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MEDIA MESSAGE

FALL EDITION, 1975

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AMTEC '75 in RETROSPECT

APRES CALGARY

DIRECTORY OF MEMBERS

AMTEC '76 ST. JOHN'S NEWFOUNDLAND
JUNE 13-16, 1976

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MEDIA MESSAGE

Fall Edition, 1975 Volume 5, Number 1

CONTENTS

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- 2 Report from the President
Dr. F.R. Branscombe
- 4 AMTEC '75 in retrospect
Sally Landerkin and Alan Robertson
- 9 AMTEC '75
Abstracts of Papers
Arthur F. Knowles
John S. Daniel
William McCavitt
André Morin
Bernard Hart
Richard F. Lewis
Robert E. Miller
William Winn
Hans Kratz
Ralph W. Curtis
James M. Kaye
- 17 Apres Calgary
Marcel Montreuil and Gilles Carrier
- 23 AMTEC Conference Audio Tapes
Order forms
- 25 1975 Directory of AMTEC Members

comment

Much of this issue is given over to reports and summaries of papers presented at the AMTEC '75 Conference in Calgary last June. The other major portion of this issue is an up-dated directory of members.

It was decided to make this a Conference issue since many of our members were unable to travel to Calgary for what proved to be an outstanding event from all points of view.

In several cases, a copy of the complete presentation was available but more often, only an abstract was obtained. It was decided to print abstracts in order that most of the papers presented could be included even if only in a brief form.

Those wishing to have a copy of any presentation in its entirety would find it useful to order an audio tape of that session. An order form listing all available tapes and their cost will be found on page

A particular group of papers will not be found in this issue. Several persons did presentations reflecting the use of the media by students to explore their environment and to express themselves.

These included: Towards A More Visual Elementary School, Ronald Spivock; Designing A Course In Visual Literacy, Sister Bede Sullivan; Student Involvement In The Preparation Of Instructional Materials At The Elementary And Secondary School Levels, Dr. C.Y. Oh; and Film Animation, Lonnie Springer.

This group of papers will be carried over to the Winter Issue. It is hoped (and intended) that other papers will be submitted embracing the same general theme: students learning *about* the media and about the world and themselves through the media; not just learning *from* the media. It's a case of the student in this context being a producer, not simply a consumer, of media.

Starting with this issue, we have included where possible, a brief summary in the principal language other than that used for the original presentation, i.e. English to French or French to English. This practice will continue and if possible increase in future issues of Media Message. If you are submitting a paper for consideration in the future please send a brief summary in the second language, whichever that may be.

Lou Wise

report from the president

ADDRESS TO GENERAL SESSION
June 18, 1975, at Calgary, Alberta
by F.R. Branscombe, President

I suppose no one has ever assumed a position of responsibility and reputation in his chosen profession without expressing his thanks to those who elected him. I am but one in the long succession of those who have expressed, or will subsequently express, their deep gratitude for having been so signally honored by their peers. I am deeply gratified, and at the same time painfully conscious of my shortcomings, in becoming the President of the Association for Media and Technology in Education in Canada.

Ma gratitude ne devrait pas être purement verbale; être le Président de l'Association des Media et de la Technologie en Education au Canada est non seulement un grand honneur, mais implique la lourde responsabilité d'aider l'Association à atteindre ses buts. Nos espérances sont nombreuses parce que nos besoins sont multiples. Nous accomplissons des tâches variées, nous vivons dans différents milieux et nous recevons diverses formes d'aide de nos employeurs.

There is a saying in the English language that if we do not hang together, we will probably hang separately. Although I do not bring to this presidency all the strengths that I should wish, what I do bring I pledge unreservedly to your service. We must "hang together" because we need each other, notwithstanding our many differences and maybe because of our differences. Some of us are primarily educational technologists while others of us have more affinity with materials and with the methodology of their use in the teaching/learning process. Some of us teach and otherwise work directly with learners, while others provide logistic and technical support to those in the schools. We represent every province and we are the products of diverse cultural heritages.

Notwithstanding these many differences in our professional competencies and in our needs, we come together in this association to work for our mutual benefit. At first, this was little more than enlightened self-interest — a survival technique of proven worth. Our motives for co-operation subtly changed, however, as personal friendships developed linking widely separated parts of the country. No better example of this could be found than our immediate past president. Some of

us can remember a time, ten years or so ago, when Dick Morton showed up periodically at meetings of the editorial board of the old "Canadian Audio-Visual Review". He was always in a great hurry as he seemed to be involved in some mysterious inter-provincial government mafia. And after each of these appearances he returned to the open spaces from which he came. As the personal relationships in this association, and in the predecessor organizations, matured into friendships, we came to see in Dick Morton not only a leading educator in Canada but also a man whose friendship is treasured by his colleagues in every province from the Atlantic to the Pacific. We thank you sincerely, Dick, for what you have done for us ... and, also, we thank you for what you will yet do for us. You are not off the hook yet. Nor, indeed, do I think that you want to be completely off the hook, in the sense that your advice and assistance would no longer be freely available to your colleagues and your friends.

