

in memory of
JULIEN BRYAN

Film Maker

1899-1974

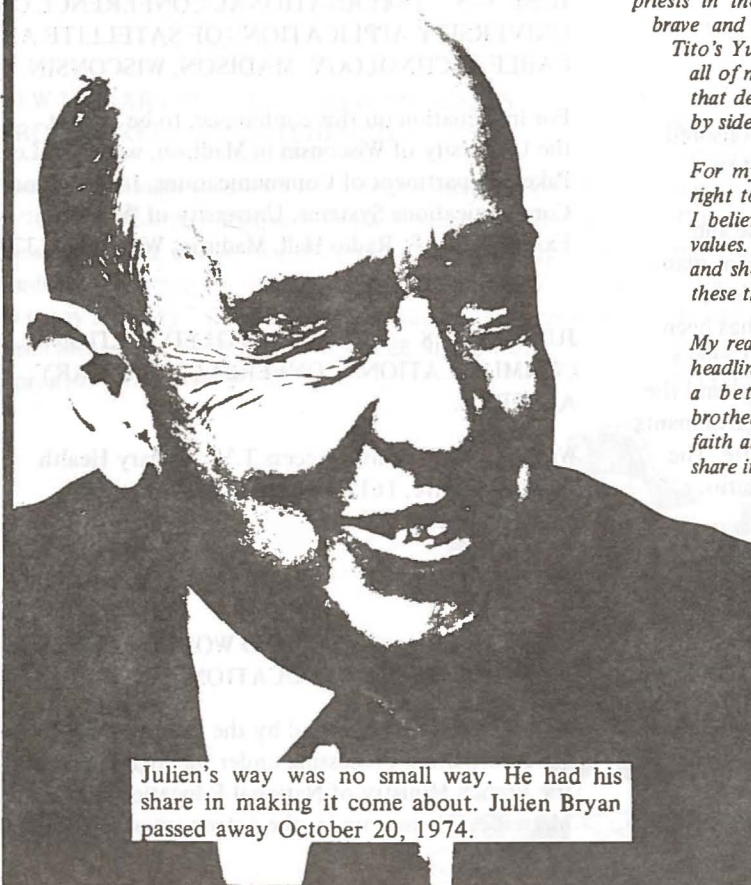
Twenty years ago, I began to make films about people all over the world. I took them as I found them – not as I wanted them to be. Wherever I went I soon discovered that when you break bread with people and share their troubles and joys, the barriers of languages, of politics, and of religion soon vanish.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



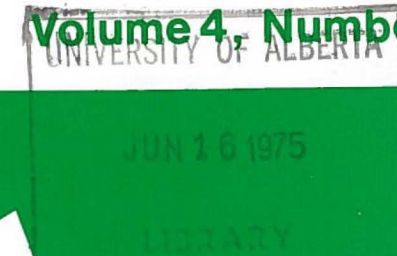
Julien's way was no small way. He had his share in making it come about. Julien Bryan passed away October 20, 1974.

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

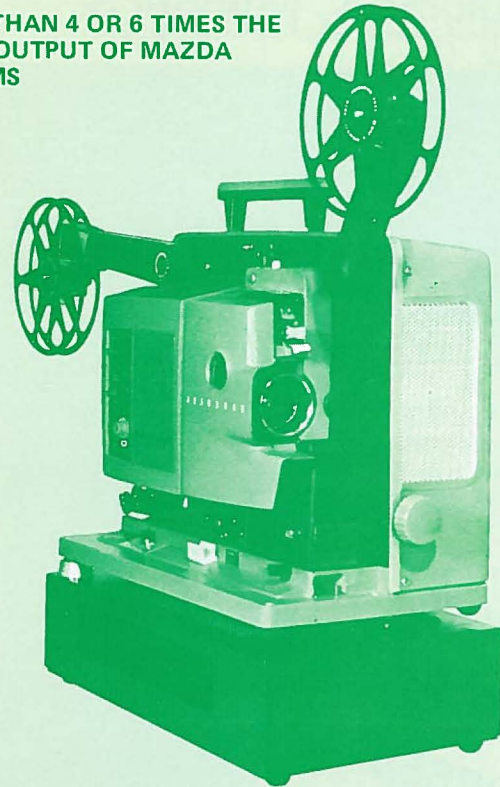
Spring Edition, 1975

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

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

media message

Spring edition, 1975 Volume 4, number 3

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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 Summer Issue is June 1st.

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KINGSTON, ONTARIO

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**NATIONAL
LIBRARY OF
CANADA PROJECT—**

**CANADIAN
MARC FORMATS
FOR AUDIO
VISUAL MATERIALS**

If one travels about the country talking to media people in education a reoccurring problem enters almost every conversation, namely the establishment of machine-readable-bibliographic records for audio visual materials. Committees have been formed to explore the various formats available, others have set out from scratch to design their own, still other individuals and associations are marking time hoping that very soon someone will bring order to the rapidly deteriorating situation. For those of you in the throes of setting up some computerized data bank for non-print materials you will be please to know that The National Library of Canada is moving into the void.

In early April, the N.L.C. announced the formation of a task group to design a Canadian MARC (Machine-Readable Cataloguing) for audio visual materials. MARC is an acronym devised by the U.S. Library of Congress (L.C.) in the mid-1960's. The Library of Congress has developed standard MARC formats to facilitate exchange and transmission of bibliographic data in machine-readable form for books, films, manuscripts, maps and music. Other countries have also developed MARC formats but all national formats follow the original L.C. MARC structure which is now an international standard.

The National Library of Canada has published two MARC formats: Canadian MARC Communication Format: Monographs and Canadian MARC Communication Format: Serials. These formats are compatible with LC MARC formats but also meet particular Canadian needs such as bilingual access to bibliographic records. The National Library is also creating cataloguing records in these formats, distributing them to subscribing libraries on magnetic tape and using the MARC records to produce Canadiana, the national bibliography, the Canadian proof card service and catalogue cards for the National Library.

The National Library is beginning development of Canadian MARC formats for the exchange of machine-readable bibliographic records for all non-print media. The National Library will be able to expand the range of bibliographic information distributed on magnetic tape to include the films and sound recordings catalogued for Canadiana. It is hoped that other organizations will also use these formats as a standard means of communicating machine-readable catalogue information.

The National Library has had limited experience with non-print formats and urgently needs the advice of the audio-visual and library community. They are asking individuals and institutions operating or contemplating automated systems for media collections

to share their experience. The National Library is particularly interested in the following topics in relation to non-book materials:

1. User needs for bibliographic information
2. Data-elements to be included in a machine-readable record
3. Impact of proposed revisions to the Anglo-American Cataloguing Rules and developments towards an International Standard Bibliographic Description for audio-visual materials
4. Types of media to be considered
5. Requirements for multi-media kits
6. Requirements for distinct versions of films, e.g. French and English versions
7. Requirements for records for single physical units containing multiple intellectual units e.g. individual bands of a record
8. Need for analytic entries

Comments should be sent to:

Canadian MARC Office
Research and Planning Branch
National Library of Canada
395 Wellington St.,
Ottawa, Ontario
K1A 0N4

The development of computer-based systems to improve access to media resources across Canada is not a simple process. However, a national standard format for machine-readable cataloguing firmly based on the requirements of media users is a good foundation for such development. It is this foundation that the National Library hopes to provide through Canadian MARC formats.

(Material was assembled by the
Editor from N.L.C. correspondence)

**THE VIDEODISCS
ARE COMING...**

**THE VIDEODISCS
ARE COMING**

C. Fred Johnston,
Associate Professor Educational Technology,
Queen's University, Kingston

Picture this. A quiet, uneventful day, interrupted by the sound of commotion in the distance. From out of the clamour and dust, in his spanking new and innovative gas-less, battery-less, wheel-less, land-propulsion vehicle (L.P.V. to those "in the field"), comes Harry Hardware, breathless and excited with urgent news of another revolution. "The videodiscs are coming, the videodiscs are coming," he yells, in frenzied anticipation of another great battle. From C.S. to C.S. (Community School) and from I.L.E. to I.L.E. (Individualized Learning Environments) he carries his message to the educational revolutionaries and innovators, calling them out to meet the advanced guard from the multi-national-corporations.

In the first great revolution when Harry Hardware called The Media Men and Women to confront the V.T.R. corporations, the response was swift, not just swift but enthusiastic, with some of the enthusiasm bordering on fanaticism. That battle was long and hard; there was no decisive victor. To be sure the Media Men/Women made some impressive gains for the school systems but the corporations came out of it in reasonably profitable financial shape as well.

How will the Media Persons respond to the new challenge posed by Harry Hardware and the video disc? What will your response be?

Let me give you some information on this newest innovation — the video disc — before you decide on your course of action.

A videodisc is a commercially-produced item of software which is played on a videodisc player and displayed on a conventional television receiver. Similar in appearance to the audio disc (an L.P.), the videodisc compounds the information available with the addition of pictures, in living colour. Imagine buying at the local "Disc-o-tech" the long playing album of Brando's "Julius Caesar", or Frederick March's "Death of a Salesman", or "2001", or...or...or...and the list of material could go on. How wonderful and magical is the advent of the videodisc, with the promise of sound, picture, motion and colour at a price hithertofore unknown! (The stamping cost of a disc is reported to be in the 50¢ per disc range.) Why nothing has approached this since the colour V.T.R. and "cheap" colour camera! (Of course we all have colour V.T.R.'s and monitors in our schools by now.)

The videodisc has been a long time coming. For the past seven years its arrival has been promised for "next year" or "in the near future." During this time a number of large multi-national corporations have vied for the very lucrative videodisc market — most of them have

lost. Still in the running at this time are Decca-Telefunken, presently restricted to Britain and continental Europe, North American Philips — MCA, and R.C.A.

A German version of the Decca-Telefunken design is on the market in West Germany but Decca has not yet announced when it will introduce its version in Britain. Philips has demonstrated its machine and has announced that it will be available to a limited area in the fall of 1976, and to the general public in 1977. The Philips demonstration in New York in March caught R.C.A. off guard, but they rebounded rather quickly and announced that their machine would be previewed within a month. So, the great race narrows to Decca-Telefunken, Philips - MCA and R.C.A.

You have probably heard this next line somewhere before but it must be repeated. The three systems are totally incompatible with each other. This means that software developed for one system, i.e. Philips, can not be played back on the other two systems and vice versa. Which one will you select to be the winner? You certainly do not want to pick the number two or three finisher.

There is no need to get into a long technical description of the three systems, that can be left to the engineers. Looking at the entries from the point of view of a teacher can prove useful and, indeed, is essential.

The Decca-Telefunken machine, is on the market in Germany; the player sells for about \$650 and the disc, \$4.00. The 8" inch disc holds just 10 minutes of programming (less than the other two entries); and because there have been no reports of its moving into the North American market, we can pretty well discount a lengthy consideration of that machine.

In comparing the Philips and R.C.A. machines there is one very fundamental difference: the R.C.A. employs a stylus, which means physical contact with the disc and resultant wear and tear on the software; Philips uses an advanced technology laser system which "reads" the disc without making physical contact. They refer to "almost unlimited life" for their disc. Both systems have similar plastic discs, with approximately 30 minutes of programming. Philips has indicated that their machine will sell for around \$500; R.C.A. has not indicated its price yet, but has said that its non-laser technology means a less expensive machine. The Philips machine also has a random access function which permits single-frame recall, admirably suited for data storage and archival use.

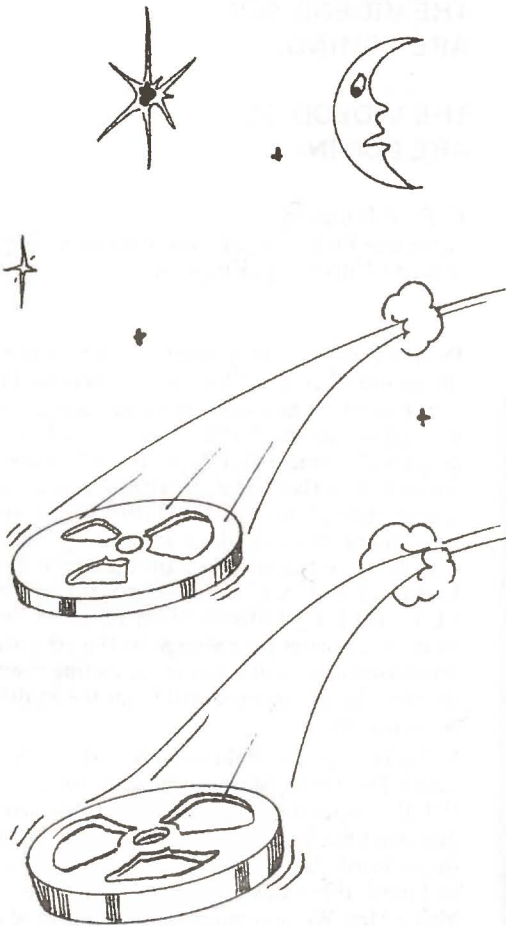
As has been the case with other hardware inventions, success is frequently determined by the availability of the software and not the quality of the hardware (witness the costly and abortive attempt of C.B.S. to market its electronic video recording system several years ago.) Both Philips and R.C.A. are in competitive situations in this regard; perhaps Philips has a slight edge. Philips has allied with M.C.A. which owns Universal pictures, the Hollywood giant with 11,000 movie titles ready and available for conversion onto disc. As well, M.C.A. vice-president John Findlater has said that his company has signed program agreements with Warner Brothers and Twentieth Century Fox and is still negotiating with Paramount Pictures. R.C.A. of course has the formidable program resources of the National Broadcasting System. The company that is able to capture the bigger share of

the market is expected to come out on top. Whoever has the largest and most interesting inventory of software is likely to be that company. The stakes are huge, and it is unfortunate that the educational market just does not have the clout to dictate which system should win out. According to one commentator, the videodisc market is not competitive with videotape until it exceeds 500 copies. It is obvious that the videodisc race is aimed at the mass market and the system that captures that market will be the system available to the educational market.

Two problems loom large for Canadian educators. The rather limited educational market will require some readily accessible conversion plant to transfer material from tape or film (or sound/filmstrip) to the disc format. How fast these plants will appear and what priority is given to educational materials is unknown. It would seem obvious that the cost of setting up these plants would be very high, and the investor would have to be very sure of the dividends before embarking on such an ambitious program. From a national point of view, is the added question of making available material with Canadian content. A conversion plant would have to be located in Canada to meet our needs. Is the Canadian market large enough to warrant this investment? Even if we combine the entertainment and educational market, I doubt it — at least for the present and the very near future.

Well, how do you respond to Harry Hardware's call to arms? I think I will lock the door, turn off the lights and curl up with my 2,000 series V.T.R. and some of those N.F.B. film titles that have been converted to tape by O.E.C.A. For a media mix, I will occasionally turn to a popular newspaper or a periodical to read reports of the titanic battle between the multi-national corporations, struggling to win control of the videodisc market. One day I expect to pick up a report and read how the Big Three merged their technologies to produce one compatible format. At that time I will review the software available and determine if it meets my educational needs. If it does, I will probably go out and buy a videodisc player.

Shortly after I make that decision, I will surely read about that "other" corporation's introduction of a videodisc system that not only plays back — but records also! Fundamentally, that is what I want; a machine which will play commercially-prepared productions and at the same time, allow me to produce my own material. (The system that deviates from this principle — the principle of in-house production — will get my support, but only reluctantly.) In the meantime, media persons of the world, unite...and sit back and wait for the corporations to work it out — at their expense.



EDUCATIONAL TECHNOLOGY PROGRAM

AN OVERVIEW

The Educational Technology Program has been established to ensure that all Canadians will receive the maximum benefit from educational technology.

The Program was approved by the Federal Cabinet on September 14, 1972, and subsequently the Council of Ministers of Education indicated their willingness for the development of co-operative programs with individual provinces.

In order to co-ordinate and manage the resources of those Federal Departments and Agencies contributing to the Program, an executive organization, the Educational Technology Branch was created within the Communications Ministry.

The basic objectives of this Program include:

- The provision of a systems engineering service on request
- The establishment of national standards for technological systems which support educational applications.
- The creation of effective user-manufacturer interfaces to ensure that Canadian educational technology needs will eventually be met by Canadian Industry
- The development of effective mechanisms for information dissemination and the exchange of views concerning educational technology.

The major activities of the Educational Technology Branch are being carried out by teams of engineers, educators, economists, communication experts, analysts and computer specialists. An interdepartmental "Committee on Federal Government Resources" assists in the implementation of the Program and co-ordinates the allocation of Federal Government resources through the action of three Working Committees on which interested departments and agencies are represented:

- The Federal Working Committee on Computer-Communications Systems for Education;
- The Federal Working Committee on Audio-Visual Systems for Education; and
- The Federal Working Committee on Communication Systems for Education.

Federal-Provincial programs are joint undertakings and relate solely to studies on the application of technologies to the overall field of education, and under these terms of reference, Provincial prerogatives concerning education are thus respected, and Provincial priorities determine the work plan.

Considerable interest has been shown by most provinces in the Program, and already joint programs and projects are in progress with the four Atlantic Provinces and Alberta.

BACKGROUND

The creation of the Educational Technology Program represents a positive step by the federal and provincial governments to deal with many of the diverse and complex problems which today face educators. These include the expansion of demands on education as to content and method of presentation and the need for access and availability of information. The latter has always existed, but the very great increase that has taken place in the generation of technical and scientific information has significantly (sic) increased this problem. However, computer processing, the new technology that contributes to this increase of information also offers the key to a nation-wide library of information in its information storage, transfer and retrieval capabilities.

For many years, educators have faced both rising costs and the limitations of traditional teaching methods, while being assailed by claims made for new technology and demands to "modernize" methods and systems, often without benefit of long range objectives and plans. As a result, educational authorities have developed a justified reluctance to venture into new educational technology commitments for the lack of assurance:

- that they represent a sound economic investment
- that they will contribute to the quality of education
- that they will contribute to the job-satisfaction of teachers
- that they will be of interest and benefit to the students.

It is also recognized that the effectiveness of new educational technologies is not conditioned solely by the choice of systems or equipment best suited to individual needs. Extensive and specialized knowledge is needed to determine and assess their relative merits, costs, and application to specific requirements.

The availability of vast new sources of information, both in the scientific and the educational field has special significance for the development of systems for educational applications. But the development of effective programs that will permit extensive and optimal use of such technology information sources must be co-ordinated on a national scale.

