriculum development lies somewhere in the middle. It's not a compromise position where one wants to go east, the other west, so they both go north miserably. It is a positive position which can strengthen the educational impact of a college.

This ideal role is not a specific, fixed point on the continuum which demands a static posture on the part of a media staff. It is, however, a role which possesses these general characteristics.

1. The A.V. department should be capable of achieving a broad interface with those who have the major responsibility for curriculum development and implementation.
This means that within the A.V. department there should be a basic understanding of the curriculum development process, of learning theory, of principles of instruction, as well as the ability to tap resources that exist and create those that will meet the needs that are determined.
2. The A.V. department should relate to all instructional methods, systems, and subject areas rather than gearing itself to serve exclusively innovative approaches or groups.
3. The A.V. department should be prepared to acquaint faculty members — especially beginners — with the limitations of their technology as well as the potentialities.
4. The A.V. department, when involved in a developmental project, should treat the experience as a learning process for all concerned but should avoid excessive generalization of the experience. A degree of healthy skepticism towards the initial findings can be very helpful both to the media people and to the instructor.
5. The A.V. department should see itself as having a very significant team role in curriculum development and should therefore take steps to develop within itself the capacity to fulfill that role.
6. A.V. departments should help to determine cost/benefits of media support.

A rather useful means for an A.V. department to measure its capacity to fulfill that role as I have outlined it is to ask itself this question?

"If we were to lose all of our equipment and A.V. materials, what would we have left to offer as service to the College?"

Finally, to return to my general theme with which I opened, all of our colleges need to take a serious look at the curriculum development process which we have engendered. I believe that if we are honest most of us will admit that our approach has been piece-meal, short-sighted, and narrow. There has been a leadership vacuum in this aspect of college development which has led many to grasp at simplistic solutions which blind us to more problems than they solve.

The community colleges have succeeded admirably in the first seven years of their existence in developing themselves along fresh lines untrammelled by the dead traditions of other educational institutions. But it is now time for us to approach the next stage untrammelled by ignorance of the process which is at the heart of the institution — curriculum development.



THE EFFECTS OF THE USE OF OBJECTIVES TO DESIGN INSTRUCTION ON LEARNING EFFICIENCY

ABSTRACT

This study was designed to examine the role of instructional objectives in facilitating student performance. Specifically, it tested the hypothesis that students would learn more efficiently if the learning environment in which they were placed had been carefully structured. This structure, it was maintained, could only result from a curriculum planner having a list of instructional objectives to guide him. Another group of learners were given objectives but no instructional design conclusions were drawn from them. Nineteen students were randomly assigned to each of these two groups and the time required for each group to complete a short course on classroom tests was computed. Differences between the two groups in amount of time were statistically significant; differences in course achievement were not. Discussion of the results focused on the choice of dependent variable for studies investigating the effectiveness of using instructional objectives.

by
Robert J. Wilson
Queen's University

The purpose of this study was to examine the role of instructional objectives in facilitating student performance. Mager (2) suggested that the mere provision of well-stated objectives to students would have a major impact on their activities. Subsequent empirical tests of that assumption have resulted in equivocal conclusions (1). Popham (3) isolated some activities of the instructor which could be facilitated by his having objectives; activities he subsumed under the heading of "instructional decision making." These functions, presumably, could serve as intervening variables between objectives and performance. Little empirical support for this deduction seems to be available (1).

When the efficacy of developing objectives is tested empirically, the typical measure of effectiveness is student achievement on some content valid test (1). But if such criterion-referenced tests are built to result in a choice-point decision (typically, mastery or non-mastery), then the kind of variability usually considered desirable in an experimental, dependent variable may be missing. Often such tests produce negatively skewed distributions with low internal consistency as well as restricted variability.

In addition, the arguments put forward for the use of objectives do not require this emphasis on learning increase. Indeed, to follow Popham's emphases, they reflect an ordering of the priorities of the instructor away from a concern with in-class time: it is such tasks as building a curriculum, selecting methods and resources, and constructing valid measures which assume dominance. A more appropriate measure of the effectiveness of this alteration in role, therefore, might be learning efficiency: Does the use of instructional objectives by the teacher to design curriculum, select methods and materials, and evaluate result in a higher rate of learning efficiency? When an instructor invests time and effort in the design role, do students spend their time more efficiently in mastering the objectives?