Your board has met, and will meet again before we leave Calgary, to formulate policies for the coming year. As you will readily understand it is difficult for us to meet except in conjunction with the annual conference. Correspondence and telephone conversations can be used but they are not thoroughly satisfactory substitutes for face to face discussion.

I mention the difficulty, actually the impossibility, of holding frequent meetings of your board because it directs our attention to a problem common to all organizations similar to ours. It is the double problem of operating effectively on a national scale without cutting ourselves off from the sources of our strength which lie in regional and local associations.

The provincial and local groups are the places where new members of the profession develop and mature, and where experienced leaders have their oldest and most deeply rooted personal and professional loyalties. Without these dynamics brought by members capable of dual loyalties, both regional and national, the national organization would never be much more than a pathetic ideal that has annual periods of embodiment in folk customs associated with mass talking, drinking and eating. The coin has its other side, as well. The national organization is the repository of a large body of professional expertise which is distilled from experience in many parts of Canada and which, with appropriate adjustment to compensate for local differences, is useful and helpful in all parts of the country. Without access to assets stored in that repository of professional expertise, regional and local groups are handicapped. The national and the local organizations are completely interdependent on each other for a full and satisfying existence.

The problem remains how to strengthen at the same time both the national organization and the provincial, regional or local organizations. The national organization is strengthened as it is given opportunities, and as it

accepts them, to assist local groups and individuals to meet specific, locally identified needs. Similarly, local groups are strengthened as they accept challenges to work through the national organization to help other local groups who also need support.

The role of the national organization, then, is to help make it possible for those trying to solve local needs in one part of Canada to draw upon local strengths in other parts of Canada for support. In what ways can A.M.T.E.C. discharge its responsibilities in this regard? Let me very briefly mention three:

The Media Message:

Under Fred Johnston's leadership this enterprise has grown from rather shaky beginnings to a strong publication. He has asked to be relieved of this responsibility and your board has, with regret, agreed to the request. We are very fortunate, however, to have a strong successor to Mr. Johnston in the person of Mr. Lou Wise, Director of Teaching Aids for the Toronto Board of Education.

En tant que rédacteur de Media Message, M. Wise sera aidé de trois sous-rédacteurs, afin d'élargir l'optique des articles de notre revue. L'un d'entre eux aura la responsabilité spécifique de trouver des articles écrits en français. Nous espérons que Media Message ne paraîtra jamais plus dans une seule langue, que celle-ci soit l'anglais ou le français, cela n'importe peu. Je propose aussi que chaque article soit précédé d'un bref résumé écrit dans l'autre langue officielle. Afin de présenter un bon éventail d'articles français, nous avons donc besoin de l'aide des membres francophones du Québec, du Nouveau-Brunswick, de l'Ontario et de tout le reste du Canada. Nous avons besoin de vous!

Mr. Wise will be assisted by sub-editors with particular responsibilities in obtaining articles from Eastern and Western Canada, in addition to articles written in the French language. If A.M.T.E.C. is to be national in fact as well as in name, it must make it easier for all its members, regardless of language, to use the Media Message. To this end, I am proposing that all feature articles in the magazine should have a brief summary in the other official language than the one in which it is written. The Media Message has been A.M.T.E.C.'s most consistently successful communications link between members. Let us take hold of it and use it to even better advantage.

The second way that this association has to discharge its responsibilities is by visitation. The more frequently that a member of A.M.T.E.C. who lives in one region of Canada is invited to participate in the activities of a local group in another region of Canada, the better it will be for all concerned. In this connection, I hope to continue the tradition established by Mr. Morton to visit regional groups in various parts of the country. I have set myself a personal goal (which may be

impossible of attainment but it is worth a try) to make some form of useful contribution in every province, if I am asked to do so.

The third means that we have is the annual conference. I doubt whether Shakespeare had an A.M.T.E.C. conference in mind when he said, "It blesses him who gives as well as him who receives," but it is true that the guests at one of our conferences are not the only benefactors. The hosts are benefited, too. In the past we have had successful conferences in Toronto (in 1969), in Montreal (1970), Edmonton (1971), Toronto (1972), Vancouver (1973) and St. Catharines (1974). In 1975 Calgary has won an honored place in that succession and next year: St. John's, Newfoundland.