The Educational Technology Branch represents a capability, through the qualification and experience of its members, to co-ordinate Federal and Provincial resources in the achievement of meaningful and practical solutions in the application of technology to education. Provincial educators are invited to make use of this capability.

PROGRAM MANAGEMENT

The management of the Program is the responsibility of the Educational Technology Branch. The activities involved are carried out by five directorates, whose responsibilities are as follows:

- **The Planning and Design Directorate** — responsible for the provision of systems engineering support services.
- **The Data Base Development Directorate** — concerned with the collection and dissemination of information and results of studies.
- **The Programs and Resources Directorate** — in charge of resource identification, co-ordination and allocation.
- **The Industrial Development Directorate** — concerned with the development of Canadian industrial capability in the field of educational technology.
- **The Evaluation and Standards Directorate** — engaged in the development of national standards for educational technology systems.

CO-OPERATING DEPARTMENTS AND AGENCIES

The Cabinet, in establishing the Program, directed that certain resources within the Federal Government should support the Program, and to meet this requirement, a Committee on Federal Government Resources was created to identify, co-ordinate and allocate the resources needed for the Program. Reporting to this Advisory Committee are three Working Committees, chaired by representatives of the following resource centres:

- The National Research Council of Canada — in the field of computer communications in education;
- The National Film Board — in the field of audio visual systems;
- The Communications Research Centre — in the field of communications for education.

The general responsibilities of each of these committees within the purview of their respective fields are:

- To survey and assess present and planned federal activities.
- To determine what new programs should be supported.
- To recommend and specify what capabilities should be developed.

The Working Committees meet periodically to examine proposals and recommend studies related to educational technology. Their recommendations are reviewed by the main Resources Committee, whose Chairman is the Director General responsible for the Educational Technology Program and whose members include the chairmen of the Working Committees. Recommendations are then made and the Branch undertakes the necessary steps for the accomplishment of proposed projects.

AUDIO-VISUAL SYSTEMS WORKING COMMITTEES

The Working Committee on Audio/Visual Systems for Education utilizes primarily the established resources of the National Film Board Technical Research Division.

These include laboratory test facilities, in which educational technology equipment can be examined, tested and evaluated. The test procedures have been designed to relate testing to user requirements, and testing includes evaluation of technical specifications, reliability, maintainability, ease of operation and the effects of environmental conditions.

The present membership of this committee includes:

- The National Film Board of Canada
- The Department of Communications
- The National Research Council of Canada
- The Department of National Defence
- The Canadian Broadcasting Corporation
- The Canadian International Development Agency
- The Department of Industry, Trade and Commerce
- The Department of Supply and Services.

COMMUNICATIONS SYSTEMS WORKING COMMITTEE

The Working Committee on Communications Systems for Education supports the work of the Educational Technology in developing and co-ordinating communications systems for the delivery of educational material to centres or to students in the form of audio-visual presentations by the media of radio or television broadcasting, cable television or the use of satellites. The laboratories and communication research facilities of the Communications Research Centre of the Department of Communications support this activity, and represent a wide spectrum of capabilities in the field of communication technology. A number of the research activities currently being carried on are related to educational technology. Membership of this committee includes:

- The Department of Communications — Communications Research Centre.
- The Department of Communications — Educational Technology Branch.
- The National Research Council of Canada.
- The Canadian International Development Agency.
- The Department of National Defence.
- The Canadian Telecommunications Carriers Association.

COMPUTER COMMUNICATIONS IN EDUCATION WORKING COMMITTEE

This Working committee is concerned with the use of computers in the educational field. This includes the direct employment of computers for problem solving, their employment in information storage and reference systems, their use as integral parts of a learning process (computer assisted learning) or in the management of courses, examinations, progress reports and other educational administrative applications. The Committee is chaired by the National Research Council of Canada and is composed of representatives of:

- The Department of Communications — Educational Technology Branch.
- The Department of Communications — Computer/Communications Secretariat.
- The Public Service Commission
- The Secretary of State Department
- The Department of Manpower and Immigration
- The Department of Indian and Northern Affairs
- The Canadian International Development Agency
- The Department of National Defence
- The Department of Industry, Trade and Commerce
- The Minister of State for Science and Technology
- Statistics Canada
- The Department of Regional & Economic Expansion
- The Department of National Revenue, and
- The National Museums of Canada.

FEDERAL-PROVINCIAL PROGRAMS

These programs are initiated by the Provinces, through a request from the office of the Minister of Education. In response to such a request, the Educational Technology Branch undertakes joint consultations, with the Provincial agencies concerned. These consultations, which take place on a "no commitment" basis, result in the definition of a program. When a program has been evolved and is approved, it is put into effect as a joint undertaking, with a sharing of costs and effort by the Provincial and Federal Governments.

Such programs may include several or more projects or studies involving schools, educational officials, groups and associations. The projects are designed to answer questions related to the needs of the Provincial educational authorities.

CURRENT PROGRAMS

Since January 1974, a number of study projects and programs related to the objectives of the Program have been undertaken or are in the planning stage. These include:

- **The Educational Technology Program for the Province of Nova Scotia** — A joint Federal-Provincial sponsored program consisting of a number of projects in support of the Provincial Department of Education and other organizations.
- **A Program for the sharing of computer resources amongst the Atlantic universities.**
- **The Educational Technology Program for Alberta** — A joint test and evaluation program for electronic and other equipment.
- **A Program for the incorporation of computer managed instruction in Manpower training.**
- **A Telecommunication Interconnection Program to promote bilingual instruction in the Canadian Military Colleges** — A proposal

for the interchange of lectures and courses between two educational institutes, making use of remote display and teleconference facilities.

- **The Carleton University "Wired City" Laboratory** — The development of a support facility in conjunction with Carleton University for practical and simulation studies of video networks for educational applications.

The National Film Board is evaluating various audio-visual equipment related to education and the reports that results from their investigations are distributed to interested parties across Canada by the Educational Technology Branch. An exchange of this information with other countries is also being considered.

FUTURE ACTIVITIES

The Program has been tasked with a preliminary objective of evaluation and assistance in meeting the needs of Federal and Provincial Agencies, and to determine the usefulness of such an activity on the part of the Federal Government. Priority has been given in the first instance to joint Federal-Provincial programs. As time and resources become available, attention will be focussed on some of the other questions raised in earlier studies leading to the creation of the Program. These include the definition, recommendation and production of appropriate national standards, the collection and exchange of information on educational technology, the dissemination of useful information on technology, the impact of educational technology on future communications circuits and the effect of new and more versatile communications facilities on educational systems. Some of these are already being investigated or proposed for study.

CONCLUSION

The Educational Technology Program described above is a positive response to a long recognized need in the field of educational technology. It will provide a technical support and advisory service on a national scale for the benefit of all educators. The theme of the program is mutual co-operation on a Federal-Provincial basis in the co-ordination and effective utilization of national resources for the benefit of Canadian education through the employment of appropriate technologies, to meet Canadian needs and to ensure that Canadian industry will, when possible, respond to these needs.

(This overview of the work of the Federal Educational Technology Branch was originally published by the Branch as an information bulletin. Because it is informative of the activities of this federal organization it is reprinted here.)

Editor

THE PREPARATION OF PERSONNEL FOR THE DEVELOPMENT AND USE OF RESOURCE CENTERS

by Dr. G. Fizzard
 Director, Division of Learning Resources
 Faculty of Education
 Memorial University of Newfoundland

I have been asked to speak to you on the preparation of personnel to develop and use resource centers. It seems only fair to you that at the outset I should give you my definition of "resource center" and an indication of the constraints I am imposing on my consideration of the question at hand. Of course both my view of the concepts and the constraints are open to dispute, and I shall be happy to participate in a discussion of them later if you feel so inclined. However, it would appear that to facilitate communication I should at least let you know where I stand.

While it is useful for any speaker to define his terms, especially when he does not know much of the experiences of his audience, it is of particular importance in the treatment of resource centers. Indeed, it is necessary because there appears to be no commonly accepted definition of this commonly used term. One gets the impression from the literature that a resource center can be anything from a collection of books to a collection of electronic equipment. To some it means a "book" library that has acquired a few film strips, necessitating the removal of the sign on the door that says "library" and putting one up that says "resource center". To others it means a vast array of computer terminals in interactive mode with tv monitors, served by huge banks of computers and computer-activated VTR's that are housed in a single national geographical location and feeding signals through extraterrestrial satellites. And in between it means just about anything.

There is, of course, nothing magical about words. We can make them mean whatever we want to. And this we have done with resource center. To paraphrase William Morris,

[and this word] is considered a perfect gem and as to its meaning it's what you please.

However, when the listener and the speaker are attaching different meaning to the same words, there is a problem of communication.

So, I shall begin with a look at the words, "resource center".

Before I give my definition, I'll indicate the constraints I'm imposing on my consideration of the question here. First, I'm imposing a constraint of time — that of the nineteen seventies or nineteen eighties, not the year two thousand and one. I must admit it's tempting to play the role of the futurist. And it's a temptation that university professors fall victim to with distressing regularity. Perhaps because it is safe. After all, if one continually makes predictions about thirty or forty years hence, by the time the predicted date arrives, one is either dead or forgotten or both. That is not to say, of course, that one's temporal horizon should be limited to immediacy, for insights into the future can assist us in our preparation for it. Other constraints I'm imposing refer to the wealth and size and level of the educational institutions. I'm restricting myself here to public schools — primary, elementary, and high schools, and eliminating post-secondary institutions. Also, I shall be restricting myself to consideration of schools that are not very large and not very wealthy, where the resource center is staffed by one trained professional, whom I shall refer to as a "resource specialist".

In other words, I shall be equating the functions of the resource center with the functions of the resource specialist. Of course, in a larger and/or richer school, there may be several professionals with paraprofessionals and non-professionals to perform the functions of the resource center. But, for simplicity I shall restrict myself to a single resource specialist.

In a school with a resource specialist, then, there are two groups of professionals involved in the use of the resource center — the resource specialist and the teachers who use the resource center, and whose students use it. I shall deal primarily with the training of the resource specialist, and make a few observations on the training of the classroom teacher with respect to the use of the resources.

So now, at long last, let me tell you what a "resource center" means to me. As I see it, it is essentially a place in which educational messages are produced, stored, and used, when equipment is needed for the use of messages, it is a place where the appropriate equipment is stored and used. These messages may be in any medium which permits capture, storage, and replication of the message — a handwritten scrap of paper, a book, a newspaper, a model, a diorama, a film, a tv program, an audiotape, a computer program. As I say, it is a place where messages are produced, stored, and used, and where equipment is stored and used. I don't mean that these are mutually inclusive.

Not all messages that are used in the resource center are produced there, not all that are stored there are used there, and so on. Additionally, it is a place where

human resources that can contribute to educational messages are marshalled.

It is, then, a place in which the primary concern is that of communication, which is at the heart of the educational process. The *raison d'être* of the resource center is to assist in the educational activities of the school by facilitating the communication process between the sender and the receiver of educational messages.

These senders and receivers can be of several kinds. The senders may be what Bob Heinich calls the mediated teachers, such as authors of textbooks, tv teachers, or writers of a CAI program. The sender may also be the classroom teacher, who is hopefully also a receiver of messages from the learner who then becomes the sender. Needless to say, not all communication, perhaps not most, takes place in the resource center or under the aegis of the resource specialist. But, to repeat, communication is the resource specialist's primary concern, and the center exists to complement, enhance, and facilitate the other communication processes in the school.

This definition of the resource center implies the role of the resource specialist, and this in turn implies the training program. In an attempt to classify the domain of functions of the resource specialist, I am working up a model, which is shown in Figure 1. Actually, like most efforts of this type, it is a group effort, with considerable input especially from members of my graduate seminar classes.

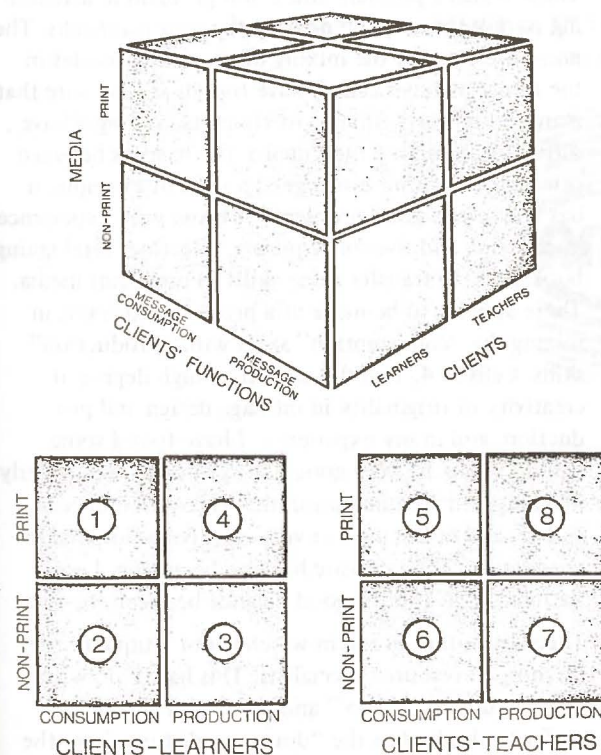


Fig. 1

The model is represented by a taxonomic cube. On one axis is the media dimension, which is dichotomized into print and non-print. The second axis contains the client dimension, divided into learners and teachers, and on the third axis there is the dimension of the client's functions as they relate to educational messages.

On the media dimension, I have used the nomenclature "print" and "non-print" because these are commonly used terms. It would be more precise, perhaps, to designate them as machine-dependent and non-machine-dependent media. Machine-dependent media are those that require machines in order for the messages to be consumed, such as motion pictures or CAI programs, and non-machine-dependent media have no such use of machines, such as a book or a journal.

The second axis shows the two main classes of clients — the teachers and the students. I recognize that the resource specialist must interact professionally with others, such as the principal and board officials, but these two groups — learners and teachers represent her main clients.

The third axis, the functions of the clients' use of media may call for some elaboration. I am referring here to the notion that we can relate in one or both of two ways to messages — we may be consumers or producers of messages. We are consumers of messages when we read a book, watch a film, listen to a person, listen to a record, watch a tv program, or work through a CAI program. We are producers of messages when we write a book, make a film, speak, make a tv program, or write a computer program. As is common in classification schemes, there may be a problem of oversimplification and of delimiting categories, but for my own purposes, at least, this dichotomy appears to have some utility.

Let us now look at what the resource specialist does in each of these cells. Let us take first the front slice — the four cells in the first category of the third axis, the students. In cell one (print-consumer-learner) the resource specialist provides services to assist the learner in obtaining and using messages in print. To provide these services she must select, acquire, and process print materials and arrange a systematic way of getting these materials to the learner. She must be responsible for evaluating, purchasing, cataloguing, classifying, shelving, and circulating, and so on. Also she must help at least the novice learner in the skills that are necessary to extract information from the printed page through some form of orientation.

In cell two her functions are essentially the same, only the media are different. She must select, acquire, catalogue, and arrange for a systematic availability of non-print materials to the student.

In cell three she is of service to the students as producers of messages in non-print media. For example, she helps students make films, tv programs, slide sets, audio tapes. Teachers, even in early elementary grades, are getting their students involved in the creation of messages in these media, (source of another seminar). Often the teachers do not have the technical or production skills, facilities, or time to provide adequate guidance. As an expert in communication, the resource specialist has a responsibility to fill that gap. In cell four she helps students in the production of messages in print, that is in writing. While much of this function has been carried out by classroom teachers of English, there are aspects of the creation of print messages that are not normally within the competency of the classroom teacher, competencies which may be indicated as having to do with the design of a printed page. These, I suggest, should come within the province of the resource specialist. For example, she should be able to help in the layout, in illustrations, and in the features and limitations of various reproduction techniques.

For the sake of brevity, I shall make only passing reference to the other slice — the four cells in the second category of clients — the teachers. In cells five and six, the functions are essentially the same as those in the similar cells one and two in the first slice, that is in making available to teachers print and non-print materials, only in this case the materials normally deal with professional matters. In cells seven and eight, in the production functions, she helps teachers in the preparation of materials, both print and non-print, and on occasion performs some of these functions herself.

Embodying all of these functions is the role of the resource specialist as a member of a team of professionals in the school, one who brings to the team an expertise on communication, one who can help the teachers, as they design their teaching strategies, in the communication sub-set of these strategies, and who has a reasonable number of facilities to help the teacher carry out the communication requirements of these strategies.

I've gone into the functions of the resource specialist at some length because these functions determine the competencies that are necessary, hence the type of training that is necessary. Put simply, the resource specialist needs training to enable her to perform her work. That, I am afraid, is more easily said than done because the competencies incorporate those normally obtained in conventional school library science programs as well as those in the programs for audio visual specialists and then some.

The "some" includes sufficient familiarity with the psychology of learning, and the theories and practices

of teaching to be able to help teachers in providing the link between the alternative modes of instruction on the one hand and the modes of communication and resources on the other. Also she will probably be more effective if she has had training and experience as a classroom teacher.

Let me now make a few observations about the training of the resource specialist, observations arising in part from my participation over the past five or six years in the development of a training program based on the approach that I have referred to.

One of the biggest problems is that of time. How can one provide for all the training that I have suggested to be necessary? One has to consider the time required for the training of other specialists in the teaching profession, and for very practical reasons, the training of the resource specialist cannot be too far out of step with that of other areas. Related to time is, of course, standard or level of competency. It is not difficult to create a program, which, on paper, appears to provide for all these competencies, but which provides the students with only a fleeting acquaintance with many of them. It is quite another thing to provide experiences that enable students to develop a high level of ability in these areas of proficiency. And that takes time.

The time problem imposes an obligation on those of us who design programs to determine priorities, to eliminate trivia, and to be as efficient as possible in our own teaching strategies. We cannot afford the luxury of inefficiency.

There is also a problem and a non-problem in attempting to mix the competencies in the four main cells. The non-problem is in the mixing of the competencies in the four consumer cells. I have found, as I am sure that many others have, that most students no longer have difficulty in mixing their media; the barriers between print and non-print are largely gone. For example, it has not been a great problem for those with experience in cells one and five, in acquiring, selecting, cataloguing books, etc. to transfer these skills to non-print media. There appears to be more of a problem, however, in mixing the "consumption" skills with "production" skills. Cells 3, 4, 7, and 8 demand a high degree of creativity or originality in message design and production, and in my experience, I have found some students who are very good at a systematic and orderly planning and administration that is required in cells 1, 2, 5, and 6, but are not very creative or original in production. The opposite has also been true. Less frequently do I find a good balance between the two.