METHOD

SUBJECTS

The subjects in this study were 38 Education students enrolled in a one-year, post-Bachelor's teacher training program in Queen's University at Kingston, Ontario. These subjects had enrolled in a "short course" in classroom testing that typically lasted ten hours of instructional time or less.

PROCEDURES

At the first meeting of the course, the instructor explained, very generally, the purpose of the experiment in order to enlist the support of the students. All agreed to participate and were immediately randomly assigned to two treatments.

In the first treatment (CLASS), the Ss attended regularly-scheduled sessions lasting four weeks with a single, one and one-half hour session per week. These students were provided with a list of the instructional objectives for the course and were encouraged to use this list in their studying.¹ They were also informed that a criterion-referenced test measuring these objectives would be administered at any time any student requested it. When a student achieved a 65% standard, he would receive a PASS grade for that course. No other grade would be awarded unless the student did not complete the course in which case he would receive an "Incomplete" rating. The CLASS group then began the lecture-discussion type of organization that characterized its four meetings.

In the second treatment (LAB), the Ss were shown a room containing individual study centers and small

group discussion facilities and informed that it would be open to them for six hours per week. They were also told that a trained, graduate assistant would be in attendance to serve as facilitator for this period. Subjects were then provided with the same information concerning grading and objectives as the CLASS group. In addition, they were given formative evaluation items for the objectives and a table of specifications for the summative evaluation. Because the instructors had designed the course to facilitate individual learning, programmed materials, audio tapes, and multiple copies of key texts were also introduced where appropriate. Decisions concerning which materials and methods might best facilitate this achievement had been made prior to the first class meeting, and the materials gathered or constructed by the instructors. Attendance at either class or lab was voluntary although records were maintained.

DESIGN

The following data were collected: total amount of time students spent in the course (both in the lab or class and "at home"), number of "drops," number of "incompletes" on the first attempt at the summative evaluation, and score on the summative evaluation. The time estimate was gathered by checking attendance and by having students, when they took the summative evaluation, to estimate the amount of out-of-class time (in minutes) spent studying for the final test.

RESULTS

The results for the time spent and score on the final test are given in Table 1. They show a significant difference in terms of learning efficiency in favor of the LAB group. This difference represents an amount exceeding one-quarter of the total time spent by the CLASS group. This difference is statistically significant ($t=2.19$, $p<.05$, two-tailed test). As might be expected in the LAB group, where individual differences were allowed much more scope, the variability was substantially higher than that of the CLASS group. Even granted this variability, however, only one of the LAB students took more time to complete the objectives than the mean of the CLASS group.

TABLE 1
SUMMARY OF DATA CONCERNING TIME SPENT AND FINAL TEST SCORE BY GROUP

| | CLASS | | LAB | |
|---|--------|-------|--------|-------|
| | Time | Score | Time | Score |
| X | 475.00 | 72.74 | 331.54 | 72.15 |
| s | 108.51 | 9.28 | 230.33 | 10.80 |
| N | 16 | 16 | 13 | 13 |

Three students in each group dropped the course before completing it. (As this aspect of their program was considered to be of professional interest rather than professional need, students were allowed to drop any short course they chose and select another one of more interest to them.) Four students in the CLASS group attempted the test and failed to meet criterion on this first attempt; two people in the LAB group also attempted it and failed. The correlation between time spent and score on the test was $-.18$ for the CLASS group and was $+.18$ for the LAB group, neither of which is significant. Data for three Ss in the LAB group were missing because they neither dropped the course officially nor attempted the final test.

DISCUSSION

The limitations of the findings of this study are obvious and many. The students used were mature and essentially volunteers for the course. The curriculum was short-lived and, for most students, represented a novel body of information and concepts. The use of student self-reports concerning study time is probably unreliable to some degree although no reason to suspect differential reporting should be inferred. Replication in settings without these characteristics seems essential.