We in this association have two urgent needs. Our first need is for more members. During the past year we have increased from 212 to over 400 members. This is good but we are still too few to be viable. Our unit costs per member are too high. We must have a larger membership. I ask each of you to accept the personal commitment to recruit at least one member.

Secondly, we need more information about present members. The question is sometimes asked, What does A.M.T.E.C. do for you besides "Media Message" and the annual conference? I am not apologetic about those particular activities — nor do I agree that they are our only ones. But it is true that there are undoubtedly other things that A.M.T.E.C. could do for you.

But, we have a problem. In many cases, the records show nothing more than a name and an address. We absolutely require more knowledge than we have if we are to fulfil your expectations of A.M.T.E.C. To meet this need, you will receive a questionnaire early in the autumn. I ask you to take the time and make the effort to complete it and return it to me.

The Association for Media and Technology in Education in Canada is the direct, though hardly recognizable, successor of the early attempts to found a national organization, worthy of the special areas of professional expertise that we represent. We now have such an organization. Let us use it effectively. Let us work earnestly to make our association serve the best interests of learners of all types, of all ages and in all parts of Canada.

amtec '75 in retrospect

by Sally Landerkin and
Alan Robertson,
Co-Chairmen

Planning Committee:

| | |
|--------------------|------------------|
| Bob Aberdeen | Earl Peturson |
| Dennis Christensen | John Philpot |
| David Cormack | Ron Robertson |
| Barry Eshpeter | Hazel Sangster |
| Bill Hanson | John Seaborn |
| David Harvie | Moe Sinotte |
| Maura Kadustki | Bob Sivertsen |
| Bert Leemburg | Garry Smith |
| Marmie Longair | John Stoeber |
| Bob Miller | Bob Thornborough |
| Dick Morton | Dick Van de Geer |
| Dorothy Patterson | Bill Winn |

7 Year Itch

We were going to start this report by saying, "We don't know how many of you remember the last report we did, called 'Banff in Retrospect' ", but then curiosity got the better of us, and we decided to see how many would remember. Fourteen of the delegates to A.M.T.E.C. '75 should have some parallel thoughts about the two conferences. Seven years ago, we undertook the organization of the first and founding conference of E.T.R.A.C. (Educational Television and Radio Association of Canada) which was held in August, 1968. The Banff Conference had 84 delegates and a working staff of 13, while this year the attendance at the A.M.T.E.C. Conference was in the neighbourhood of 311. We don't know for sure how many more people were involved in the working staff, but our conservative estimate is approximately 50.

If your curiosity is like ours, you probably want to know who was at the first conference. After some checking (primarily in the archives, among boxes laden with dust and spider webs) we managed to unearth our last report and made a quick cross-check of names:

Mich Aniballi
Wayne Blair
Gerald Farkas
Art Knowles

Sally Landerkin
Bert Leemburg
Richard (Dick) Morton
Dorothy Patterson
John Philpot
Alan Robertson
Garry Smith
Duane Starcher

These fourteen people may have parallel memories of the warmth, friendship and excitement which was generated by the Banff Conference. We both feel that much of that feeling was generated anew in Calgary this summer as part of another first ... the first conference of the new organization, A.M.T.E.C. We both have emerged with corresponding feelings about organizing conferences, one of which could be summed up by saying, "Thank God the 'itch' only strikes once every seven years".

Planning and Lead Time

Unlike the Banff Conference, we had an approximate two-year lead into the A.M.T.E.C. '75 Conference. In Vancouver, at the Third C.E.C.C., we boldly made the offer to host the 1975 get-together in Calgary. At that time, it looked like a long way off, but it is really amazing how quickly the time went by. The first year of planning consisted mainly of meetings between the two of us, where we would jot down ideas of what to do and what not to do. We also kept track of who was doing what in the field of educational communications, with an eye towards inviting them to participate in A.M.T.E.C. '75.

In January of 1974, the Calgary Media Council got together informally, and through some discussions various members of the Calgary community agreed to "volunteer" their services in the planning of the conference. In May, the Planning Committee was structured, and our first task was to establish a newsletter for the delegates to the Brock Conference.

The summer doldrums hit, and aside from a few phone calls and some letters exchanged with Brock delegates who had some ideas, the real planning waited until September.