There is another problem which is not unique to the teaching of resource specialists. This has to do with the mixture of "theory" and "practical" or what I prefer to think of as the "doing" as distinct from the

(continued on page 35)

COURSES IN EDUCATIONAL TECHNOLOGY

UNIVERSITIES

CANADA

UNIVERSITES

COURS EN TECHNOLOGIE EDUCATIONNELLE

ASSOCIATION FOR MEDIA AND TECHNOLOGY IN EDUCATION
IN CANADA

L'ASSOCIATION DES MEDIA ET DE LA TECHNOLOGIE EN EDUCATION
AU CANADA



SECOND EDITION

JUNE 1975



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

It was gratifying to note the favourable reception of the first National Directory of Courses in Educational Technology/Educational Communication Media. Following recommendations of the AMTEC Directory Committee, the following is the revised edition, which will remain in effect for two years.

Sincere thanks to everyone who helped produce this directory. Your suggestions will continue to be appreciated.

The many courses offered should help Canadians reflect on the decisions which must be made between functions performed by Humans and those best performed by Technology/Media.

J.M. Barre

Joseph M. Barre, Editor
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In this issue I write about the few who volunteer and the many who silently sit back. Joe Barre is of the silent majority. Last year he set out to survey courses in educational technology in Canadian universities. That search resulted in the joint publication by A.M.T.E.C. and Memorial University – Courses in Educational Technology in Canadian Universities. Willingly, he offered to update that survey for this year – and he did it again in 1977. We hope that a survey can be made every two years. In order that the survey will have the widest circulation as possible, we decided to publish it through the Media Message.

Due to the need for a companion survey covering courses at the community college level. (Are there any community colleges in this association owes a debt of gratitude to Joe for this very valuable guide.

The Editor, Media Message

ACADIA UNIVERSITY

Inquiries: Professor R.H. MacNeill, Director of Extension, Acadia University, Wolfville, Nova Scotia, B0P 1XD.

TEACHING OF READING IN THE ELEMENTARY SCHOOLS (MEDIA): Ed. 431; Credit; B.Ed.*; ½ Course; 16 Weeks; On Demand Fall and Winter

TEACHING OF MATHEMATICS IN THE ELEMENTARY SCHOOLS (MEDIA): Ed. 441; Credit; B.Ed.*; ½ Course, 16 Weeks; On Demand Fall and Winter

EXCEPTIONAL CHILDREN (MEDIA): Ed. 460; Credit; B.Ed.*; 1 Full Course; On Demand Fall and Winter

*The B.Ed. or other teacher training programs are either at the 3rd or 4th year undergraduate level or (for B.Ed.) at the post-baccalaureate level.

UNIVERSITY OF ALBERTA (A)

Inquiries: Supervisor, Extension, Educational Media Division, Department of Extension, The University of Alberta, Edmonton, Alberta.

SIMPLE VIDEO SYSTEMS WORKSHOP: Non-Credit; Basic; 10 Weeks, 3 Hours per Week; Schedule of offerings varies*

SLIDE-TAPE SET PRODUCTION: Non-Credit; Basic; 16 Hours; Schedule of offerings varies*

AUDIOTAPE WORKSHOP: Non-Credit; Basic; 24 Hours; Schedule of offerings varies*

AV UTILIZATION WORKSHOP: Non-Credit; Basic; 24 Hours; Schedule of offerings varies*

Other Programs as Need Arises

*Course numbers vary from year to year with changes in budget and sequence.

UNIVERSITY OF ALBERTA (B)

Inquiries: Office of the Registrar, University of Alberta, Edmonton, Alberta, T6G 2E1.

CAMERA AND DARKROOM TECHNIQUES: Basic Photography; Non-Credit; Beginner Course; 8 Weeks; Winter Session (Oct. – Nov.)

TECHNICAL CONTROLS FOR MAKING PHOTOGRAPHIC NEGATIVES AND PRINTS: Intermediate Photography; Non-Credit; Advanced Course; 8 Weeks; Winter Session (Oct. – Nov.)

INTRODUCTION TO TYPOGRAPHY AND ILLUSTRATION: Drawing and Photography Basic Visual Communication Design; Non-Credit; Beginner Course; 20 Weeks; Winter Session (Oct. – Jan.)

VISUAL COMMUNICATION DESIGN: Art 392; Credit; Undergrad; 28 Weeks; Winter Session

VISUAL COMMUNICATION DESIGN: Art 492; Credit; Undergrad; 28 Weeks; Winter Session

VISUAL COMMUNICATION DESIGN: Art 493; Credit; Undergrad; 28 Weeks; Winter Session

VISUAL COMMUNICATION DESIGN: Art 494; Credit; Undergrad; 28 Weeks; Winter Session

VISUAL COMMUNICATION DESIGN: Art 592; Credit; Grad; 28 Weeks; Winter Session

VISUAL COMMUNICATION DESIGN: Art 593; Credit; Grad; 28 Weeks; Winter Session

VISUAL COMMUNICATION DESIGN: Art 594; Credit; Grad; 28 Weeks; Winter Session

UNIVERSITY OF ALBERTA (C)

Inquiries: Dr. K.L. Bowers, Co-ordinator, Audiovisual Media Centre, B-117 Education II, University of Alberta, Edmonton, Alberta.

AUDIOVISUAL COMMUNICATIONS: Ed. AV 361; Credit; Undergrad; ½ Course; 14 Weeks; Winter and Summer

PREPARATION OF INSTRUCTIONAL MATERIALS: Ed. AV 363; Credit; Undergrad; ½ Course; 14 Weeks; Winter and Summer

PRINCIPLES OF GRAPHIC COMMUNICATION: Ed. AV 465; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter and Summer

PRINCIPLES OF PHOTOGRAPHIC COMMUNICATION: Ed. AV 467; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter and Summer

CURRICULAR INTEGRATION OF AUDIOVISUAL MATERIALS: Ed. AV 470; Credit; Undergrad/Grad; Full Course; 28 Weeks; Winter

EDUCATIONAL TECHNOLOGY AND COMMUNICATION: Ed. AV 471; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

DESIGNING MULTI-MEDIA INSTRUCTION: Ed. AV 473; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

TELEVISION IN EDUCATION: PRODUCTION AND USE: Ed. AV 481; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter and Summer

EDUCATION TELEVISION: PREPARATION OF INSTRUCTIONAL MATERIALS FOR TELEVISION USE: Ed. AV 483; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

INTERMEDIATE PRODUCTION OF INSTRUCTIONAL MEDIA: Ed. AV 559; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

ORGANIZATION AND SUPERVISION OF THE AUDIOVISUAL MEDIA PROGRAM I: Ed. AV 561; Credit; Grad; ½ Course; 14 Weeks; Winter Session

ORGANIZATION AND SUPERVISION OF THE AUDIOVISUAL MEDIA PROGRAM II: Ed. AV 563; Credit; Grad; ½ Course; 14 Weeks; Winter Session

DEVELOPING MULTI-MEDIA INSTRUCTIONAL MATERIALS I: Ed. AV 571; Credit; Grad; ½ Course; 14 Weeks; Winter Session

DEVELOPING MULTI-MEDIA INSTRUCTIONAL MATERIALS II: Ed. AV 573; Credit; Grad; ½ Course; 14 Weeks; Winter Session

GRADUATE SEMINAR IN EDUCATIONAL MEDIA: Ed. AV 580; Credit; Grad; ½ Course; 14 Weeks; Winter Session

EDUCATIONAL TELEVISION: DIRECTION AND SCRIPT-WRITING: Ed. AV 581; Credit; Grad; ½ Course; 14 Weeks; Winter Session

EDUCATIONAL TELEVISION: SURVEY OF EDUCATIONAL APPLICATIONS: Ed. AV 583; Credit; Grad; ½ Course; 14 Weeks; Winter Session

INTRODUCTION TO SCHOOL LIBRARIES: Ed. CI 346; Credit; Undergrad; ½ Course; 14 Weeks; Winter Session

SCHOOL LIBRARY SERVICES: Ed. CI 347; Credit; Undergrad; ½ Course; 14 Weeks; Winter Session

SELECTION OF SCHOOL LIBRARY MATERIALS: Ed. CI 446; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

ORGANIZATION OF SCHOOL LIBRARY MATERIALS: Ed. CI 447; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

DIRECTED STUDY IN SCHOOL LIBRARY PROGRAMS: Ed. CI 547; Credit; Grad; ½ Course; 14 Weeks; Winter Session

CURRICULUM DESIGN: Ed. CI 551; Credit; Grad; ½ Course; 14 Weeks; Winter Session

INTRODUCTION TO COMPUTER ASSISTED INSTRUCTION: Ed. Psych 479; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

PROBLEMS IN IMPLEMENTATION AND EVALUATION OF COMPUTER BASED INSTRUCTIONAL SYSTEMS: Ed. Psych 481; Credit; Undergrad/Grad; ½ Course; 14 Weeks; Winter Session

UNIVERSITY OF ALBERTA (D)

Inquiries: Prof. R.A. Davey, Chairman, Department of Art and Design, University of Alberta, Edmonton, Alberta T6G 2E1.

ART COMMUNICATION I: Art 392 and 393; Credit; Undergrad; 28 Weeks; Fall/Winter

ART COMMUNICATION II: Art 492, 493, and 494; Credit; Undergrad; 28 Weeks; Fall/Winter

ART COMMUNICATION III: Art 592, 593, and 594; Credit; Grad; 28 Weeks; Fall/Winter

ATLANTIC INSTITUTE OF EDUCATION

Inquiries: Dr. Richard F. Lewis, Coordinator, Educational Technology Area, Atlantic Institute of Education, 5244 South St., Halifax, Nova Scotia.

INTRODUCTION TO EDUCATIONAL TECHNOLOGY: Required/Credit; Grad; 1 Year; 30 Weeks; Fall and Winter

EDUCATIONAL TECHNOLOGY II (INSTRUCTIONAL DEVELOPMENT): Required/Credit; Grad; 30 Weeks; Fall and Winter

ATLANTIC SCHOOL OF THEOLOGY

Inquiries: Professor R.G. Nodwell, 640 Francklyn Street, Halifax, Nova Scotia, B3H 3B5.

A STUDY OF AND INTRODUCTION TO MASS MEDIA WITH PARTICULAR REFERENCE TO THE CHURCH'S USE OF THEM: Credit; Undergrad/Grad; 13 Weeks; 3 Hours/Week; Spring Semester

BRANDON UNIVERSITY

Inquiries: Mr. D.R. Eaton, Audio-Visual Supervisor, Faculty of Education, Brandon University, Brandon, Manitoba.

A GENERAL INTRODUCTORY COURSE: 24.369; Credits; Undergrad; 11 Weeks (33 Hours) Intersessions. It covers the characteristics of equipment.

THE PRODUCTION AND USE OF PROJECTED AND NON-PROJECTED MATERIALS: 24.370; 3 Credits; Undergrad; 11 Weeks (33 Hours); Intersessions

UNIVERSITY OF BRITISH COLUMBIA

Inquiries: The Chairman, Department of Communications, Media and Technology, Faculty of Education, University of British Columbia, B.C.

COMMUNICATIONS MEDIA IN LEARNING: Ed. 414; 3 Units Credit; Undergrad; Sept. - Apr.; Winter and Summer

INSTRUCTIONAL TELEVISION PRINCIPLES AND APPLICATIONS OF NON-STUDIO TECHNIQUES: Ed. 439; 1½ Units Credit; Undergrad; ½ Year; Sept. - Dec. and Jan. - April; Winter and Summer

COMMUNICATIONS MEDIA PROGRAMS IN SCHOOLS, MOTION PICTURE FILM AND TELEVISION: Ed. 494; 1½ Units Credit; Undergrad; ½ Year; Sept. - Dec., Jan. - April; Winter and Summer

STILL PHOTOGRAPHY IN EDUCATION: Ed. 495; 1½ Units Credit; Undergrad; ½ Year; Sept. - Dec. and Jan. - April; Winter and Summer

MOTION PICTURE PRODUCTION IN EDUCATION: Ed. 496; 1½ Units Credit; Undergrad; ½ Year; Sept. - Dec., and Jan. - April; Winter and Summer

COMMUNICATIONS THEORY: Ed. 538; 3 Units Credit; Grad; Sept. - April; Winter

EDUCATIONAL TELEVISION: Ed. 539; 3 Units Credit; Grad; Sept. - April; Winter

DESIGN OF INSTRUCTIONAL MEDIA SYSTEMS: Ed. 540; 3 Units Credit; Grad; Sept. - April; Winter

DIRECTED INDIVIDUAL STUDIES: 561; Credit; Grad; 24 Weeks; Fall and Winter

PROBLEMS IN EDUCATION: Ed. 580; Credit; Grad; 24 Weeks; Fall and Winter

Most courses are offered in the evening and all undergraduate courses are given at three different periods during the calendar year: winter session (Sept. - April), intersession (May - June), and summer session (July - mid-August). Graduate students take courses in related academic areas in addition to departmental courses.

BROCK UNIVERSITY

Inquiries: Dean, Faculty of Arts and Science, Brock University, St. Catharines, Ontario, L2S 3A1.

ADMINISTRATION - COMMUNICATIONS: 210; Credit; Undergrad; 26 Weeks; Winter Day Session (Fall and Spring)

UNIVERSITY OF CALGARY

Inquiries: Dr. John Fritz, Head, Department of Curriculum and Instruction, Faculty of Education, University of Calgary, Calgary, Alberta.

COMMUNICATION/SCHOOL-MEDIA/ELEMENTARY: Ed. C1 202; Credit; 1st Year; ½ Course; Fall and Winter and Summer

TEACHING TECHNOLOGY IN THE CLASSROOM: Ed. C1 561; Credit; 3rd and 4th Year; ½ Course; Fall and 1st half of Summer Semester

SCHOOL MEDIA PROGRAM: Ed. C1 563; Credit; 3rd and 4th Year; ½ Course; Winter and 2nd half of Summer Semester

MEDIA PROGRAM DEVELOPMENT: Ed. C1 661; Credit; Grad; ½ Course; Fall Term

NEW MEDIA OF INSTRUCTION: Ed. C1 662; Credit; Grad; Full Course; Fall and Winter

MEDIA PROGRAM MANAGEMENT: Ed. C1 663; Credit; Grad; ½ Course; Winter Term

TECHNOLOGY IN EDUCATION: Ed. C1 761; Credit; Grad; ½ Course; Fall Term

SYSTEMS APPROACH TO INSTRUCTIONAL MEDIA: Ed. C1 763; Credit; Grad; ½ Course; Winter Term

DIRECTED STUDY IN CURRICULUM AND INSTRUCTION - ED. MEDIA AND TECHNOLOGY: Ed. C1 607 and 707; Credit; Grad; ½ Course; All Terms with special permission

CARLETON UNIVERSITY

Inquiries: Director, Office of Continuing Education, Carleton University, Ottawa, Ontario K1S 5B6.

WORKSHOP IN TELEVISION PRODUCTION I: CE 205; Non-Credit; 10 Weeks; Fall Term

WORKSHOP IN TELEVISION PRODUCTION II: CE 206; Non-Credit; 10 Weeks; Winter Term

WORKSHOP IN AUDIO-VISUAL DESIGN: CE 207; Non-Credit; 12 Weeks; Fall Term

SCRIPTWRITING: CE 209; Non-Credit; 10 Weeks; Fall Term

INTRODUCTION TO PORTABLE TELEVISION EQUIPMENT: CE 212; Non-Credit; 10 Weeks; Fall & Winter Terms

CONCORDIA UNIVERSITY

Inquiries: Professor P.D. Mitchell, Director, Graduate Program in Educational Technology, Concordia University, 155 de Maisonneuve Blvd. West, E-200, Montreal, Quebec H3G 1M8.