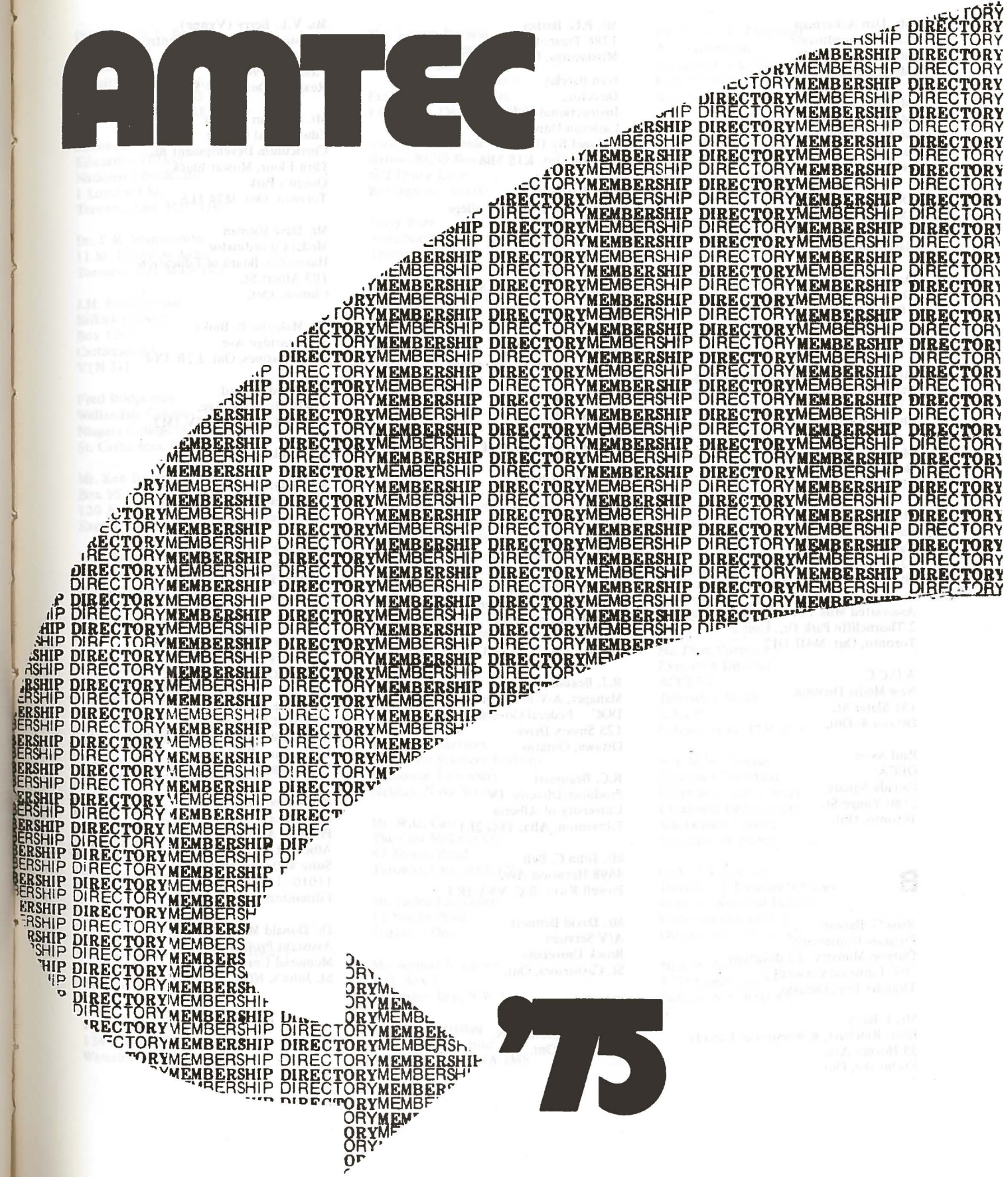
Granted these qualifications, however, it seems that there is some empirical evidence to support the deductive argument that learning efficiency will be the variable most affected by the specification of instructional objectives and their use in instructional design. The selection of student achievement scores (and differences among groups on achievement measures) as dependent variables may account for some of the equivocal results found in many studies attempting to account for possible effects of instructional objectives. When instructional objectives are actually used by the instructor, achievement may still not be affected, but the efficiency of the learning may be quite substantially improved.

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¹The objectives, nineteen in number, followed Clark's (1972) recommendations for stating instructional objectives. An example: "Given item analysis information about an item, the student will be able to correctly interpret its behavior."

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Two copies of the A.M.T.E.C. Membership
brochure are enclosed with this issue of
Media Message... Please give them to
your friends.

Entries are solicited for submission in the

A.M.T.E.C. '75 MEDIA FESTIVAL

in these categories:

- PRINT
- AUDIO MATERIALS
- FILMSTIPS & AUDIO/SLIDE COMBINATIONS
- VIDEO TAPES
- FILMS
- LEARNING KITS

This is an excellent opportunity to share the best productions from your institution.

Maximum of three entries per institution.