The Calgary Media Council discovered that structuring a national conference is a time-consuming effort, and as such decided to make A.M.T.E.C. '75 the official project for the year. Planning meetings were held on a monthly basis, and as time got shorter, the meetings got longer. Publicity materials were planned and printed, social events were organized, the program started to take shape, and a myriad of details were sorted out. The files of correspondence between the Planning Committee and the A.M.T.E.C. President, Dick Morton, grew voluminous.

We weren't without problems, though. Some could be

traced to a lack of communication between the Planning Committee and the A.M.T.E.C. Board of Directors. Others were beyond our control ... we made an agreement with Mother Nature concerning the weather, but somewhere along the line someone forgot to put down the deposit and we were repaid with rain.

But when all was said and done, we survived the conference. While we could make a never-ending list of the things we learned (both do's and don'ts), we must give credit to the group of Calgary people who spent months working together to structure the kind of a conference we felt the A.M.T.E.C. delegates wanted. The thousands of hours of work, combined with the willingness of each Committee Chairman to undertake tasks, was the real reason we felt the conference was a success.

Program

The prevailing theme under which the formal program was structured was something like this — we know we can't please everyone all the time, but if we can please everyone most of the time, then we will have a successful conference. Our special thanks go to Larry Durr and to the Educational Technology Branch for their support and assistance in identifying key resource people.

We were soon heartened by the helpful suggestions sent to us in response to the first news letter. It was a pleasant surprise to discover that at that early date correspondents were already deeply involved and committed to the concept of A.M.T.E.C. '75. Many of you wrote personal letters of warm encouragement which we shall long remember.

Canadian suppliers and manufacturers quickly responded with ideas, suggestions and offers of assistance. It was through their efforts and those of Bob Sivertsen and Bob Aberdeen that the Exhibit Hall made such an outstanding contribution to the success of the conference. To our many friends — the industry, to N.A.V.A.C. and to Tony Cook ... thanks!

Awards Banquet

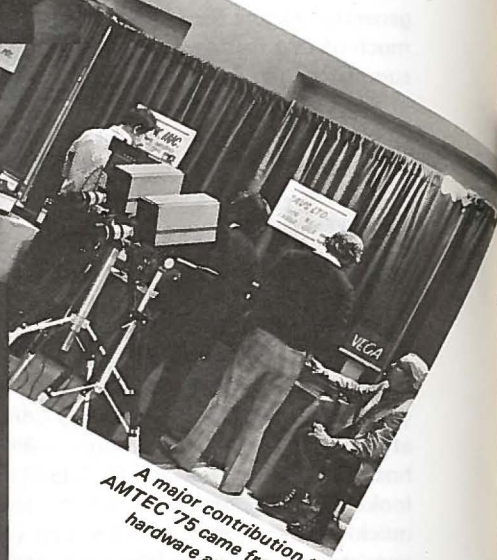
For many, the highlight of the conference was the A.M.T.E.C. '75 Educational Media Festival. The entries numbered 113, considerably more than we expected we would have. Under the able co-chairmanship of David Cormack and Dennis Christensen, the preliminary judging took place approximately three weeks before the conference. The final judging was done by a representative group of delegates who came to Calgary two days before the conference, and the results of the Festival were made public at the Wednesday Awards Dinner. We were all impressed



The staff at the registration desk gave the delegates a warm welcome to AMTEC '75.



Materials submitted for the Media Festival were on display so delegates could peruse them at their convenience.



A major contribution to AMTEC '75 came from the hardware and software exhibitors.



Part of the official opening of AMTEC '75 saw greetings to delegates from Tony Cook, NAVAC president.



"I don't remember this being part of the committee's terms of reference!"



The planning committee AMTEC '75 provided labor for the pancake breakfast in an informal setting.



Christopher Sarson, executive producer of ZOOM, was one of the guest speakers at the daily luncheons.



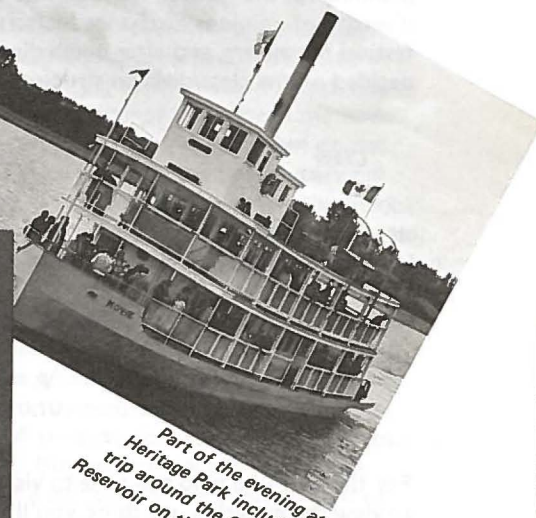
The concurrent sessions gave delegates a chance to pursue their areas of interest.