MEDIA & THE YOUNG CHILD: 503; Credit; Grad; 6 Weeks; Summer

FOUNDATIONS OF EDUCATIONAL TECHNOLOGY: 505; Credit; Grad; 6 Weeks; Summer

EDUCATIONAL CYBERNETICS: 506; Credit; Grad; 3 Weeks; Summer

GRAPHIC COMMUNICATIONS: 523; Credit; Grad; 3 Weeks; Summer

COMPUTER ASSISTED INSTRUCTION: 528; Credit; Grad; 3 Weeks; Summer

CURRICULUM DEVELOPMENT: 531; Credit; Grad; 3 Weeks; Summer

DEVELOPMENT AND EVALUATION OF EDUCATIONAL MATERIALS: 536; Credit; Grad; 6 Weeks; Summer

QUANTITATIVE METHODS AND RESEARCH DESIGN: 541; Credit; Grad; 6 Weeks; Summer

MEASUREMENTS AND EVALUATION IN EDUCATION: 543; Credit; Grad; 3 Weeks; Summer

INSTRUCTIONAL SYSTEMS ANALYSIS: 554; Credit; Grad; 3 Weeks; Summer

EDUCATIONAL SIMULATION & GAMING: 561; Credit; Grad; 3 Weeks; Summer

ADMINISTRATION OF EDUCATIONAL TECHNOLOGY UNITS FOR EDUCATIONAL AND TRAINING SYSTEMS: 591; Credit; Grad; 3 Weeks; Summer

DEVELOPMENT AND ORGANIZATION OF EDUCATIONAL BROADCASTING: 592; Credit; Grad; 3 Weeks; Summer

MANAGEMENT OF LEARNING RESOURCES: 593; Credit; Grad; 3 Weeks; Summer

COMPREHENSIVE EXAMINATION: 599; Credit; Grad; n/a; Summer

EDUCATIONAL TECHNOLOGY AND SOCIETY: 602; Credit; Grad; n/a; Summer

FOUNDATIONS OF EDUCATIONAL TECHNOLOGY: 605; Credit; Grad; 26 Weeks; Fall/Winter

EDUCATIONAL CYBERNETICS: 606; Credit; Grad; 13 Weeks; Fall/Winter

PHILOSOPHICAL ASPECTS OF EDUCATIONAL TECHNOLOGY I: 607; Credit; Grad; 13 Weeks; Fall/Winter

PHILOSOPHICAL ASPECTS OF EDUCATIONAL TECHNOLOGY II: 608; Credit; Grad; 13 Weeks; Fall/Winter

PSYCHOLOGICAL FOUNDATIONS OF EDUCATIONAL TECHNOLOGY: 611; Credit; Grad; 13 Weeks; Fall/Winter

LEARNING AND INSTRUCTIONAL DESIGN: 613; Credit; Grad; 13 Weeks; Fall/Winter

SEMINAR AND WORKSHOP IN HUMAN COMMUNICATION I: 614; Credit; Grad; 13 Weeks; Fall/Winter

SEMINAR AND WORKSHOP IN HUMAN COMMUNICATION II: 615; Credit; Grad; 13 Weeks; Fall/Winter

SOCIAL PSYCHOLOGY OF EDUCATION: 618; Credit; Grad; 26 Weeks; Fall/Winter

MASS COMMUNICATIONS RESEARCH: 622; Credit; Grad; 13 Weeks; Fall/Winter

GRAPHIC COMMUNICATIONS: 623; Credit; Grad; 13 Weeks; Fall/Winter

THEORY OF THE MOVING IMAGE: 624; Credit; Grad; 13 Weeks; Fall/Winter

CURRICULUM DEVELOPMENT: THEORY AND PRACTICE: 631; Credit; Grad; 13 Weeks; Fall/Winter

CURRICULUM DEVELOPMENT AND INTEGRATIVE EDUCATION I: 632; Credit; Grad; 13 Weeks; Fall/Winter

CURRICULUM DEVELOPMENT AND INTEGRATIVE EDUCATION II: 633; Credit; Grad; 13 Weeks; Fall/Winter

COMPUTER ASSISTED INSTRUCTION: 634; Credit; Grad; 13 Weeks; Fall/Winter

QUANTITATIVE METHODS AND RESEARCH DESIGN: 641; Credit; Grad; 26 Weeks; Fall/Winter

RESEARCH AND EVALUATION IN EDUCATIONAL BROADCASTING: 642; Credit; Grad; 13 Weeks; Fall/Winter

MEASUREMENT AND EVALUATION IN EDUCATION: 643; Credit; Grad; 13 Weeks; Fall/Winter

THE CONCEPT OF EDUCATIONAL PLANNING: 651; Credit; Grad; 13 Weeks; Fall/Winter

EDUCATIONAL PLANNING: A COMPARATIVE PERSPECTIVE: 652; Credit; Grad; 13 Weeks; Fall/Winter

EDUCATIONAL SYSTEMS ANALYSIS: 653; Credit; Grad; 13 Weeks; Fall/Winter

INSTRUCTIONAL SYSTEMS ANALYSIS: 654; Credit; Grad; 13 Weeks; Fall/Winter

EDUCATIONAL TECHNOLOGY IN DEVELOPING NATIONS: 655; Credit; Grad; 13 Weeks; Fall/Winter

EDUCATIONAL SIMULATION AND GAMING: 661; Credit; Grad; 13 Weeks; Fall/Winter

COMPUTER BASED SYSTEMS: 622; Credit; Grad; 13 Weeks; Fall/Winter

SEMINAR ON RESEARCH AND WRITING FOR MEDIA: 681; Credit; Grad; 13 Weeks; Fall/Winter

LABORATORY IN TELEVISION PRODUCTION AND EVALUATION FOR EDUCATION I: 682; Credit; Grad; 13 Weeks; Fall/Winter

LABORATORY IN TELEVISION PRODUCTION AND EVALUATION FOR EDUCATION II: 683; Credit; Grad; 13 Weeks; Fall/Winter

TELEVISION WORKSHOP: 684; Credit; Grad; 13 Weeks; Fall/Winter

LABORATORY COURSE IN RADIO, AUDIOVISION, TAPE-RECORDING AND EDITING: 686; Credit; Grad; 13 Weeks; Fall/Winter

LABORATORY IN MOTION PICTURE PRODUCTION AND EVALUATION: 687; Credit; Grad; 13 Weeks; Fall/Winter

ADVANCED READINGS AND RESEARCH IN EDUCATIONAL TECHNOLOGY I: 691; Credit; Grad; 13 Weeks; Fall/Winter

ADVANCED READINGS AND RESEARCH IN EDUCATIONAL TECHNOLOGY II: 692; Credit; Grad; 13 Weeks; Fall/Winter

SPECIAL ISSUES IN EDUCATIONAL TECHNOLOGY: 693; Credit; Grad; 13 Weeks; Fall/Winter

LABORATORY IN EDUCATIONAL TECHNOLOGY: 694; Credit; Grad; 13; Fall/Winter

ADMINISTRATION OF EDUCATIONAL TECHNOLOGY UNITS: 701; Credit; Grad; 13 Weeks; Fall/Winter

DEVELOPMENT AND ORGANIZATION OF EDUCATIONAL BROADCASTING: 702; Credit; Grad; 13 Weeks; Fall/Winter

THESIS OR THESIS-EQUIVALENT: 690; Credit; Grad; n/a; n/a

INTERNSHIP: 699; Credit; Grad; n/a; n/a

Courses with a 500-number are part of the Diploma in Instructional Technology; courses with a 600- or 700-number are part of the Master's of Arts in Educational Technology. There is some overlapping of course content; for example Ed. Tech. 523 and Ed. Tech. 623 are basically the same course content.

Diploma courses are offered primarily in the Summer Session, and Master's courses primarily in the Winter, although there are usually modifications of this formula.

Summer Session lasts 6 weeks, and is more intensive than the fall/winter session. So in 6 weeks the same material is covered as in 26 weeks in the fall/winter session.

DALHOUSIE UNIVERSITY (A)

Inquiries: Norman Horrocks, Director, School of Library Services, Dalhousie University, Halifax, N.S., B3H 4H8.

NON-PRINT MEDIA IN LIBRARIES: L.S. 690; Credit; Grad; Fall and/or Winter Terms

HANDLING OF A-V MATERIALS: A.V. 051; Non-Credit; Undergrad/Grad; 8 Weeks; Fall and Winter Terms

PREPARATION OF A-V MATERIALS, SLIDES, TRANSPARENCIES, OVERLAP PRINTS: A.V 101; Non-Credit; Undergrad/Grad; 6 Weeks; Fall and Winter Terms

Our Department of Education's undergraduate course in the use of A-V in teaching includes many technical aspects given in other courses

DALHOUSIE UNIVERSITY (B)

Inquiries: Kate Carmichael, Television Services, Room 2860, Life Sciences Bldg., Dalhousie University, Halifax, N.S. B3H 4H8.

TELEVISION STUDIO PRODUCTION I: 1 (basic); Non-Credit; Anyone Interested; 60 Hours, 11 Weeks; Once Every 4 Months (approx.)

TELEVISION STUDIO PRODUCTION II: 11 (advanced); Non-Credit; With Experience; 60 Hours, 11 Weeks; Once Every 4 Months (approx.)

UNIVERSITY OF GUELPH

Inquiries: G.A.B. Moore, Ph.D., Director, Office of Audio Visual Services, University of Guelph, Guelph, Ontario. N1G 2W1.

COMMUNICATION PROCESS: Extension Ed. 38-304; Credit; Undergrad; 3 Hrs. 13 Weeks; Fall and Winter Semester

INTERNATIONAL COMMUNICATIONS: Extension Ed. 38-306; Credit; Undergrad; 3 Hrs. 13 Weeks; Winter Semester

TECHNOLOGY IN EXTENSION EDUCATION: Extension Ed. 38-308; Credit; Undergrad; 3 Hrs. 13 Weeks; Winter Semester

TEACHING METHODS IN EXTENSION EDUCATION: Extension Ed. 38-631; Credit; Grad; 2 Hrs. 13 Weeks; Spring or Fall Semesters

GOVERNMENT AND THE MEDIA: Political Studies 78-244; Credit; Undergrad; 3 Hrs. 13 Weeks; Winter Semester

INTRODUCTION TO THE FILM: Drama, 35-150; Credit; Undergrad; 2 Hrs. Lecture; 2 Hrs. Lab; 13 Weeks; Fall Semester

CONTEMPORARY CINEMA: Drama, 35-250; Credit; Undergrad; 2 Hrs. Lecture; 2 Hrs. Lab; 13 Weeks; Winter Semester

CANADIAN THEATRE AND FILM: Drama 35-340; Credit; Undergrad; 2 Hrs. Lecture; 2 Hrs. Lab; 13 Weeks; Winter Semester

MEDIA WORKSHOP: Fine Art 13-250; Credit; Undergrad; 6 Hrs. Lab; 13 Weeks; Fall and Winter. (The course content varies among various media including video as an art form.)

MASS MEDIA, COLLECTIVE BEHAVIOUR AND VIOLENCE: Psychology, 80-352; Credit; Undergrad; 3 Hrs. 13 Weeks; Spring Semester

COLLEGE JEAN-DE-BREBEUF

Inquiries: Père Jean-Guy Saint-Arnaud, s.j., Dean of Studies, Collège Jean-de-Brébeuf. 3200, ch. Sainte-Catherine, Montréal, Qué. H3T 1C1.

COMMUNICATIONS: 389-101-70; Non-Credit; Undergrad; 15 Weeks; Fall

LA RADIO I (Audio: Radio et Television): 389-305-70; Non-Credit; Undergrad; 15 Weeks; Winter

LES GENRES CINEMATO-GRAPHIQUES: 530-930-73; Non-Credit; Undergrad; 15 Weeks; Winter

LE CINEMA ET LES ARTS DE LA COMMUNICATION: 530-945-73; Non-Credit; Undergrad; 15 Weeks; Winter

LAKEHEAD UNIVERSITY

Inquiries: G. Stephenson, Faculty of Education, Lakehead University, Thunder Bay, Ontario P7B 5E1.

EDUCATIONAL MEDIA: 4310; Credit; Grad and Undergrad; Academic Year; Yearly

LAURENTIAN UNIVERSITY

Inquiries: Dr. J.S. Lewis, Chairman, Department of English, Laurentian University, Sudbury, Ontario.

INTRODUCTION TO THE FILM: ENGL 2800; Credit; Undergrad; 26 Weeks; Each Year. A study of basic forms and conventions, screen plan, cinema imagery, composition, sound editing, direction and acting.

UNIVERSITE LAVAL

Inquiries: Philippe Marton, Directeur, la Cellule Technologie de l'enseignement, Université Laval, Québec 10, G1K 7P4.
Baccalauréat Es-Sciences Education, spécialisé en Technologie de l'enseignement.

ENSEIGNEMENT SEQUENTIEL: PED-11973; 3 Crédits; Premier cycle

DOCUMENTS TELEVISUELS: PED-11976; 3 Crédits; Premier cycle

L'ORDINATEUR ET L'ENSEIGNEMENT PROGRAMME: PED-11991; 3 Crédits; Premier cycle

PHENOMENES PERCEPTUELS ET MOYENS AUDIO-VISUELS: PED-11996; 3 Crédits; Premier cycle

INTRODUCTION AUX TECHNIQUES AUDIO-VISUELLES: PED-12130; 3 Crédits; Premier cycle

TECHNOLOGIE APPLIQUEE A L'EDUCATION: PED-12135; 3 Crédits; Premier cycle

ENSEIGNEMENT PROGRAMME ET AUDIO-VISUEL: PED-12136; 3 Crédits; Premier cycle

VISUALISATION: PED-12174; 3 Crédits; Premier cycle

ORGANISATION ET ADMINISTRATION D'UN SERVICE AUDIO-VISUEL: PED-13843; 3 Crédits; Premier cycle

THEORIE DE LA COMMUNICATION: PED-14257; 3 Crédits; Premier cycle

DOCUMENTS FILMIQUES: PED-13845; 3 Crédits; Premier cycle

LABORATOIRE MOYENS SONORES: PED-13853; 3 Crédits; Premier cycle

LABORATOIRE PHOTOGRAPHIE: PED-13854; 3 Crédits; Premier cycle

LABORATOIRE DIAPORAMA: PED-13855; 3 Crédits; Premier cycle

LABORATOIRE CINEMA: PED-13856; 3 Crédits; Premier cycle

LABORATOIRE TELEVISION: PED-13857; 3 Crédits; Premier cycle

MEDIUM ET MESSAGE: PED-14199; 3 Crédits; Premier cycle

LA TECHNIQUE, LA PAROLE ET LA TECHNOLOGIE: PHI-12133; 3 Crédits; Premier cycle

L'ANIMATION PAR L'AUDIO-VISUEL: EDC-14618; 3 Crédits; Premier cycle

GRAPHISME ET EDUCATION: PED-14947; 3 Crédits; Premier cycle

CINEMA D'ANIMATION ET EDUCATION: PED-14972; 3 Crédits; Premier cycle

THEORIES DE LA COMMUNICATION ET TECHNOLOGIE DE L'ENSEIGNEMENT: PED-14257; 3 Crédits; Premier cycle

Maîtrise en Sciences de l'Éducation - 45 CR Enseignement: concentration en Technologie de l'enseignement.
Type A - Avec un Essai de 12 CR Type B - Avec une Thèse de 21 CR.

TECHNIQUES AUDIO-VISUELLES ET APPRENTISSAGE INDIVIDUALISE: PED-61083; Deuxième cycle

RECHERCHE DE STRATEGIES EN TELEVISION: PED-61084; Deuxième cycle

ORDINATEUR ET ADMINISTRATION SCOLAIRE: ADS-61255; Deuxième cycle

LE FILM EDUCATIF: PED-60251; Deuxième cycle

RECHERCHES EN TECHNOLOGIE DE L'ENSEIGNEMENT: PED-60252; Deuxième cycle

SEMINAIRE D'ELABORATION DE RECHERCHE EN TECHNOLOGIE DE L'ENSEIGNEMENT: PED-60253; Deuxième cycle

COMMUNICATION FILMIQUE: PED-61504; Deuxième cycle

PROGRAMMATION TELEVISUELLE: ANALYSE ET EVALUATION DE DOCUMENTS TELEVISUELS: PED-61505; Deuxième cycle

ADMINISTRATION ET ORGANISATION D'UN CENTRE D'APPRENTISSAGE MEDIE: PED-61506; Deuxième cycle

PROGRAMMATION TELEVISUELLE: EFFICACITE ET RENDEMENT DES DOCUMENTS TELEVISUELS EN SITUATION D'APPRENTISSAGE INDIVIDUALISE: PED-61507; Deuxième cycle

AUTO-INSTRUCTION: ANALYSE ET EVALUATION: PED-61508; Deuxième cycle

AUTO-INSTRUCTION: DEVELOPPEMENT ET IMPLANTATION: PED-61509; Deuxième cycle

ORDINATEUR ET ENSEIGNEMENT: PED-61510; Deuxième cycle

DIALOGUE HOMME-MACHINE: PED-61511; Deuxième cycle

ENVIRONNEMENTS D'APPRENTISSAGE ET IMPLANTATIONS TECHNIQUES: PED-61512; Deuxième cycle

ENSEIGNEMENT PROGRAMME ET AUDIO-VISUEL: PED-61513; Deuxième cycle

ENSEIGNEMENT ASSISTE PAR ORDINATEUR: PED-61514; Deuxième cycle

APPROCHE SYSTEMIQUE ET ENSEIGNEMENT MEDIE: PED-61515; Deuxième cycle

DEVELOPPEMENT ET APPLICATION D'UNE STRATEGIE PEDAGOGIQUE BASEE SUR LA TECHNIQUE: PED-61516; Deuxième cycle

SPECIFICITE ET CHOIX DES MEDIA POUR L'ENSEIGNEMENT: PED-61517; Deuxième cycle

PRODUCTION DE FILMS D'ENSEIGNEMENT: PED-61518; Deuxième cycle

TECHNOLOGIE APPLIQUEE A L'EDUCATION: PED-61519; Deuxième cycle

UNIVERSITY OF LETHBRIDGE

Inquiries: Dr. Jon R. Meyers, Faculty of Education, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta.

INTRODUCTION TO AUDIOVISUAL COMMUNICATIONS: Ed. 3170; Credit; Undergrad; 14 Weeks Fall or Spring, 3 Weeks Summer. A basic course in the use and evaluation of instructional materials.

BASIC INSTRUCTIONAL MATERIALS PREPARATION: Ed. 3370; Credit; Undergrad; 14 Weeks; Fall or Spring. The background and skills necessary to design and produce instructional materials.

EVALUATION OF LEARNING RESOURCES: Ed. 3570; Credit; Undergrad; 3 Weeks; Summer. Students examine varieties of nonprint learning resources.

ADMINISTRATION OF INSTRUCTIONAL RESOURCES CENTRES: Ed. 4370; Credit; Undergrad; 14 Weeks, Fall or Spring, 3 Weeks Summer. Students acquire the necessary managerial tools for successful operation of media services at either building or school district level.

ADVANCED PREPARATION OF INSTRUCTIONAL MATERIALS: Ed. 4570; Credit; Undergrad; 14 Weeks; Fall or Spring. An advanced course in the design, production, use and evaluation of instructional materials.

SEMINAR IN INSTRUCTIONAL TECHNOLOGY: Ed. 4970; Credit; Undergrad; 14 Weeks Fall or Spring, 3 Weeks Summer. Students examine in depth the theoretical and philosophical basis of the application of technology to the instructional setting.

UNIVERSITY OF MANITOBA

Inquiries: Prof. Lou Ganske, Faculty of Education, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

AUDIO-VISUAL EDUCATION: 81.507; Credit; Undergrad; 6 Credit Hours (28 Weeks); Regular Term/Summer. Preparation, selection, utilization and evaluation of media in teaching.

EDUCATION MEDIA PROGRAMS: 81.508; Credit; Undergrad; 6 Credit Hours (28 Weeks); Regular/Summer (Occas.). Administration of media in Media Centers.

RADIO AND TV IN EDUCATION: 81.509; Credit; Undergrad; 6 Credit Hours (28 Weeks); Regular Term.

MC GILL UNIVERSITY (A)

Inquiries: Professor Hugo McPherson, Director, The Programme in Communications, McGill University, P.O. Box 6070, Station A, Montreal, Quebec H3C 3G1.

MODES OF COMMUNICATION IN MODERN LITERATURE AND MEDIA: Eng. 585-D (Restricted to 20 Students); Credit; 3rd. Year; 3 Hours per week; Fall and Winter Terms

STAFF-STUDENT SEMINAR IN COMMUNICATIONS: Eng. 781-D (Restricted to 10 Grad. Students); Credit; M.A. and Ph.D.; 4 Hours per Week; Fall and Winter Terms

It should be emphasized that students are strongly encouraged to become familiar with tape, photography, film and television.

MC GILL UNIVERSITY (B)

Inquiries: William P. Hillgartner, Ph.D., Director, Instructional Communications Ctr., McGill University, P.O. Box 6070, Montreal H3C 3G1, Quebec.