DEADLINE FOR ENTRIES
MAY 15, 1975

Send entries (insured) to:

MR. DAVE CORMACK
ACCESS TELEVISION SOUTH
CALGARY HEALTH SCIENCE CENTRE
116-29TH ST. N.W.
CALGARY, ALBERTA
T2N 4J8

Awards to be presented June 18 at the CANADIAN EDUCATIONAL COMMUNICATIONS CONFERENCE, CALGARY ALBERTA

AMTEC '75

EDUCATIONAL MEDIA COMPETITION

from the secretary

Hi! Things have been pretty busy around the office since the beginning of the New Year. Fred was away in January – in the hospital for surgery to remove a slipped disk – so I was left to “run the show”. (Fred’s back now – and feeling better than ever)

I spent January calling the nominees on our 1975-76 Board of Directors’ ballot, taping their biographical sketches and policy statements over the phone, typing them up – and getting them out to you. (Ballots were sent to people who joined the Association before Jan. 1975.) I’ve been pleased with the ballot returns in spite of the “slow” mail delivery. But for those of you who haven’t voted – it just takes 8¢ and your deadline is still 4 weeks away – March 21.

It’s almost membership invoicing time again, e.g. for those of you who paid in April/May/June of last year. (Remember our change to the “evergreen” system?) So, I thought I would refresh your memories about Amtec’s membership categories. There are 4 categories:

- 1) Student – \$5.00/year
- 2) Individual – \$15.00/year
- 3) Institutional – \$25.00/year
- 4) Commercial – \$100/year

All categories include –

- 1) subscription to the Media Message, one copy of each issue;
- 2) one ballot for voting for the Board of Directors;
- 3) one reduced member’s registration fee at the annual conference. (This means that if an office with an institutional membership sends more than one delegate, only one of those delegates gets the reduced rate.)

In addition to the above, the commercial member also receives:

- 1) a 10% reduction in advertising fees in the Media Message;
- 2) the right to send a one-page advertising flyer with an issue of the Media Message once per year.

The membership list that is in this issue includes all people who have paid memberships up to Feb. 14. If your name and/or address are misspelled or wrong, please let me know and I will make the corrections on your card. I would also appreciate your sending me your postal codes and telephone numbers.

news clips

AMTEC '75 THE FIFTH CANADIAN EDUCATIONAL COMMUNICATIONS CONFERENCE TO BE HELD IN CALGARY, JUNE 15 – 18

AMTEC '75, the fifth Canadian Educational Communications Conference of the Association for Media and Technology in Education, takes place this year in Calgary, Alberta, June 15–18.

Conference co-ordinators, Sally Landerkin and Alan Robertson of The University of Calgary department of communications media, are expecting more than 400 delegates at the meeting, to take place in Calgary’s newly opened Convention Centre.

“Partnerships in Learning” will be the theme, with discussions focusing on practically all possible interactions between instructional media personnel: between technology and people, between instructional planners and producers, between teacher and learner, among various educational levels, etc.

Mini-themes for the three main conference days, June 16, 17 and 18, are “Man and Methods”, “Man and Machines” and “People and Perspectives”. General and special interest sessions, “hands on” workshops, extensive exhibits, a participatory multi-media “experience”, group discussions and seminars will make up the daily programs.

Keynote speaker for the conference will be Knowlton Nash, for many years a CBC correspondent and now director of information programs, CBC Television (English network).

Other guest speakers include: Ken Komoski, executive producer of EPIE (Educational Products Information Exchange Institute), New York; and Christopher Sarson, former producer of the children’s television program, ZOOM, now executive producer (television) with the Educational Development Centre, Massachusetts.

The Educational Technology Branch of the Federal Department of Communications will be participating in this year’s AMTEC conference for the first time.

To register for AMTEC '75 contact: Garry Smith, ACCESS Television South, Calgary Health Sciences Centre, 1611 – 29 St. N.W., Calgary, Alberta T2N 4J8.

Registration fee for the entire conference will be \$85 for AMTEC members. For non-members, the cost is \$100, which includes a membership fee. After May 30, a \$10 late registration charge will be levied.

Daily registration is also accepted at \$20 a day. Special student rates are \$25 for the full conference, or \$10 a day. Rates for daily registration and students cover sessions only; tickets for lunches, barbecue and awards dinner must be purchased separately.

For further information contact:

Print Media — Miss Maura Kadustki
284-6747
Radio & Television — Mrs. Carol Cashion
284-6748
Public Relations Office
219 Social Sciences Building
The University of Calgary

A NEW ASSOCIATION: FILM STUDIES ASSOCIATION OF ONTARIO

Over the past year, a group of people involved in film studies within Ontario universities and community colleges has met sporadically to discuss mutual concerns such as the sharing of information and ideas, improving communication with film distributors, and the possibility of mounting film seminars. In the fall of 1974, the group defined its goals, elected an executive and became the Film Studies Association of Ontario. Anyone interested in the activities of this association should write to the Film Studies Association of Ontario, c/o Ms. Joyce Nelson, 154 Stewart Street, Kingston, Ontario, K7L 2V8.

SYRACUSE UNIVERSITY ALUMNI

Those of you who are familiar with the Instructional Technology Area at Syracuse University will be interested to know that that area has a new chairman, Dr. Richard Clark who moves to Syracuse from his position as Director of ERIC Clearinghouse on Information Resources, Stanford University. Dr. Donald Ely, the incumbent chairman will be free to devote more of his time to research and teaching.

AIT GUIDEBOOK 1975

In a previous issue of Media Message, information was given on the Agency for Instructional Television which is a joint U.S. - Canadian television production. Alberta,

Ontario and New Brunswick are all represented on the Board of Directors of AIT. The 1975 guidebook reports on the activities and services of AIT, describes courses which have been developed cooperatively by that organization describes the policies, procedures and prices associated with the AIT materials and lists professional publications and films available to AIT personnel. Anyone interested in being placed on the AIT Newsletter mailing list which is published four times a year, should direct their inquiries to AIT, Box A, Bloomington, Indiana 47401.

AECT EDUCATIONAL TECHNOLOGY TERMINOLOGY STANDARDS HANDBOOK

Last fall it was reported that the first draft of the Educational Technology Terminology Standards Handbook developed by the Association for Educational Communications and Technology in the United States with a grant from the U.S. Office of Education was available for review by selected individuals and bodies. That review has taken place and AECT has indicated that the final draft of the publications should be available by June, 1975. The final product will offer a definition of educational technology, a model of the field, a corresponding classifications scheme that lists major areas of the field and their related terms, and finally, definitions for the terms and classifications scheme for other selected terms. It becomes volume 10 in a series funded by the U.S. Office of Education, designed to facilitate data collection in education. Canadians will be able to make use of this very valuable handbook.

SPECIAL INTEREST GROUP ON SYSTEMS RESEARCH IN EDUCATION FORMED WITHIN AERA

This new interest group within AERA invites individuals with a "systems orientation" to join the interest group. Aside from AERA benefits, the group offers a newsletter — The Signal Path. For information write to The Signal Path, Mr. Herbert M. Birks Jr., Michigan State University, College of Education, Department of Counselling, East Lansing, Michigan 48824.

DESIGN EDUCATION IN CANADA: A LIST OF INSTITUTIONS

The Department of Industry, Trade and Commerce of the Federal Government has published a small brochure on Design Education in Canada. The brochure indicates those institutions in Canada which offer training in graphic, interior, industrial, theatre arts, fashion, fine arts and craft design of Industry, Trade and Commerce, Ottawa, Ontario, K1A 0H5.

NORTH WEST REGIONAL EDUCATIONAL LABORATORY — UBC COLLABORATION

The North West Regional Educational Laboratory in Portland, Oregon is working with the School of Education at the University of British Columbia in establishing an Evaluation Centre which will provide capabilities for: 1) an exemplary graduate training program; 2) field research and services in the province; 3) programmatic basic research in education. The Laboratory is assisting in collecting information from University personnel and public schools in the Province to prepare a basic plan for the Centre.

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS FORMS A PLANNING GROUP ON SCHOOL LIBRARIES

A press release from the secretary of the School Library Planning Group has been received by Media Message. The release indicates that a planning group on school libraries formed in 1973 in Grenoble, France within the International Federation of Library Associations is now taking shape. 1974 was taken up with the formation of the 12 member planning group which is representative of people from many parts of the world. It should be noted that Ms. Margaret Scott, Professor and Chairman of School Library Department of the Faculty of Education, University of Toronto is on the planning committee as is Miss Barbara J. Hann of the Educational Library, Memorial University of Newfoundland. The new organization arises out of an awareness, that the school library is a separate type of library which serves on various levels, from pre-school to secondary interest levels. Projects to be undertaken by the Planning Group include the following: to establish liaison with other committees in IFLA, particularly the audio visual working group; to prepare an article for the submission to the IFLA journal on school libraries; to continue a feasibility study on the systematic collection of data on school libraries; to work cooperatively with the Norwegian organizers of the pre-conference on school libraries in Oslo, 1975; and to enlarge a project on information awareness for presentation to UNESCO. For information write the Secretary, School Library Planning Group, Miss Barbara J. Hann, Memorial University, Newfoundland, Educational Library, St. John's, Newfoundland, Canada, 01C 5S7.