DESIGNING EFFECTIVE INSTRUCTIONAL COMMUNICATIONS: 407A; Credit; Grad; 1 Semester; Fall Semester

MC GILL UNIVERSITY (C)

Inquiries: George L. Geis, Director, Centre For Learning and Development, McGill University, Box 6070, Montreal, Quebec H3C 3G1.

PSYCHOLOGY AND INSTRUCTIONAL DESIGN: Education 414-492A; Credit; Grad and Undergrad; One Semester; 10-12 Weeks; Arranged with Students

APPLICATION PSYCHOLOGY AND PRINCIPLES TO EDUCATIONAL PROBLEMS: Education 414-456; Credit; Grad and Undergrad; One Semester; 10-12 Weeks

APPLIED BEHAVIOURAL ANALYSIS: Education 414-646; Credit; Grad; One Semester; 10-12 Weeks

MC GILL UNIVERSITY (D)

Inquiries: Director, Film and Communications Programme, Department of English, McGill University, P.O. Box 6070, Montreal, Quebec H3C 3G1.

COMMUNICATIONS, LITERATURE, AND SOCIETY: 275-276 A,B; Credit; Undergrad; 26 Weeks

INTRODUCTION TO THE FILM: 279 D; Credit; Undergrad; 26 Weeks

STUDIES IN THE HISTORY OF THE FILM: 480-481 A,B; Credit; Undergrad; 2½ Year Courses

MASS MEDIA CRITICISM: 375D; Credit; Undergrad; 26 Weeks

THE FILM: 379D; Credit; Undergrad; 26 Weeks

FILM-MAKING: 482 B; Credit; Undergrad; 26 Weeks

MODES OF COMMUNICATION I: 485D; Credit; Undergrad; 26 Weeks

MODES OF COMMUNICATION II: 585D; Credit; Undergrad; 26 Weeks

STUDIES IN MASS MEDIA (TV PRODUCTION): 486D; Credit; Undergrad; 26 Weeks

MEMORIAL UNIVERSITY OF NEWFOUNDLAND (A)

Inquiries: Dr. Garfield Fizzard, Director Division of Learning Resources, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

EDUCATIONAL MEDIA I: Educ. 3801; Credit; Undergrad; 1 Semester (13 Weeks); Fall and Winter Semesters, Summer Schools

EDUCATIONAL MEDIA II: Educ. 3802; Credit; Undergrad; 1 Semester (13 Weeks); Winter Semesters, Alternate Summer Schools

NEW MEDIA AND EDUCATION: C1 6580; Credit; Grad; 1 Semester (13 Weeks); Winter Semesters, Summer Schools

INSTRUCTIONAL TECHNOLOGY: C1 6400; Credit; Grad; 1 Semester (13 Weeks); Winter Session

PRODUCTION OF INSTRUCTIONAL MATERIALS IN NEW MEDIA I: C1 6420; Credit; Grad; 1 Semester (13 Weeks); Fall Semester

PRODUCTION OF INSTRUCTIONAL MATERIALS IN NEW MEDIA II: C1 6430; Credit; Grad; 1 Semester (13 Weeks); Winter Semester

MEMORIAL UNIVERSITY OF NEWFOUNDLAND (B)

Inquiries: Co-ordinator, Media Section, Extension Service, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

FILM AND ½" VTR PRODUCTION SEMINARS: Non-Credit; Basic; Weekend (3 days); Every three weeks Oct. - April. Film production personnel and others from NFB, etc.

MEDIA SEMINAR: Non-credit; Basic; Varies (3 days - 3 weeks); Summer Semester

STILL PHOTOGRAPHY: Non-credit; Basic; Two evenings a week; Fall and Winter Semesters

16mm AND ½" VTR PRODUCTION: Non-credit; Basic; Length of course and schedule decided by participants. Equipment and space made available to those wishing to explore these two media.

UNIVERSITE DE MONCTON

Inquiries: Marshall Johnson, Centre Audio-Visuel, Universite de Moncton, Moncton, Nouveau Brunswick.

COMMUNICATION AUDIO-VISUELLE: ED 5261; Credit; Undergrad/Grad; 26 Weeks; Summer and Fall Semesters

UNIVERSITE DE MONTREAL

Inquiries: Pierre Pérusse, Ph.D., Directeur, Technologie Educationnelle, Bureau d'Information, Faculté des Sciences de l'éducation, Case Postale 6203, Station A, Université de Montreal, Montreal, P.Q., H3C 3T3.

INTRODUCTION A L'AUDIOVISUEL: EAV 202; Crédit; Undergrad; 15 Semaines; Automne, Hiver, Eté

LES MULTI-MEDIA AU SERVICE DE L'EDUCATION: EAV 205; Crédit; Undergrad; 15 Semaines; Eté, Hiver

PEDAGOGIE PROSPECTIVE ET ENSEIGNEMENT PROGRAMME: EAV 275; Crédit; Undergrad; 15 Semaines; Automne

METHODES DE TRAVAIL EN EQUIPE EN PRODUCTION AUDIO VISUELLE: EAV 311; Crédit; Undergrad; 15 Semaines; Automne

INTRODUCTION A LA SEMIOLOGIE AUDIO-VISUELLE: EAV 312; Crédit; Undergrad; 15 Semaines; Automne, Hiver

DOCUMENTS AUDIO-VISUELS REDACTION ET DECOUPAGE: EAV 314; Crédit; Undergrad; 15 Semaines; Automne, Hiver

DESIGN EN AUDIO-VISUEL: EAV 317; Crédit; Undergrad; 15 Semaines; Automne, Hiver

LE LANGUAGE PHOTOGRAPHIQUE EN SITUATION D'APPRENTISSAGE: EAV 321; Crédit; Undergrad; 15 Semaines; Automne, Hiver

LE LANGUAGE GRAPHIQUE EN SITUATION D'APPRENTISSAGE: EAV 322; Crédit; Undergrad; 15 Semaines; Automne, Eté

PHOTOGRAPHISME II: EAV 323; Crédit; Undergrad; 15 Semaines; Automne, Hiver

PHOTO - GRAPHISME - SON EN SITUATION D'APPRENTISSAGE: EAV 325; Crédit; Undergrad; 30 Semaines; Automne, Hiver

LANGUAGE AUDIO ET SYNTHESE SON-IMAGE EN SITUATION D'APPRENTISSAGE: EAV 342; Crédit; Undergrad; 15 Semaines; Automne, Hiver, Eté

LANGUAGE CINEMATOGRAPHIQUE EN SITUATION D'APPRENTISSAGE: EAV 352; Crédit; Undergrad; 15 Semaines; Hiver

CINEMA II: EAV 353; Crédit; Undergrad; 15 Semaines; Automne, Hiver

LE LANGAGE TELEVISUEL EN SITUATION D'APPRENTISSAGE: EAV 362; Crédit; Undergrad; 15 Semaines; Hiver, Eté

TELEVISION II: EAV 363; Crédit; Undergrad; 15 Semaines; Automne, Hiver

ANALYSE CRITIQUE ET EVALUATION DE DOCUMENTS AUDIO-VISUELS: EAV 372; Crédit; Undergrad; 15 Semaines; Hiver, Eté

METHODES D'ANIMATION ET INTEGRATION DES MOYENS AUDIO-VISUELS DANS DES SITUATIONS D'APPRENTISSAGE: EAV 373; Crédit; Undergrad; 15 Semaines; Automne, Hiver, Eté

STAGE PRATIQUE: EAV 375; Crédit; Undergrad; 15 Semaines; Automne, Hiver

SEMINAIRE DE RECHERCHE: EDU 600; Crédit; Grad; 15 Semaines; Automne

SEMINAIRE DE LECTURES INDIVIDUELLES: EDU 610; Crédit; Grad; 15 Semaines; Hiver, Automne

SEMINAIRE SUR L'ENSEIGNEMENT PROGRAMME: EAV 601; Crédit; Grad; 15 Semaines; Automne

TECHNOLOGIE ET ENSEIGNEMENT PROGRAMME: EAV 602; Credit; Grad; 15 Semaines; Hiver

ETUDE DES ASPECTS COGNITIFS DE LA CINEMATROGRAPHIE DANS LE DOMAINE EDUCATIONNEL: EAV 605; Crédit; Grad; 15 Semaines; Hiver

ORGANIZATION D'UN MEDIA-CENTRE: EAV 611; Crédit; Grad; 15 Semaines; Automne

ADMINISTRATION ET FINANCEMENT D'UN MEDIA-CENTRE: EAV 612; Crédit; Grad; 15 Semaines; Hiver

PEDAGOGIE PROSPECTIVE ET TECHNIQUES AUDIO-VISUELLES: EAV 631; Crédit; Grad; 15 Semaines; Automne, Ete

LABORATOIRE DE PRODUCTION AVANCEE EN AUDIO-VISUEL: EAV 640; Crédit; Grad; 30 Semaines; Automne, Ete

RECHERCHE EN PEDAGOGIE AUDIO-VISUELLE ET TECHNOLOGIE DE L'EDUCATION: EAV 651; Crédit; Grad; 15 Semaines; Automne

INTERNAT DE FORMATION EN TECHNIQUES AUDIO-VISUELLES: EAV 660; Crédit; Grad; 15 Semaines; Automne, Ete

INTERNAT DE FORMATION EN TECHNIQUES AUDIO-VISUELLES: EAV 661; Crédit; Grad; 15 Semaines; Hiver

STRUCTURE ET LANGUAGE DE LA TECHNOLOGIE EDUCATIONNELLE: EAV 671; Crédit; Grad; 15 Semaines; Hiver

APPROCHES SYSTEMIQUES EN TECHNOLOGIE EDUCATIONNELLE: EAV 672; Crédit; Grad; 15 Semaines; Automne

EVALUATION DE DOCUMENTS EDUCATIFS AUDIO-VISUELS: EAV 680; Crédit; Grad; 15 Semaines; Hiver

SEMINAIRE DE SEMIOLOGIE: EAV 690; Crédit; Grad; 15 Semaines; Automne

RAPPORT ET TRAVAUX PRATIQUES I: EAV 698; Crédit; Grad; 15 Semaines; Automne

RAPPORT ET TRAVAUX PRATIQUES II: EAV 699; Crédit; Grad; 15 Semaines; Hiver

SEMINAIRE DE RECHERCHE: EDU 700; Crédit; Grad; 20 Semaines; Hiver

GRANDS PROBLEMES DU CINEMA ET DE LA TELEVISION: EAV 700; Crédit; Grad; 15 Semaines; Automne

TRANSFORMATION DE L'ECOLE: ROLE DE LA TECHNOLOGIE DE L'EDUCATION: EAV 710; Crédit; Grad; 15 Semaines; Hiver

SEMINAIRE AVANCE DE SEMIOLOGIE: EAV 721; Crédit; Grad; 15 Semaines; Automne

INTERNAT EN TECHNOLOGIE EDUCATIONNELLE: EAV 760; Crédit; Grad; 30 Semaines; Automne

UNIVERSITY OF NEW BRUNSWICK (A)

Inquiries: J. Webster, Director of Audio-Visual Services, University of New Brunswick, Fredericton, N.B., E3B 5C2.

AUDIO-VISUAL AIDS; EDUC. 5481; Credit; Undergrad/Grad; 15 Weeks; Fall, Spring and Summer

EDUCATION AND TECHNOLOGY: EDUC. 5482; Credit; Undergrad/Grad; 15 Weeks; Fall, Spring and Summer

TV IN EDUCATION: EDUC. 5483; Credit; Undergrad/Grad; 15 Weeks; Fall, Spring and Summer

PRESENTATIONS 1 AND 2: CIVIL ENGIN. 4921, 4932; Credit; Undergrad; 15 Weeks; Fall and Spring

ELECTRONIC ECOLOGY: Non-Credit; Grad/Undergrad; 8 Weeks; Fall or Spring

UNIVERSITY OF NEW BRUNSWICK (B)

Inquiries: G. Robert McNutt, Faculty of Education, University of New Brunswick, Fredericton, N.B., E3B 5C2.

AUDIO-VISUAL AIDS IN EDUCATION: EDUC. 5481; ½ Credit; Grad/Undergrad; 6 Weeks; Summer. A practical survey with labs.

TELEVISION IN EDUCATION: EDUC. 5483; ½ Credit; Undergrad/Grad; 6 Weeks; Summer. A practical survey in labs.

ELECTRONIC ECOLOGY: Non-Credit; 18 Hours; Winter Extension course. A survey

MASS MEDIA: *EDUC. 1600-4; ¼ Credit; Undergrad. Educ; 18 Hours; 4 Times per School Year. A survey with limited labs

*This will be expanded to 36 Hours print media and 36 Hours non-print. ½ each; Undergrad. Educ.; 36 Hours; 2 Times per School Year

NOVA SCOTIA AGRICULTURAL COLLEGE

Inquiries: Registrar, Nova Scotia Agricultural College, Truro, N.S., B2N 5E3.

COMMUNICATIONS: COMM. 255; Credit 3; Undergrad. 2nd Year; 12 Weeks; One Semester; Spring; 3 lectures a week and outside assignments. A study of the principles and methods of extension work, leadership, rural sociology and communications skills, extension methods.

NOVA SCOTIA COLLEGE OF ART AND DESIGN

Inquiries: Admissions Office, 5136 Duke Street, Halifax, Nova Scotia, B3J 3J6.

ART EDUCATION: *.....Credit; Undergrad; 7 Weeks; 3 Hrs per Week; Spring Semester

INTRODUCTORY MIXED MEDIA: *.....Credit; Undergrad; 14 Weeks; 12 Hours per Week; Spring Semester

BASIC PHOTOGRAPHY: *.....Credit; Undergrad; 14 Weeks; 6 Hours per Week; Spring and Fall Semesters

BASIC PHOTOGRAPHY: *.....Credit; Undergrad; 3½ Weeks; 24 Hours per Week; Summer Semester

COLOR PHOTOGRAPHY: *.....Credit; Undergrad; 14 Weeks; 6 Hours per Week; Spring and Fall Semesters

PHOTOGRAPHIC ILLUSTRATION: *.....Credit; Undergrad; 14 Weeks; 3 Hours per Week; Spring and Fall Semesters

N.B. — A number of other intermediate and advanced photography courses are offered in various special fields.

BASIC USE OF AUDIO VISUAL EQUIPMENT: *.....Non-Credit; Undergrad and Grad; 10 Weeks; 2 Hours per Week; Fall, Spring and Summer Semesters

VIDEO TAPE PRACTICUM: *.....Non-Credit; Undergrad and Grad; 10 Weeks; 2 Hours per Week; Fall Semester

*We don't use course numbers.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Inquiries: Professor F.B. Rainsberry, Media Supervisor, Dept. of Curriculum, Ontario, Institute for Studies in Education, 252 Bloor St. West, Toronto 181, Ontario.

SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION: 1123 X; Credit; Grad; 2 Semesters; 26 Weeks; Regular Session

INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: 3152 L; Credit; Grad; 2 Semester; 26 Weeks; Regular Session
Production and evaluation of educational Media.

COMPUTERS AND INDIVIDUALIZED INSTRUCTION: 1500 X; Credit; Grad; 6 Weeks; 1¼ Hours Daily; Summer Session

COMPUTER GUIDED INSTRUCTION: 1501 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY: 1502 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

INSTRUCTIONAL PROGRAMMING: 1505 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

PROGRAMMING APPLICATIONS IN ONTARIO RESEARCH: 1516 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

COMPUTER IN CURRICULUM; 1515 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

AUDIO-VISUAL COMMUNICATIONS IN TEACHING AND LEARNING: 1340 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session and Summer

THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION: 1341 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

FILM AND THE TEACHING OF THE HUMANITIES: 1342 X; Credit; Grad; 13 Weeks; 1 Semester; Regular Session

RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY: 3340; Credit; Grad; 26 Weeks; 2 Semesters; Regular Session

UNIVERSITY OF PRINCE EDWARD ISLAND

Inquiries: Dean of Education, University of Prince Edward Island, Charlottetown, Prince Edward Island.

INSTRUCTIONAL COMMUNICATIONS: Ed. 221; Credit; Undergrad; 12 Weeks; Fall Semester

UNIVERSITE DU QUEBEC A MONTREAL

Inquiries: Monsieur Jean-Jacques Jolois, Doyen-adjoint, Bureau du doyen à l'enseignement du premier cycle, Case postale 8888, Montreal, Quebec, H3C 3P8.

INTRODUCTION A L'ETUDE DES PHENOMENES DE COMMUNICATION I: 75 COM 100
INTRODUCTION A L'ETUDE DES PHENOMENES DE COMMUNICATION II: 75 COM 101
LABORATOIRE EN COMMUNICATIONS INTERPERSONNELLES I: 75 COM 110
LABORATOIRE EN COMMUNICATIONS INTERPERSONNELLES II: 75 COM 111
LABORATOIRE EN COMMUNICATIONS INTERPERSONNELLES III: 75 COM 112
LABORATOIRE EN COMMUNICATIONS INTERPERSONNELLES IV: 75 COM 113
OBSERVATION DES PROCESSUS DE COMMUNICATION: 75 COM 150
METHODES D'ANALYSE EN COMMUNICATION: 75 COM 153
INFORMATION ET ANIMATION SOCIO-CULTURELLE: 75 COM 170
INTRODUCTION AUX TECHNIQUES DU SON: 75 COM 250
ATELIER DE CREATION SONORE: 75 COM 251
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INITIATION AU CINEMA: 75 COM 260
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TECHNIQUES DE CINEMA: 75 COM 350
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HISTOIRE DU CINEMA MONDIAL: 75 COM 361

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PERCEPTION ET ESTHETIQUE DE LA COMMUNICATION AUDIO-VISUELLE: 75 COM 371
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TECHNIQUES D'ECRITURE TELEVISUELLE: 75 COM 381
TECHNOLOGIES ET MEDIA DE COMMUNICATIONS: 75 COM 382
TECHNIQUES D'ECRITURE RADIOPHONIQUE: 75 COM 383
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SEMINAIRE DE RECHERCHE ET/OU D'EXPERIMENTATION EN COMMUNICATION II: 75 COM 521
SEMINAIRE DE RECHERCHE ET/OU D'EXPERIMENTATION EN COMMUNICATION III: 75 COM 522
SEMINAIRE DE RECHERCHE ET/OU D'EXPERIMENTATION EN COMMUNICATION IV: 75 COM 523
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STAGE EN PSYCHOSOCIOLOGIE DES COMMUNICATIONS ORGANISATIONNELLES II: 75 COM 601
SEMINAIRE DE STAGE I (COMMUNICATIONS ORGANISATIONNELLES): 75 COM 620
SEMINAIRE DE STAGE II (COMMUNICATIONS ORGANISATIONNELLES): 75 COM 621

SEMINAIRE DE STAGE I (COMMUNICATIONS DE MASSE): 75 COM 622

SEMINAIRE DE STAGE II (COMMUNICATIONS DE MASSE): 75 COM 623

STAGE ET PRODUCTION I: PROJET MULTI-MEDIA D'INTERVENTION DANS LE MILIEU: 75 COM 630

STAGE ET PRODUCTION II: PROJET MULTI-MEDIA D'INTERVENTION DANS LE MILIEU: 75 COM 631

STAGE ET PRODUCTION III: PROJET MULTI-MEDIA D'INTERVENTION DANS LE MILIEU: 75 COM 632

STAGE ET PRODUCTION IV: PROJET MULTI-MEDIA D'INTERVENTION DANS LE MILIEU: 75 COM 633

UNIVERSITE DU QUEBEC A TROIS-RIVIERES

Inquiries: Monsieur Christian Demers, Université du Québec à Trois-Rivières, 3351 Boulevard des Forges, Trois-Rivières, Québec, G9A 5H7.

L'AUDIO-VISUEL ET LES ENFANTS D'AGE PRESCHOOL: 314-831; Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete

PSYCH, PEDAGOGIE ET THEORIE DE L'AUDIO-VISUEL: 351-811; Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete

TECHNIQUES AUDIO-VISUELLES: 351-841; Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete

COMMUNICATION AUDIO-VISUELLE ET GRAPHIQUE: 402-241; Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete

Beaucoup d'autres Cours sont offerts à Trois-Rivières. Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete.

UNIVERSITE DU QUEBEC A CHICOUTIMI

Inquiries: Monsieur Albert Joris, Doyen du premier cycle, Université du Québec, 930 est, rue Jacques Cartier, Chicoutimi, Québec, G7H 2B1.

UNIVERSITE DU QUEBEC DANS L'OUEST QUEBECOIS

Inquiries: Direction des Etudes Universitaires, Université du Québec; Centre de Hull, 277 Boulevard Alexandre Taché, Hull, Qué. J9A 1L8.

TECHNIQUES AUDIO-VISUELLES: 351-811; Crédit; Gradue; 45 Heures; Automne, Eté, Hiver

UNIVERSITE DU QUEBEC DANS L'OUEST QUEBECOIS (B)

Inquiries: Monsieur Noël Vallerand, Direction des études universitaires dans l'Ouest Québécois (nord-Ouest et Outaouais), Université du Québec, 435 rue Gagné, Rouyn, Québec J9X 5C6.

PSYCHO-PEDAGOGIE ET THEORIE DE L'AUDIO-VISUEL: 351-811; Trois Crédits; Premier cycle; Quinze Semaines; Automne, Hiver et Ete

TECHNIQUES AUDIO-VISUELLES: 351-841; Trois Crédits; Premier cycle; Quinze Semaines; Automne, Hiver et Ete

COMMUNICATION ET PROMOTION: 514-611; Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete

TECHNIQUES AUDIO-VISUELLES EN GEOGRAPHIE: 541-911; Trois Crédits; Premier Cycle; Quinze Semaines; Automne, Hiver et Ete

Autre cours dans lesquels l'Audio-Visuel est utilisé.

UNIVERSITE DU QUEBEC A RIMOUSKI

Inquiries: Yves-Marie Dionne, Doyen, 300 Avenue des Ursulines, Université du Québec, Rimouski, Québec, G5L 3A1.

LES MEDIA ET LA COMMUNICATION: EDU-160-72; 3 Crédits; 1er cycle; 15 Sem.; Automne, Hiver, Ete

PEDAGOGIE DE L'AUDIO-VISUEL: EDU-162-73; 3 Crédits; 1er cycle; 15 Sem.; Automne, Hiver, Ete

EXPLORATION VI: L'AUDIO-VISUEL: ELE-105-74; 3 Crédits; 1er cycle; 15 Sem.; Automne, Hiver, Ete

MULTI-MEDIA ET ROLE DE L'ORTHO-PEDAGOGUE: EEI-321-74; 3 Crédits; 1er cycle; 15 Sem.; Automne, Hiver, Ete

TECHNOLOGIE PEDAGOGIQUE: EDU-260-73; 3 Crédits; 1er cycle; 15 Sem.; Automne, Hiver, Ete

QUEEN'S UNIVERSITY (A)

Inquiries: For Graduate Courses: Co-ordinator of Graduate Studies, Faculty of Education, Duncan McArthur Hall, Queen's University, Kingston, Ontario. K7L 3N6.

FOUNDATIONS OF EDUCATIONAL TECHNOLOGY: 28:889; Credit; Grad; 13 Weeks; Summer '75

INSTRUCTIONAL DEVELOPMENT: 28:883; Credit; Grad; 6 Weeks; T.B.A.

APPLICATIONS OF TELEVISION IN EDUCATION: 28:884; Credit; Grad; 6 Weeks; Summer '76

COMPUTERS IN EDUCATION: 28:885; Credit; Grad; 13 Weeks; Summer '75

MOTION PICTURES IN EDUCATION: 28:895; Credit; Grad; 6 Weeks; T.B.A.

INDIVIDUALIZED INSTRUCTION: 28:882; Credit; Grad; 6 Weeks; Summer '75

INTRODUCTION TO EDUCATIONAL MEDIA: 28:248; Credit; B.Ed.; Winter Term

COMMUNICATION WITH MOTION PICTURES: 28:232; Credit; B.Ed.; Winter Term

THE TEACHER AS T.V. PRODUCER: 28:233; Credit; B.Ed.; Winter Term

COMPUTER APPLICATIONS IN EDUCATION: 28:244; Credit; B.Ed.; Winter Term

COMPUTER-ASSISTED INSTRUCTION: 28:245; Credit; B.Ed.; Fall Term

DEVELOPING INSTRUCTIONAL MATERIALS: 28:249; Credit; B.Ed.; T.B.A.

QUEEN'S UNIVERSITY (B)

Inquiries: D.J. Kitses, Director, Department of Film Studies, Queen's University, Kingston, Ontario K7L 3N6.

INTRODUCTION TO FILMS AND CRITICISM: 34-110; One two-hour screening, two one and one-half hour lecture/tutorials

HISTORY OF FILM: 34-210; One two-hour screening, one-two hour lecture/tutorial

AMERICAN CINEMA: 34-221; Not offered in 1975-76

THE DOCUMENTARY FILM: 34-223; One three-hour lecture/screening/discussion

FUNDAMENTALS OF FILM PRODUCTION: 34-310; One three-hour lecture/screening/workshop

CRITICAL APPROACH AND CRITICAL METHOD: 34-315; One two-hour screening, one two-hour lecture/discussion second term

CANADIAN CINEMA: 34-322; One two-hour screening, one two-hour lecture/discussion; second term

MASS MEDIA AND POPULAR ARTS: 34-325; Not offered in 1975-76

FILM AND SOCIETY: 34-330; One two-hour screening, one two-hour lecture/discussion; first term

WOMEN FILM: 34-331; One two-hour screening, one two-hour lecture/discussion; first term

ADVANCED FILM PRODUCTION: 34-410; One three-hour lecture/screening/workshop

EUROPEAN CINEMA: 34-421; Not offered in 1975-76

THE DIRECTOR'S CINEMA: 34-423; One two-hour screening and one two-hour lecture/discussion

THE EXPERIMENTAL FILM: 34-425; Not offered in 1975-76

CANADIAN CINEMA: 34-322; One two-hour screening, one two-hour lecture/discussion; second term

MASS MEDIA AND POPULAR ARTS: 34-325; Not offered in 1975-76

FILM AND SOCIETY: 34-330; One two-hour screening, one two-hour lecture/discussion; first term

SENIOR PROJECT IN FILM: 34-500; Third-year students complete a media concentration in Film Studies

ADVANCED FILM PRODUCTION: 34-410; One three-hour lecture/screening/workshop

EUROPEAN CINEMA: 34-421; Not offered in 1975-76

THE DIRECTOR'S CINEMA: 34-423; One two-hour screening and one two-hour lecture/discussion

THE EXPERIMENTAL FILM : 34-425; Not offered in 1975-76

REGINA UNIVERSITY

Inquiries: D.E. Hill, Faculty of Education, Regina University, Regina, Saskatchewan.

A.V. TECHNIQUES AND MATERIALS FOR TEACHERS: Ed. ATV. 313; Credit; After Some Teaching; 3½ Weeks; July 2-26 and July 29 - Aug. 23 (also regular semesters)

RYERSON POLYTECHNICAL INSTITUTE

Inquiries: Gene Logel, Liaison Officer, Ryerson Polytechnical Institute, 50 Gould Street, Toronto M5B 1E8.

RADIO AND TELEVISION ARTS: Credit; Undergrad; 3 Years; Each September only

Admission Requirements: Ontario Grade 13 or suitable equivalent.

PHOTOGRAPHIC ARTS: Credit; Undergrad; 4 Years; Each September only

Admission Requirements: Ontario Grade 12 or suitable equivalent.

JOURNALISM: Credit; Undergrad; 3 Years; Each September only

Admission Requirements: Ontario Grade 13 or suitable equivalent.

COLLEGE SAINTE-ANNE

Inquiries: Monsieur Gerald E. Aucoin, Vice-recteur à l'enseignement, Collège Sainte-Anne, Church Point, N.S. B0W 1M0

AUTO-TUTORIAL: AUDIO-VISUAL LABORATORY: Ed. 230; Credit 2; Undergrad; 30 hrs; Fall Semester

SAINT PAUL UNIVERSITY

Inquiries: Director, Institute of Social Communications, 223 Main Street, Ottawa, K1S 1C4.

WORKSHOP 2: SOUND: ICS 2131; Credit; Undergrad; 15 Weeks; Fall and Winter

WORKSHOP 2: IMAGE: ICS 2133; Credit; Undergrad; 15 Weeks; Fall and Winter

WORKSHOP 3: CINEMA: ICS 3131; Credit; Undergrad; 15 Weeks; Winter

WORKSHOP 3: RADIO-TV: ICS 3133; Credit; Undergrad; 15 Weeks; Winter

WORKSHOP 3: AV TECHNIQUES: ICS 3137; Credit; Undergrad; 15 Weeks; Winter

UNIVERSITE SAINT-PAUL

Demande de renseignements: Le Directeur, Institut des Communications sociales, Université Saint-Paul, 223 rue Main, Ottawa, Ont. K1S 1C4.

ATELIER 2: SON: ICS 2531; Crédit; Sous-grad; 15 Sem; Automne, Hiver

ATELIER 2: IMAGE: ICS 2533; Crédit; Sous-grad; 15 Sem; Automne, Hiver

ATELIER 3: CINEMA: ICS 3531; Crédit; Sous-grad; 15 Sem; Hiver

ATELIER 3: RADIO-TV: ICS 3533; Crédit; Sous-grad; 15 Sem; Hiver

ATELIER 3: TECH. A-V: ICS 3537; Crédit; Sous-grad; 15 Sem; Hiver

UNIVERSITY OF SASKATCHEWAN

Inquiries: Professor F. Barry Brown, College of Education, University of Saskatchewan, Saskatoon, Sask., S7N 0W0.

REFERENCE AND RESEARCH FOR TEACHERS: EDCMM 267A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Intersession, Summer Session

INSTRUCTIONAL MATERIALS IN THE SCHOOL: EDCMM 268A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Summer Session, Intersession

SCHOOL LIBRARY SERVICES: EDCMM 367; Credit; Undergrad; 26 Weeks; Fall, Summer Session, Intersession

ORGANIZATION AND ADMINISTRATION OF SCHOOL LIBRARIES: EDCMM 368; Credit; Undergrad; 26 Weeks; Fall, Spring, Intersession, Summer Session

COMMUNICATION AND EDUCATIONAL TECHNOLOGY: EDCMM 472A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Intersession, Summer Session

AUDIO VISUAL PRODUCTION: EDCMM 473 A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Intersession, Summer Session

MEDIA STUDIES FOR TEACHERS: EDCMM 474 A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Intersession, Summer Session

EDUCATIONAL MOTION PICTURE AND TELEVISION PRODUCTION: EDCMM 476A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Intersession, Summer Session

STILL PHOTOGRAPHY IN EDUCATION: EDCMM 478 A/B; Credit; Undergrad; 13 Weeks; Fall, Spring, Intersession, Summer Session

ORGANIZATION AND ADMINISTRATION OF MEDIA CENTRES: EDCMM 575A/B; Credit; Undergrad/Grad; 13 Weeks; Fall, Spring, Intersession, Summer Session

ADVANCED CINEMATOGRAPHY IN EDUCATION: EDCMM 577A/B; Credit; Undergrad/Grad; 13 Weeks; Fall, Spring, Intersession, Summer Session

TELEVISION IN EDUCATION: EDCMM 579; Credit; Undergrad/Grad; 26 Weeks; Fall, Spring, Intersession, Summer Session

INDIVIDUAL STUDY IN COMMUNICATION: EDCMM 596; Credit; Undergrad/Grad; 26 Weeks; Fall, Spring, Intersession, Summer Session

UNIVERSITE DE SHERBROOKE

Inquiries: M. Jean-Claude Bachand, Faculté des Sciences de l'Éducation, Université de Sherbrooke, Sherbrooke, Québec J1K 2R1.

INSTRUMENTATION PEDAGOGIQUE: PED 1333; Credit; U.G.; 15 Weeks; Fall and Winter; 3 Weeks, Summer

SIMON FRASER UNIVERSITY

Inquiries: Dr. T. Mallinson, Communication Studies, Simon Fraser University, Burnaby, B.C., V5A 1S6.

EXPLORATIONS IN COMMUNICATION: CMNS 100; Credit; Undergrad; 12 Weeks; Spring, Fall. Introduction to Audio & Visual Components of Communication

INTRODUCTION TO COMMUNICATION MEDIA: CMNS 230; Credit; Undergrad; 12 Weeks; Spring, Fall. Developments of Technology in Relation to Culture.

INTRODUCTION TO VISUAL LANGUAGE: CMNS 235; Credit; Undergrad; 12 Weeks; Spring, Fall. Film and sound/slide social documentation

ACOUSTIC DIMENSIONS OF COMMUNICATIONS I: CMNS 239; Credit; Undergrad; 12 Weeks; Fall. Perceptions and Conceptions of Sound

COMMUNICATION MEDIA THEORY AND RESEARCH I: CMNS 331; Credit; Undergrad; 12 Weeks; Fall. Use of Media in Social Science Research

USE OF MEDIA IN SOCIAL DOCUMENTATION: CMNS 332; Credit; Undergrad; 12 Weeks; Spring.

FILM AS A SOCIAL TOOL: CMNS 335; Credit; Undergrad; 12 Weeks; Spring

SOCIAL CHANGE AND COMMUNITY RADIO: CMNS 336; Credit; Undergrad; 12 Weeks; Spring

VIDEO TECHNIQUE IN COMMUNITY ACTION: CMNS 337; Credit; Undergrad; 12 Weeks; Spring

ACOUSTIC DIMENSIONS OF COMMUNICATIONS II: CMNS 339; Credit; Undergrad; 12 Weeks; Spring

COMMUNICATIONS MEDIA: THEORY AND RESEARCH II: CMNS 431; Credit; Undergrad; 12 Weeks; Spring

COMMUNICATIONS MEDIA AND THE BALANCE OF POWER: CMNS 435; Credit; Undergrad; 12 Weeks; Spring

RESEARCH IN MEDIA AND SOCIAL CHANGE: CMNS 493; Credit; Undergrad; 12 Weeks; Once Yearly

THE SOCIAL DOCUMENTATION PROCESS - FILM: CMNS 495; Credit; Undergrad; 12 Weeks; Once Yearly

THE SOCIAL DOCUMENTATION PROCESS – RADIO: CMNS 496; Credit; Undergrad; 12 Weeks; Once Yearly
 THE SOCIAL DOCUMENTATION PROCESS – VIDEO: CMNS 497; Credit; Undergrad; 12 Weeks; Once Yearly
 EDUCATIONAL MEDIA AND APPLICATIONS TO TEACHING AND CURRICULUM DESIGN: EDUC 463; Credit; Undergrad; 12 Weeks; Spring and Fall
 INTRODUCTION TO VIDEO: W351; Non-Credit; Undergrad and Grad.; 12 Weeks; Spring and Fall
 CONTINUING VIDEO: W352; Non-Credit; Undergrad and Grad.; 12 Weeks; Spring and Fall
 WORKSHOP IN USE OF 8mm FILM: W301; Non-Credit; Undergrad and Grad.; 12 Weeks; Spring and Fall
 WORKSHOP IN USE OF 16mm FILM: W312; Non-Credit; Undergrad and Grad.; 12 Weeks; Spring and Fall
 WORKSHOP IN AUDIO RECORDING AND EDITING: W551; Non-Credit; Undergrad and Grad.; 12 Weeks; Spring and Fall
 THE PHOTOGRAPHER'S EYE/CREATIVE USE OF FILM: Continuing Education; Non-Credit; Undergrad and Grad.; 10 Weeks; Spring and Fall
 WORKSHOP IN VIDEO FORMS: W353; Non-Credit; Undergrad and Grad.; 12 Weeks; Spring and Fall
 NEW DIMENSIONS IN PHOTOGRAPHY: Continuing Education, Non-Credit; General Public and Senior Citizens; 6 Weeks; Spring and Fall

UNIVERSITY OF TORONTO

Inquiries: Greg Allen, Workshop Co-ordinator, Media Centre, University of Toronto, 121 St. George St., Toronto, Ontario, M5S 1A1.

SUPER 8 FILM MAKING WORKSHOP: Non-Credit; Grad/Undergrad/Staff/Faculty; 12 Hours over 4 Sessions; By Appointment, 6–8 required for class to be held

PORTABLE VIDEO TAPING WORKSHOP: Non-Credit; Grad/Undergrad/Staff/Faculty; 6 Hours over 2 Session; By Appointment, 6–8 required for class to be held

GENERAL AUDIO-VISUAL EQUIPMENT WORKSHOP: Non-Credit; Grad/Undergrad/Staff/Faculty; 2 Hours every Friday during Winter; Drop-in classes, any number

UNIVERSITY OF VICTORIA

Inquiries: Professor Geoff Potter, Division of Communication, Faculty of Education, University of Victoria, Victoria, B.C.