NATIONAL CENTRE ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED

As federal funding for education in the United States dries up, funds have been channelled to more specific

areas of concern. One area which is receiving considerable attention has to do with the role of educational technology in the education of the handicapped. Educators specifically involved with the handicapped, should look to this Centre for information on the education of the handicapped. To contact the Centre, write: National Centre on Educational Media and Materials for the Handicapped, Ohio State University, 220 West 12th Avenue, Columbus, Ohio 43210.

THE NEW YORK CITY BOARD OF EDUCATION HAS CALCULATED THE AVERAGE SURVIVAL EXPECTANCIES OF AUDIO VISUAL EQUIPMENT USED IN THE NEW YORK SCHOOL SYSTEM.

Such information of course depends upon the type of equipment, how much it is used etc., but the information is interesting. The statistics determined by the New York School Board are expressed in average life in years for various types of a.v. equipment;

16 m.m. sound motion picture projector — 6 years
slide projector, manual — 10 years
slide projector, automatic 2x2 — 6 years
overhead projector — 10 years
tape recorder, reel-to-reel — 5 years
cassette recorder, heavy duty type — 5 years
cassette recorder/player, small type — 2 years
phonograph, portable — 3 years
television receiver — 5 years
radio — 5 years
public address system, portable — 7 years
microphone — 5 years

It might be interesting to compare the life expectancies of your equipment with those in the system.

The Canadian Radio-Television Commission has recently published policy statements concerning cable television and pay t.v. service.

1. Proposed Regulations respecting Broadcasting Receiving Undertakings.
2. Policy Statement concerning the Community Channel.
3. Policy Statement concerning the Carriage of Radio Services.
4. Policy Statement concerning Converter Service.
5. Policy Statement concerning the Supplementary Programming Channel.
6. Position Paper on Pay Television Service.

These documents will be considered at a public hearing in Ottawa on April 8.

new resources

CANADIAN COMMUNICATIONS RESEARCH INFORMATION CENTRE NEWSLETTER

This is a recent Canadian, bilingual newsletter first published in October, 1974 which while involved with communications in the Canadian scene, is specifically interested in areas such as the economics of broadcasting, broadcasting to isolated areas, legal decisions affecting broadcasting, technology of broadcasting, the effects or impact of media, privacy, copyright, citizens access to media, etc. The newsletter is free and inquiries should be directed to Canadian Communications Research Information Centre, 222 Queens Street, Ottawa, Ontario, K1P 5V9.

ANOTHER NEWSLETTER - PULSE: THE PRACTICAL FILM AND T.V. NEWSLETTER

Pulse is a recent addition to the Canadian scene aimed at film and television people. For additional information write Ms. Dorothy MacNoff, Box 5268, Terminal A, Toronto, Ontario, Canada, M5W 1N5.

NEW LIBRARY SOUND FILMSTRIPS SERIES FROM MORELAND-LATCHFORD

The sound filmstrip series *Your Library: How To Use It* is "designed for self-discovery" says North York Librarian Lois McDonald, advisor for the series. "The filmstrip helps students discovery for themselves what a library is for, how to enjoy a library". This series is available for free preview from Moreland-Latchford, 299 Queen Street West, Toronto, Ontario M5V 2S6.



NAEB SOURCE BOOK NOW AVAILABLE

The Media Source Book described by its publisher as "an indispensable guide to current literature in the telecommunications field", is now available from the National Association of Educational Broadcasters. The book provides to practitioners, educators, authors, and publishers a report and analysis on the major texts and reference work in broadcasting and mass media in general. Over 350 books are reviewed in the source book which is a compilation of articles originally prepared for Educational Broadcasting Review and the Public Telecommunications Reviews. For information write NAEB, 1346 Connecticut Avenue, Washington, D.C. 20036.