INTRODUCTION TO EDUCATIONAL MEDIA: 360; Credit; Undergrad; 13 Weeks; Spring, Fall, Summer Session

ADVANCED EDUCATIONAL MEDIA: 361; Credit; Undergrad; 13 Weeks; Spring, Fall, Summer Session

TELEVISION PRODUCTION: Non-Credit; 12 Weeks; Fall, Spring

CREATIVE FILM MAKING: Non-Credit; 12 Weeks; Fall, Spring

MODES OF FILM COMMUNICATION: Non-Credit; 12 Weeks; Fall

THE CONTEMPORARY CINEMA: Non-Credit; 12 Weeks; Spring

UNIVERSITY OF WATERLOO

Inquiries: Fred Bunting, Environmental Media Information Centre, Faculty of Environmental Studies, University of Waterloo, Waterloo, Ontario, N2L 3G1.

ENVIRONMENTAL STUDIES: 252; Credit; Undergrad; 12 Weeks; Fall and Winter Semester

ENVIRONMENTAL STUDIES: 253; Credit; Undergrad; 12 Weeks; Winter Semester

UNIVERSITY OF WESTERN ONTARIO

Inquiries: Bruce P. Squires, M.D., Ph.D., Office of Service and Research in Medical Education, Faculty of Medicine, The University of Western Ontario, London, Ontario, N6A 3K7.

EDUCATIONAL MEDIA AND AUDIO-VISUAL TECHNIQUES: *E120a; Credit; Grad; 13 Weeks; Summer, Fall and Winter

EDUCATIONAL MEDIA AND AUDIO-VISUAL TECHNIQUES: E120b; Credit; Grad; 13 Weeks; Summer, Fall and Winter
 EDUCATIONAL TELEVISION PRODUCTION AND UTILIZATION: *E125b; Credit; Grad; 13 Weeks; Summer, Fall and Winter
 AUDIO-VISUAL THEORY AND PRACTICE: **559; Credit; Grad; 13 Weeks; Fall and Winter
 RADIO DOCUMENTARIES, TELEVISION NEWS AND DOCUMENTARIES: 455; Credit; Undergrad; 26 Weeks; Fall and Winter
 This course is offered by the Department of Journalism. It is directed toward the preparation of programs of a journalistic nature to be used on radio or TV.

*Offered in Althouse College of Education

** Offered in the School of Library and Information Science

WILFRED LAURIER UNIVERSITY

Inquiries: Dr. F. Roy, Chairman, Department of English, Wilfred Laurier University, 75 University Ave. West, Waterloo, Ontario.

TECHNICAL AIDS TO COMMUNICATION, PART I: Communication No. 104; Credit; Undergrad; 14 Weeks; Summer and Fall Semesters

TECHNICAL AIDS TO COMMUNICATION, PART II: Communication No. 105; Credit; Undergrad; 14 Weeks; Summer and Fall Semesters

THE FILM AS A MODERN MEDIUM: Communication No. 204; Credit; Undergrad; 14 Weeks; Summer and Fall Semesters

SOUND AND COLOUR IN FILM: Communication No. 205; Credit; Undergrad; 14 Weeks; Summer and Fall Semesters

THE FILM, PART I (HISTORY OF FILM): English 239; Credit; Undergrad; 28 Weeks; Summer and Fall Semesters

THE FILM, PART II (CONTEMPORARY FILM): English 339; Credit; Undergrad; 28 Weeks; Summer and Fall Semesters

UNIVERSITY OF WINDSOR

Inquiries: Dr. Stuart A. Selby, Head, Department of Communication Arts, University of Windsor, Windsor, Ontario, N9B 3P4.

VISUAL COMMUNICATION: 205; Credit; Undergrad; 26 Weeks; Fall and Spring

FILM MAKING PROCESS: 210; Credit; Undergrad; 26 Weeks; Fall and Spring

PRODUCTION PROCESSES IN RADIO AND TELEVISION: 215; Credit; Undergrad; 26 Weeks; Fall, Spring and Summer

COMMUNICATION AND TECHNOLOGY IN EDUCATION: 225; Credit; Undergrad; 26 Weeks; Fall, Spring and Summer

INTERMEDIATE FILM MAKING: 310; Credit; Undergrad; 26 Weeks; Fall and Spring

INTERMEDIATE PRODUCTION PROCESSES IN TELEVISION AND RADIO: 315; Credit; Undergrad; 26 Weeks; Fall and Summer

MEDIA EDUCATION STRATEGIES: 325; Credit; Undergrad; 26 Weeks; Fall and Spring

PRODUCTION RESEARCH: 405; Credit; Undergrad; 26 Weeks; Fall and Spring

In addition to the courses listed above, the Department of Communication Arts offers fourteen other full courses in film, television, the press, and communication analysis and research.

UNIVERSITY OF WINNIPEG

Inquiries: Mr. Lionel Ditz, Director of Media Services, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9.

A full Non-Credit course with CBC cooperation is presently planned

YORK UNIVERSITY (A)

Inquiries: Edward Fort Fry, Chairman, Department of Visual Arts, York University, 4700 Keele Street, Downsview 463, Ontario.

PHOTOGRAPHY/GENERAL BACKGROUND USE: FA/VA 106; Credit

PHOTOGRAPHY/EQUIPMENT, TECHNIQUES AND NEW MATERIALS: FA/VA; Credit

PHOTOGRAPHY/DOCUMENTARY, EXTENSIONS WITH OTHER MEDIA: FA/VA 366; Credit

Also courses in Design, Graphics, and Production

YORK UNIVERSITY (B)

Inquiries: Chairman, Film Department, 226 Administration Studies Building, York University, 4700 Keele Street, Downsview, Ontario, M3J 1K6.

PHOTOGRAPHY: 102; Credit; Undergrad; 25 Weeks; Fall and Summer

FILM: 20TH CENTURY ART: 140; Credit; Undergrad; 25 Weeks; Fall

PRODUCTION: SUPER 8: 201; Credit; Undergrad; 25 Weeks; Fall

PRODUCTION: SUPER 8: 204; Credit; Undergrad; 25 Weeks; Fall and Summer

TV, TAPE AND FILM: 219; Credit; Undergrad; 25 Weeks; Fall and Summer

AMERICAN FILM: 221; Credit; Undergrad; 25 Weeks; Fall and Summer

FILMS OF WESTERN EUROPE: 222; Credit; Undergrad; 25 Weeks; Fall

DOCUMENTARY FILM: 241; Credit; Undergrad; 25 Weeks; Fall

PRODUCTION: 16MM: 301; Credit; Undergrad; 25 Weeks; Fall

PRODUCTION: 16MM: 302; Credit; Undergrad; 25 Weeks; Fall

SCREENWRITING: 312; Credit; Undergrad; 25 Weeks; Fall

FILM EDITING: 16MM: 313; Credit; Undergrad; 25 Weeks; Fall

TV, TAPE AND FILM: 319; Credit; Undergrad; 25 Weeks; Fall

FILMS OF RUSSIA: 324; Credit; Undergrad; 25 Weeks; Fall

SPECIAL SEMINAR: 350A; Credit; Undergrad; 25 Weeks; Fall

SPECIAL SEMINAR: 350B; Credit; Undergrad; 25 Weeks; Fall

PRODUCTION: 16MM: 401; Credit; Undergrad; 25 Weeks; Fall

SCREENWRITING: 412; Credit; Undergrad; 25 Weeks; Fall

ACTING AND DIRECTING: 419; Credit; Undergrad; 25 Weeks; Fall

FILM IN CANADA: 421; Credit; Undergrad; 25 Weeks; Fall

SPECIAL TUTORIAL: 450A; Credit; Undergrad; 25 Weeks; Fall

SPECIAL TUTORIAL: 450B; Credit; Undergrad; 25 Weeks; Fall

FILMS OF MODERN JAPAN: 450J; Credit; Undergrad; 25 Weeks; Fall

reflection about the doing. Graduates of training programs need to have the competencies that will allow them to function in a reasonably satisfactory manner on the first day of the job. But they also need insights into the larger picture in which they are operating, to have something of a philosophy concerning education and their part in it, some anticipation of the way education may move, some attitudes about that direction, and some commitments to either encourage or discourage the movement in that direction. I find there is no problem in motivation when one is dealing with so-called practical skills; it becomes more difficult when one gets into the areas of philosophy and theory. Here's a challenge for us because to do justice to the students, the program should have a balance between the skills and the ability and inclination to reflect about their work. My own position, however, is that more important than all the skills and even perhaps more important than the knowledge that supports these skills, is a set of attitudes, outlooks, value systems, and philosophy that the resource specialist brings to the job. Time does not permit me to do more than to make a few observations about this point, but essentially I want resource specialists to see themselves as facilitators in the learning process, to put into the hands of the learners and teachers the tools with which they can obtain information that they require and the tools with which they can create their own messages. Most emphatically I do not want them to become so intrigued with the things, whether they are books or computers, that they forget the people. And that is not just a polyanna statement. I submit there is a real danger that this can and will happen. Some of us are familiar with the librarian in book libraries who gets a real high out of seeing all her books neatly arranged on shelves and doesn't really want anyone to disturb her empire by taking a book out to read. And some of us are familiar with computer programmers who exhibit real affection for their computer but insist that the humans who come in contact with it must accommodate themselves to the convenience of the machine and not vice versa. There is a real danger, I suggest, of developing a mystique about the equipment of the new technology (as some book librarians have been known to do with respect to their field). This mystique produces high priests and gate keepers, who attempt to use their skills to create and perpetuate a dependency on them by their clientele.

The dependency means power for the high priests and gate keepers and a loss of freedom for the clients. I want resource specialists who recognize the dangers, the temptations that will confront them as experts in media and to have a philosophy of education and of life that gives strength to overcome those temptations.

So much for the training of resource specialists. Let me now turn to the training of the classroom teachers. I've probably tipped my hand concerning my approach to the training of teachers with respect to resources when I spoke of the training of the resource specialist. The training of teachers should enable them to see the question of resources within the larger question of teaching strategies. They should see that their choice of teaching strategies has a bearing on the number and type of resources that they required. For example, a teacher who uses a didactic strategy needs far fewer resources than one who is using an inquiry-based method. It goes without saying, of course, that every classroom teacher should know her way around the resource centre, what services can be expected of it, and how to use the services she can get.

Also, the classroom teacher needs to see how communication relates to resources and her methods. I'm still appalled at the fact that while communication is at the heart of the teaching — learning act, teacher training programs pay so little attention to communication. And I mean not only interpersonal communication, but communication through the media that I have been referring to, all media — print and non-print. It's even more surprising that whereas as individuals teachers receive much of their information through electronic media, they can leave their training programs with almost no knowledge of these media.

Should there be separate courses for teachers in the use of resources, or should the competencies that would ordinarily be provided in those courses be incorporated in other courses. The practice varies across Canada, in some institutions they are separate; in others they are merged into other courses, primarily methods courses. I can see an argument for dealing with resources in methods courses. The advantage is obvious — the question of resources is put in its appropriate context — the outgrowth of the questions of training strategies. I would agree to the incorporation of these competencies in methods courses if I were convinced that they would be given adequate treatment this way. In most instances where I have seen it attempted, resources have been given only superficial treatment, and certainly not in a sufficiently comprehensive manner. So, while in principle, I would accept them in methods courses, in practice it seems necessary to have separate courses. It should be stressed, however, that where they are offered in separate courses, it behoves the instructors of these courses and those of curriculum and methods courses to see that the link between teaching strategies and resources is clear to the student.

Finally, I want the classroom teacher to have the same approach to communication and resources that I spoke of earlier with respect to the resource specialist.

There is so much information available in so many media, the teacher must not see herself as the gate keeper of all that information. It's time we saw the author, the film maker, and the computer programmer as teachers, who are part of the larger team of teachers. The problem of the relationship between these mediated teachers, and the live classroom teachers will call for some serious re-evaluation of roles, the outcome of which, I hope will be increased accessibility, openness, and freedom for the learners. The training programs of teachers must prepare them for these new relationships.

In closing, then, it is not enough to have resources, resource centers, or resource specialists. These, in themselves, do not guarantee effective use of the resources. We need teachers who are ready to examine objectively their techniques of teaching, who are aware of alternatives and who are ready to test these alternatives. Likewise, the resource specialist must provide leadership in matching teaching techniques with modes of communication and resources.

Fundamentally, both teachers and resource specialists need to see themselves as facilitators of the learners in their free and open search for knowledge and in their attempts to be expressive and creative in their own acts of communication.

CREATIVE LEARNING filmstrips

We invite you to write for our 1975 catalog of high quality, reasonably priced materials. We have acquired the school filmstrip offerings of AVID Corporation and Budek Films and Slides and are producing new materials this year.

CREATIVE LEARNING
486 WATERMAN AVENUE
EAST PROVIDENCE, R.I. 02914

from the secretary

Hi! Here I am again — writing about the same subjects that filled the last note. First of all, the central office has come in for some heavy criticism concerning the inaccuracy of the mailing list. Well, I'm passing this particular buck to you! The mailing list is only as up-to-date and "with it" as you are — and if you don't tell me of your change of address, title, etc., I have no choice but to continue using the address I have on file. If you are moving, please send me a Post Office notice or a short note or change the address on your invoice — don't just put it on the envelope because chances are it is discarded before the letter/invoice is read.

Another list of members will be published in the Fall '75 issue, so make sure your name and address are correct by then.

The second point I want to make is this: institutional and commercial memberships carry with them just one member's registration fee to the conference. Thus, if your resource centre/IMC is planning to send several people to the AMTEC '75 Conference, only one of you will enjoy the lower registration fee. This decision was made by the Membership Committee and approved by the Board in June, 1974, on the grounds that the Conference and AMTEC - lose money if 3 or 4 or even more people receive member's rates by paying just the \$25.00 institutional fee. This may seem a bit unfair to those of you who have institutional memberships. However, if you were to see the books and the AMTEC budget, I'm sure you would agree this measure is appropriate and necessary.

Lorna Hines

editorial

There is a direct relation between the rising and falling fortunes of our association and the availability of a publication. This leads me to believe that people out there perceive a publication to be a useful and desirable part of AMTEC. Whether it is able to serve that practical role is something else. A publication's success depends upon its ability to address itself to the concerns and interests of its readers. For the past year and a half I have directed the affairs of our publication with few offers of assistance in the way of articles, reviews, or even suggestions. Only five or six of our members have bothered to volunteer material. I do not know how to explain the reluctance on the part of individuals in our organization to voluntarily come forward with their ideas, experiences, concerns etc. I suppose one could attribute this to the silent, modest Canadian syndrome, but this hardly explains your reluctance. In fact, it seems to contradict what some commentators have observed about this Canadian identity of ours — 'the national pre-occupation for overcoming communication's problems. Witness Canada's contributions to communication: a transcontinental railway; the wireless, a world-reknowned telephone system; satellite communications; communications "forces" to peacetime armies; short take-off and landing aircraft. Witness also the attempts to explain the role of communications media in social and cultural terms by Harold Innis and Marshall McLuhan. We seem to be people concerned about and sensitive to the problems involving communications. Why then our reluctance and specifically the reluctance of members of our association to share their ideas willingly? Most people when asked to write about some particular activity or event, agree to do so; but relying on personal contact as a means of generating material is slow, and rather hit and miss. The spectator-reader is obviously needed, but so is the participator-writer. The mandate of this association is to serve the media and technology community: articles, commentaries, letters, etc. are needed from technicians, producers, teachers, students, administrators and researchers, in order to present and explain the different and varied interests of a diverse membership. Also needed are people who wish to serve as regional and special-interest editors. I know there are many people who want to help because they believe as I do that a publication is an essential requirement for the success of our association. If you would like to become involved, why not drop me a line, indicating where your interests lie. That information will be passed on to the Publications Committee Chairman, Gordon Jarrell. Help make your publication meet your needs.

news clips

ANNOUNCING THE FORMATION OF THE AGENCY FOR TELE-EDUCATION IN CANADA.

In March this news release was distributed by the founding members of this new Canadian association:

"A consortium of educational media agencies has been formed under the name ATEC., the Agency for Tele-Education in Canada. Founding members are the OECA (Ontario Educational Communications Authority), ORTQ (Office de radio-télédiffusion du Québec), and ACCESS Alberta (Alberta Educational Communications Corporation), with other provincial agencies expected to join shortly.

Formation of ATEC paves the way for a much-needed, Canada-wide flow of educational programming materials, as well as regular pooling of resources for joint production ventures and acquisition of non-Canadian programs. Until now, such inter-provincial educational cooperation and exchange has been thwarted by the lack of a formal mechanism.

ATEC has joined the European Broadcasting Union, an affiliation which brings with it access to international co-production ventures and a regular exchange of radio and television programs.

First Chairman is Larry T. Shorter, President of ACCESS, ALBERTA; Vice-Chairman is Rene Reeve, Assistant General Manager, ORTQ; with Chuck Williams, OECA's Corporate Division General Manager, as Secretary. ATEC's offices are located at 2180 Yonge St., Toronto, Ontario.

ATEC is concerned with all levels of educational communications. Membership is open to publicly-supported provincial agencies involved in educational broadcasting or the electronic distribution of educational materials.

In addition to Saskatchewan (which has recently formed an agency called Saskemedia) and British Columbia (currently in the process of setting up an agency), other provinces in Western Canada and the Maritimes are investigating the establishment of similar agencies.

For additional information, contact: George Graham, 2180 Yonge St., Toronto, Ontario. (416) 484-2781.

CANADIAN SYMPOSIUM ON NATIONAL CONCERNS IN EDUCATIONAL TECHNOLOGY — HELD IN TORONTO UNDER THE AUSPICES OF AMTEC.

This symposium was held in Toronto at the end of March under the auspices of the Association for Media and Technology in Education in Canada with assistance from the Educational Technology Branch of the Department of Communications. The meeting brought together a diverse mix of people from across Canada, representative of the various levels of education and interest areas of educational technology. Organized by Fred Johnston, Associate Professor of Education, Faculty of Education, Queen's University, the symposium's purposes were three-fold: to identify national needs and concerns in the area of educational technology as perceived by AMTEC representatives; to consider if and how these requirements might be met more effectively by a federal government support program designed to work in collaboration with the appropriate education and training authorities; to submit a report on the recommendations reached at the symposium to the Federal Working Committee on Audio Visual Systems in education of the Educational Technology Branch, DOC. A report of the proceedings is being assembled and will be covered in the summer issue of Media Message.

CANADIAN EDUCATIONAL INDEX, A PROJECT OF THE CANADIAN EDUCATIONAL ASSOCIATION.

This note is extracted from the March Newsletter of CEA. Readers should relate this information to the news release of April from the National Library of Canada.

"On January 16, 1975, an encouraging meeting was held with representatives from the federal Department of Communications, Educational Technology Branch, to discuss computerization of the Canadian Education Index. (The Educational Technology Program has been set up to develop methods of delivery, display and organization of information, while in no way infringing on the provincial prerogatives concerning the content of education.)

In the CIE office, we are forging ahead with research on computerization, while the Educational Technology people investigate funding.

One of our major research concerns is compatibility of systems, particularly in relation to the National Library of Canada. Because it is impossible for the CEI Staff to process more than a small segment of the education information in Canada, we are pleased to

have been approached by producers of local and specialized bibliographies to discuss compatibilities and possible co-operation. By co-operation, we will be able to deliver more information more efficiently. By discussing our various requirements at this stage, we will be able to develop a system to serve local and specialized, as well as national, needs."

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION PUBLICATION: AUDIO VISUAL TECHNIQUES FOR INDUSTRY

by John Halas and
Roy Martin-Harris.

The first draft of a new manual the UNIDO proposes to publish on the use of audio visuals in industry has been received by the AMTEC office. While it is aimed at persons in developing countries who are responsible for initiating and expanding the use of audio-visual facilities and techniques in industry, it will no doubt be of some interest to people in the media field in Canada. It is aimed at a rather a elementary level that may limit its use in Canada. The United Nations organization is asking recognized experts to comment on the manual before it is published in its final form. These comments should be received by May 31, 1975. For additional information write Mr. J. Richard Cote, Industrial Information Officer, Industrial Section, Audio Visual Information Service United Nations Industrial Development Organization, Lerchenfelder Strasse 1, A-1070 Vienna, Austria, P.O. Box 707, A-1011.

TOKYO'S NEW AUDIO VISUAL CENTRE OPENED.

The British periodical, Visual Education, reports on the opening of "the world's most elaborate audio visual centre" in Tokyo, Japan. The centre was established by the Matsushita Audio Visual Education Research Foundation to promote the sale of national audio visual equipment and to ensure that purchasers are fully conversant with the available equipment. It is intended that users, and this includes teachers, will be able to keep abreast with new developments in the Japanese media industry.

WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES.

This extract is taken from the North Dakota newsletter April, 1975, and should be of some interest to Canadian readers because of the influence exerted by the Library of Congress in the United States.

"As enacted by Congress and signed into law by President Ford on December 31, 1974, the purpose of the White House Conference on Library and Information Services is to develop recommendations for the further improvement of the Nation's libraries and information centers and their use by the public.

The Law specifies that the National Commission on Libraries and Information Science will plan and conduct the White House Conference, and a 28-member advisory committee is to be appointed to assist the Commission...

The Law authorizes the White House Conference to occur not later than 1978. The states may hold their own preliminary conferences on library and information services in the preceding years. The National Commission is authorized to make technical and financial assistance available to the states and territories to enable them to organize and conduct conferences and other meetings in preparation for the White House Conference. The Commission is also authorized to make available background materials for the use of delegates to the state conferences and the national conference.

The Law authorizes (but does not appropriate) up to \$3.5 million to assist the states with their conferences and to implement the White House Conference. An appropriation must be sought from Congress, and from the state to carry out the conference."

NEW AMTEC OFFICERS.

The recent election for officers who will sit on the 1975-76 AMTEC Board of Directors has been closed. Media Message is pleased to report the results of this election. Elected to the position of Vice-President/President-Elect is Dr. Gar Fizzard, Director, Division of Learning Resources, Faculty of Education, Memorial University, St. John's, Nfld.; Secretary-Treasurer is Mr. Gordon Jarrell, Coordinator of Instructional Resources, Scarborough Board of Education, Scarborough, Ontario; and the new Member-at-Large is Mr. Wayne Blair, Supervisor of Program Acquisitions, ACCESS Television North, Edmonton, Alberta. Congratulations Gar, Gord, and Wayne!

REPORT ON THE ROUND TABLE CONSULTATION ON EDUCATIONAL TECHNOLOGY IN EUROPEAN HIGHER EDUCATION Dr. Peter Whittaker.

The January, 1975, issue of the British Journal of Educational Technology contained an article by Dr. Peter Whittaker, who is Director of Television Film Unit at the University of Birmingham, and who attended the Round Table Consultation Session, which was organized by the International Film and Television Council in Grenoble, France, September, 1974. What is particularly interesting about his comments on the Round Table is the similarity of the problems and conclusions reached by that group in comparison with those reached at the National Concerns Symposium held recently by AMTEC. (The Symposium is reported elsewhere in this issue.) The demand for "practical research" in the real teaching learning context, finding ways to identify resource material which has already been produced and is available, cooperative production methods, the opportunities for the exchange of staff and training, were all items that were in some ways considered at the Canadian Symposium.

CBC MATERIALS MAY BE AVAILABLE.

Rumors are going about that CBC materials may be distributed through the National Film Board of Canada. Nothing has been confirmed yet; however, this would be a welcome event to Canadian educators. For too long the very valuable resources of the CBC have been unavailable to us. We hope that some kind of marketing agreement can be worked out in the very near future.

PROJECTS AT THE CANADIAN COMMUNICATIONS RESEARCH INFORMATION CENTRE.

The February issue of the Canadian Communications Research Information Centre Newsletter describes two major projects which have been begun by that Association: 1) a register of current communications research projects (This survey has been completed. Editorial work is in progress and it is hoped that the register will be available in late April), and 2) the publication of a directory of Communications organizations in Canada.

HELPS PROJECT PHASE II.

Some time ago Dr. Ab Moore, University of Guelph, reported on the HELPS project. (HELPS - Higher Education Learning Programs Survey, *Media Message*, Summer edition, 1974, Vol. 3, no. 4.) Ab reports that the 1st objective of this project of the Media Directors of Ontario Universities has been completed, namely the identification of approximately three hundred titles of institutionally-produced materials available for exchange and catalogue listing. Funds have been made available to commence Phase II of the HELPS Project, the creation of a machine-readable information file and printed output in the form of 1) standard library card sets and 2) printed catalogues of the combined file in the author-title-subject series. It is hoped that this phase of the Project will be completed by the Fall of 1975.

CARLETON UNIVERSITY-STANFORD UNIVERSITY WIRED-CITY PROJECT.

Plans are developing to carry out a joint Carleton-Stanford University credit course which would originate from both universities. Using the Canadian satellite, a two-way communications system would be established between the two universities and class interaction would be one feature of the system. The purpose of the experiment is to try out the technical feasibility of such long-range communications systems. The project is an extension of the experiments which have taken place between buildings on the Carleton Campus.

CBS GRANTS VIDEO-TAPING LICENSES TO SCHOOLS.

The Columbia Broadcasting System will grant non-exclusive, direct news program video-taping licenses to schools, colleges, and universities. The fee for this duplicating privilege ranges from \$25 for individual schools to \$500 for large school districts. CBS will permit tapes to be made and kept for 30 days after which time the tape must be erased. This move on the part of CBS is largely an attempt to fight unauthorized taping by Vanderbilt University's Television News Archive. Regardless of the reason, the availability of such material is a welcomed move in the right direction. We hope the CBC might also loosen its policy on video-taping, at least for the news.

OPEN LEARNING UNIVERSITY COURSE OFFERED IN QUEBEC.

L'Universite du Quebec has launched its first experimental open learning TV Course, patterned after Britain's Open University. The Study of the Citizens' Cooperative Movement is only the first program and the long range success of the Quebec project depends upon the development of a provincial UHF TV Network.

OPEN TECHNICAL COLLEGE MAY FOLLOW THE UNITED KINGDOM'S OPEN UNIVERSITY EXAMPLE.

A British government-sponsored working group is studying the feasibility of introducing an "Open Technical College" similar to that of the Open University.

AMTEC '75 TO BE HELD IN CALGARY, JUNE 15-18

Plans are now in full swing for this year's national conference of the Association for Media and Technology in Education in Canada (AMTEC) to be held at Calgary's newly opened Convention Centre, June 15-18.

AMTEC, as its name implies, is a national association of Canadians keenly interested in the performance and effectiveness of non-print learning materials, equipment and systems. Its membership includes representatives of all the various facets of the production and use of educational non-print materials at both the provincial and regional levels, e.g. teachers, librarians, media technologists, manufacturers and distributors within the educational technology industry.

This year's conference "AMTEC '75" will focus on AMTEC's role as a co-ordinating body. Under the banner theme, "Partnerships in Learning", the conference is expected to attract more than 400 delegates from across Canada. Their concern to improve the production and use of non-print materials for educational purposes is a crucial one affecting Canadians of all ages, say the conference co-chairman, Alan Robertson, director of The University of Calgary department of communications media, and Sally Landerkin, deputy director.

The conference will focus on practically all possible interactions between instructional media personnel: between technology and people, between instruct-

ional planners and producers, between teacher and learner, among all the various educational levels.

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 of both media equipment and educational materials, a participatory multi-media "experience", group discussions and seminars will make up the daily programs.

According to the co-chairmen educational media technology is now coming of age.

"This year marks the 21st birthday of educational television in Alberta," explained Mr. Robertson.

"Educational technology was first envisaged in a narrow way to cope with a shortage of teachers or to supplement classroom lectures," he pointed out.

"But educational technology has gone far beyond this," he continued, "making use of the most up-to-date commercial techniques."

The impact of television within the last few years has been staggering, said Robertson. "Children are now going into grade one knowing the alphabet and numbers... it has meant a whole new re-orientation for teachers who have to cope with this impact."

According to the figures of a 1972-73 Carnegie Commission Report on Technology, by the time the average child enters elementary school today he has viewed 5000 hours of television. The average adult views four hours a day.

So far the growth of educational media technology has been a slow process. It was only two years ago that the federal government recognized educational broadcasting as unique and re-defined the regulations so that the provinces can now be delegated an educational communications authority.

"This meant that for the first time the authority for programming was put into the hands of the educators," explained Robertson.

Attitudes within the educational system itself have also been slow to change. But more and more the impact of educational media technology is being felt. For example, libraries are no longer simply repositories for books, but for records and films too. Now children see the ills of the world via television and educators are being forced to balance their own approaches in keeping with this sort of exposure.

Even in universities, the impact of television is a fact. For most of today's university students television has been a part of their lives, yet not necessarily a part of their professors' lives. Robertson says there are still some professors who will deny

this, but more and more things are changing.

Throughout the country, educational technology is finding its way into the classroom at all levels, not only as a valuable teaching aid, but as a valid form of expression for students themselves.

"It's not unusual these days for students to prepare their class assignments on films and slides as well as in writing," said Robertson.

Registrations are now being accepted for AMTEC '75. Registration fee for the entire conference will be \$85 for AMTEC members and \$100 for non-members, which includes a membership fee. After May 30, a \$10 late registration charge will be levied.

Daily registration is also being 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, a barbecue and an awards dinner must be purchased separately.

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



Alan Robertson, who is co-chairman of AMTEC '75. Mr. Robertson is director of the department of communications media at The University of Calgary.



Sally Landerkin, who is co-chairman of AMTEC '75. Mrs. Landerkin is deputy director of the department of communications media at The University of Calgary.

new resources

BIBLIOGRAPHIC CITATIONS FOR NON-PRINT MATERIALS: A MANUAL FOR WRITERS OF TERM PAPERS AND THESES. Eugene B. Fleischer, New Jersey Association for Educational Communications and Technology, 1975. It was inevitable with the surging interest in non-print resources that someone would come up with a handbook for dealing with these resources in the context of term papers and theses. Eugene Fleischer, a teacher at Trenton State College, Trenton, N.J., has produced a very useful publication to accompany guides such as the MLA Style Sheet, Torabian's A Manual for Writers of Term Papers, Theses, and Dissertations. This handbook needs to be looked at very closely and we would welcome an offer from someone who might wish to review it for the Media Message. A copy for review purposes is available from the AMTEC office. Copies are available at \$2.00 (US) each from: N.J. A.E.C.T., c/o Eugene B. Fleischer, Trenton State College, Trenton, New Jersey, 08625. Orders must be accompanied by a cheque or money order, made out to: N.J.A.E.C.T.

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SUPPORT MATERIALS FOR COURSES IN EDUCATIONAL TECHNOLOGY FROM THE NATIONAL COUNCIL FOR EDUCATIONAL TECHNOLOGY, GREAT BRITAIN. NCET has sponsored and produced a rather large multi-media kit to assist people who are responsible for teaching courses in educational technology to educators at all levels. The material is designed to be of assistance to local advisors, inspectors, audio-visual organizers, leaders of teachers' centres, head teachers, and others responsible for running in-service courses. The program has instructors' booklets, participants' booklets, slides, transparencies, audio-tape, and motion pictures. It is designed to be used by the instructor and is not a "teacher-proof" package. This reporter has had the opportunity to inspect one quarter of the total program and was sufficiently impressed to pass this information on to you. Needless to say, it is a rather expensive program to purchase. Should you wish additional information, write NCET, 160 Great Portland St., London W1N 5TB.

OISE's LATEST MULTI-MEDIA TEACHING BOX: THE WOMEN KIT. "A new kit for Women's Studies comes in a big brown cardboard box, 25 lbs. heft. Within is a vast variety of about 200 items, records, filmstrips, articles, posters, plays, poetry, postcards, drawings, photographs, slides, newspapers, booklets, lists, stories, and statistics." The Women's Kit, as a project of the Ontario Institute for Studies in Education was started 3 years ago by Pamela Harris and grew out of her work with Barton and Stansfield, who pioneered the unstructured, open-ended, Multi-media kit idea at OISE.

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OECA PUBLICATIONS. Two documents recently released by the Ontario Educational Communications Authority will be of interest to many readers. Workshop on the Transition to a Conservative Society: The Role of Media, is a summary of a discussion at a small-group meeting sponsored by OECA. The second publication has to do with Project Operation Index, an approach to in-depth indexing and content analysis of video-tape. The purpose of the project is to extract excerpts from video-tape.

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A NEW CANADIAN SCHOOL LIBRARY ASSOCIATION PUBLICATION, CANADIAN MATERIALS. The CSLA is pleased to announce the publication of this new national journal, devoted to the critical evaluation of learning materials in all media formats published or produced in Canada for Pre-school to Grade 13. Subscription is available for \$5.00/year from the CLSA Head Office, 151 Sparks St., Ottawa, Ontario K1P 5E3.

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CTV REPORT. Information on this subscription service has been received from the Centre for Advanced TV Studies, 15 Prince of Wales Crescent, London NW1 8HA England. The CTV Report is designed to do something that neither a book nor a magazine can do. It offers you the convenience of a bound index with the immediacy of a magazine. Each month, the subscriber has within one cover all the information he needs to brief himself or others on the most important features of the video-cassette disc industry and the information is organized so that it can be found easily. The information is updated monthly; new, corrected pages are issued whenever existing information is misleading or out of date. The report is divided into six main sections: reference, equipment, store media, programs, applications, and general.

coming events

May 2-3 **COMMUNITY COLLEGE ASSOCIATION FOR INSTRUCTION AND TECHNOLOGY, 9th NATIONAL CONFERENCE ON INSTRUCTIONAL ASSESSMENT.** Held simultaneously at Northern Virginia Community College, Alexandria Campus, and Rainey Harper College, Palatine, Illinois. Easterners may wish to contact Gloria Terwilliger, Director of Learning Resources, Alexandria Campus, Northern Va. Community College, 3001 Beauregard St., Alexandria, Va. 22311. Westerners may contact Frank Christensen, Director of General and Liberal Studies, William Rainey Harper College, Roselle and Algonquin Road, Palatine, Illinois 60007.

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May 5-9 **CALGARY BOARD OF EDUCATION BRASS TACKS CONFERENCE, CALGARY.** For additional information, contact Mr. R.J. Hirsch, Calgary Board of Education, 515 MacLeod Trail, S.E., Calgary.

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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.

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May 20-23 **SEMINAR ON THE TECHNIQUES AND APPLICATION OF HIGH-SPEED MOTION PICTURE PHOTOGRAPHY.** Ryerson Polytechnical Institute, Toronto. For additional information, contact Photographic Analysis Ltd., 8 Brian Cliff Drive, Don Mills, Ontario.

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May 20-23 **CANADIAN CABLE TELEVISION ASSOCIATION 18th ANNUAL CONVENTION TRADE SHOW, HYATT-REGENCY HOTEL, VANCOUVER, B.C.**

June 2-5 **WORLD FUTURE SOCIETY, SECOND GENERAL ASSEMBLY, WASHINGTON, D.C.** A very interesting program has been arranged around the theme "The Next Twenty-five Years: Crisis and Opportunity." For information write General Assembly, World Future Society, 4916 St. Elmo Ave., Washington, D.C. 20014, USA.

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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. Paker, Department of Communications, Instructional Communications Systems, University of Wisconsin, Extension OLF, Radio Hall, Madison, Wisconsin 53706.

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June 13-15 **CANADIAN SCHOOL LIBRARY ASSOCIATION CONFERENCE, Four Seasons Sheraton Hotel, Toronto.** For details, write CSLA, 151 Sparks St., Ottawa, Ontario K1P 5E3.

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June 13-20 **CANADIAN LIBRARY ASSOCIATION, 30th ANNUAL CONFERENCE, Four Seasons Sheraton Hotel, Toronto.** For details, write CLA, 151 Sparks St., Ottawa, Ontario K1P 5E3.

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June 15-18 **5th ANNUAL CANADIAN EDUCATIONAL COMMUNICATIONS CONFERENCE, Four Seasons Hotel, Calgary, Alberta.** This is the annual conference for the Association for Media and Technology in Education in Canada (AMTEC). For additional information, write Mr. Garry Smith, ACCESS Television South, Calgary Health Sciences Centre, 1611 - 29th St., N.W., Calgary, Alberta T2N 4J8.

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September 1-5 **SECOND WORLD CONFERENCE ON COMPUTERS IN EDUCATION** This conference, organized by the International Federation for Information Processing under the high patronage of the French Ministry of National Education takes place in Marseilles, France, under the patronage of UNESCO, OECD, etc.