A TORONTO BOARD OF EDUCATION FILM - LEARNING TO READ BETWEEN THE STEREO TYPES

"This film by the Teaching Aids Department of the Toronto Board of Education raises some fundamental questions about the treatment of sex roles in many of the materials currently in use in our public schools. In particular, the film examines the assumptions made about female and male children and adults in the illustrations and content of basal reader stories and offer some suggestions as to how teachers can deal with limiting and potentially damaging stereo types. This film is of use to teachers, resource people, organizers of women's study courses, and status of women groups, as well as to members of the general public who are concerned that children be helped to grow up free of the limitations associated with any type of stereo typing." This film was produced by the Language Studies Centre of the Toronto Board of Education. It is 16 m.m. and in colour, 20 min. long, and sells for \$150.00. Inquiries should be directed to Teaching Aids Department, Toronto Board of Education, 155 College Street, Toronto, Ontario, M5T 1E6.

coming events

MARCH 30 - APRIL 2 - THE JOHN GRIERSON FILM SEMINARS

The Ontario Film Associations first annual John Grierson Film Seminar will be held at the YMCA Centennial Conference Centre, Geneva Park near Orillia, Ontario. The seminars have been organized to honour the memory of John Grierson and to focus attention on Grierson's philosophy of film making. It will bring together a number of Canadian documentary film makers to provide them with an opportunity to discuss their work and show their films to participants from colleges, universities, boards of education, public and regional libraries, etc. For information write, Ontario Film Association Inc., Box 521, Barrie, Ontario.

MARCH 31 - APRIL 4TH AMERICAN EDUCATIONAL RESEARCHERS ASSOCIATION CONFERENCE, WASHINGTON, D.C.

Write AREA, 1126 Sixteenth Street N.W., Washington, D.C. 20036.

APRIL 2 - 6 - FILM SHOWCASE 1975

Film Showcase is an annual event in Ontario sponsored by the Ontario Film Association. It is organized to bring together Canada's leading film distributors and those persons involved in the selection, purchase and rental of 16 m.m. film to allow them to preview as many films as possible in a short period of time. This is the sixth consecutive year that the Film Showcase has been held at the YMCA Leadership Training Centre, Geneva Park near Orillia, Ontario. This is a popular event and the OFA reserves the right to limit the number of participants from any one organization. For information write, The Ontario Film Association, Box 521, Barrie, Ontario.

APRIL 12-16 - JOINT HEMA-HeSCA CONFERENCE, ATLANTA, GEORGIA

The Health Sciences Communications Association and the Health Educational Media Association are combining their conference this year around the theme "The Learner: Health Sciences Communications Team Target". For information write HEMA - HeSCA Joint Conference :75, Drawer 54189, Atlanta, Georgia 30308.

APRIL 13-17 - ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY CONVENTION, DALLAS, TEXAS

For information write, A.E.C.T., 1201 - 16th Street N.W., Washington, D.C. 20036.

MAY 7-11 - NATIONAL CONFERENCE ON VISUAL LITERACY, PORTLAND, OREGON

This year's theme is "Visual Strategies of Learning" and the conference will take place in Portland, Oregon. For information write, Mr. Ralph Nelsen, 5323 South East 47th, Portland, Oregon 97206.

MAY 20-23 - 8th SEMINAR ON TECHNIQUES AND APPLICATIONS OF HIGH SPEED MOTION PICTURE PHOTOGRAPHY, TORONTO

The seminar is sponsored by Photographic Analysis Ltd., and the Ryerson Poly-Technical Institute, Department of Photographic Art. Inquiries should be directed to Photographic Analysis Ltd., 8 Brian Cliff Dr., Don Mills, Ontario.

JUNE 3-5 - INTERNATIONAL CONFERENCE ON UNIVERSITY APPLICATIONS OF SATELLITE AND CABLE TECHNOLOGY, MADISON, WISCONSIN

For information on this conference, to be held at the University of Wisconsin in Madison, write Dr. Lorne A. Parker, Department of Communications, Instructional Communications Systems, University of Wisconsin, Extension OLF, Radio Hall, Madison, Wisconsin 53706.

JUNE 15 - 18 - AMTEC '75 5TH EDUCATIONAL COMMUNICATIONS CONFERENCE, CALGARY, ALBERTA.

Write Mr. Gary Smith, Access T.V., Calgary Health Sciences Centre, 1611 Twenty-ninth Street N.W., Calgary, Alberta T2N 4J8.

SEPTEMBER 1-5 - SECOND WORLD CONFERENCE ON COMPUTERS IN EDUCATION

This conference, organized by the International Federation for Information Processing under the high Presidency of the French Ministry of National Education takes place in Marseilles, France, under the patronage of UNESCO, OECD, etc.

in memory of
JULIEN BRYAN

Film Maker

1899-1974

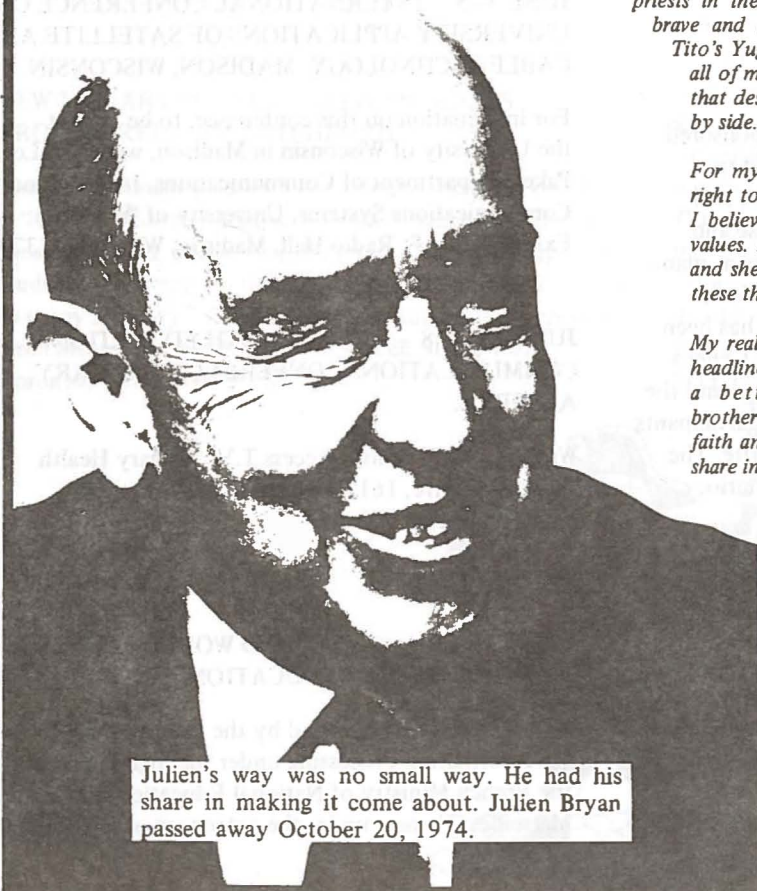
Twenty years ago, I began to make films about people all over the world. I took them as I found them – not as I wanted them to be. Wherever I went I soon discovered that when you break bread with people and share their troubles and joys, the barriers of languages, of politics, and of religion soon vanish. I liked them and they liked me. That was all that mattered.

I came to find that the people of this world have much more in common with one another than they have differences. I have found this true wherever I have gone.

In many lands I have watched the great religions in practice – Buddhist monks at their devotions in Manchuria – Shinto priests in their temples in Japan – and only recently the brave and hardy Croatian Moslems at their worship in Tito's Yugoslavia. I have come to hold a deep respect for all of man's great religions. And I have come to believe that despite their differences all men can worship side by side.

For myself, I believe in people – and in their given right to enjoy the freedoms we so cherish in America. I believe in justice and knowledge and decent human values. I believe in each man's right to a job and food and shelter. And I sincerely believe that one day all of these things will come to pass.

My real faith then is in a dream that in spite of daily headlines prophesying man's destruction, we can build a better world, a world of peace and human brotherhood. Yes, even in our lifetime! This is my faith and my dream. In my small way I want to have a share in making it come about.



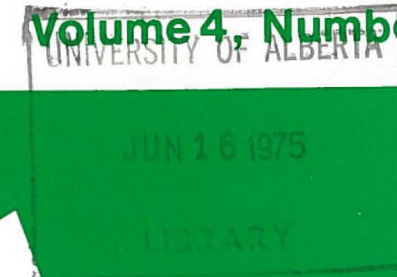
Julien's way was no small way. He had his share in making it come about. Julien Bryan passed away October 20, 1974.

Julien Bryan used film as a universal medium to communicate with and about ordinary people the world over. This sense of humanity as a film master will be missed.

media message

Spring Edition, 1975

Volume 4, Number 3



L'ASSOCIATION des MEDIA et de la TECHNOLOGIE en EDUCATION au CANADA
ASSOCIATION for MEDIA and TECHNOLOGY in EDUCATION in CANADA