Throughout the three days of AMTEC '75, delegates had many opportunities to chat informally.



Guest speaker for the Awards Night dinner was Knowlton Nash from the CBC.



Part of the evening at Heritage Park included a trip around the Glenmore Reservoir on the S.S. Moyie.



The presentation of Awards to Media Festival winners was the culmination of AMTEC '75.



AMTEC board meetings were scheduled at various times during the conference.

with the quality of the entries. We heard from the judges that making a final decision was somewhat difficult, which speaks well for those who took the time and trouble to enter the competition.

The organization of any competitive festival is really parallel to organizing a conference. "You can please all of the people some of the time, but ...". We found that there was some criticism as to the competitive nature of the festival. There was also some comment as to the categories of entry. During the organizational planning for the festival, we took into account the diversity of opinions, exchanged letters with other festival organizers, and after much discussion, decided on the class/division structure listed below:

| Class | Division |
|----------------------------------|----------------------------|
| I. Individual Schools | I. Print |
| II. School Systems | II. Audio |
| III. Post-Secondary Institutions | III. Filmstrip, slide/tape |
| IV. Provincial Media Agencies | IV. Videotapes |
| V. Commercial Producers | V. Film |
| | VI. Learning Kits |

For those of you who had time to visit the Angus Room to view the materials, we think you'll agree that they are first-rate. Perhaps if we were to run another festival, we would make it a provision of entry that those materials which receive awards will be packaged to form a travelling exhibit. Most of the winning entries deserved more than the cursory overview that many delegates were able to give them.

French Delegates

As planning for the conference progressed, we felt the need for someone who was versed in the French language. Fortunately, Dr. Bill Winn was available to us, and in early October, we created another committee (in true bureaucratic fashion) called the French Language Liaison Committee. It was Bill's responsibility to assist us with the translation of all publicity and the final program. But, try as we did, there were still problems. Although some of us have a slight knowledge of French, it was extremely difficult to catch errors while proof-reading copy. Some of our publicity probably had more mistakes than correct words. However, we did achieve some things. First of all, the representation of French-speaking delegates (over twenty) was significantly more than we anticipated. Because the Planning Committee was firmly committed to the belief of a truly national organization, the French representation reaffirmed to us that A.M.T.E.C. is and should be a part of the total media scene in Canada.

Secondly, those delegates at the conference held a caucus at which several recommendations were put forward to the national Board of Directors. The offer from the delegates to assist in the translation of A.M.T.E.C. information is one which is urgently needed by the organization. Through such a service, A.M.T.E.C. will be able to communicate effectively to all our membership, both present and future.

Finally, those of us on the Planning Committee were able to meet and understand the problems faced by French-speaking members of media organizations, and many of us found that we share common problems. Perhaps through our offered translation service, we can find some solutions to these and other problems, thereby strengthening both our own individual organizations, as well as A.M.T.E.C.

Conclusion

A.M.T.E.C. '75 in retrospect ... we're glad we did it. The Planning Committee continually agreed that you only get out of a conference what you are prepared to put into it. We got a lot out of it. You might say that the seven-year-itch has been scratched.

WHILE IN CALGARY



.....in June '75, Fred Johnston, the past editor of *Media Message* was found out at last.

It has been assumed for many years that his sources of information had been, in all cases, bona-fide members of every facet of the media profession.

But now it can be told! Most of the news and chit-chat of the last two volumes came about as a direct result of Fred's uncanny ability to enter into discourse with the four footed members of the animal world.

Long a student of the techniques of non-verbal communication practised by Dr. Doolittle, Fred mastered the ability during a summer semester of post-graduate studies at the Granby Zoo.

It was the revelation of this technique that played an important part in the decision-making process that led to Fred's resignation as M-M Editor.

Your new editor, lacking this remarkable source of soul-BEARing information, will no doubt find it necessary to develop other less sophisticated, more prosaic sources.

Must dash off now for a guided tour of the new Metro Toronto Zoo.

Ed.

amtec '75: abstracts of papers

CONTINUING PROFESSIONAL EDUCATION: SOME CURRENT DEVELOPMENTS A.F. Knowles

The professions in Canada (and we can only refer to a few such as theology, medicine, law, dentistry, nursing, business, social work, architecture, library science, education, etc.) are now to one degree or another awake to the need to re-vitalize and develop their continuing education and training programs. Such developments are motivated for a wide range of reasons — concern about skills and competence, need to keep abreast of new information, an awareness of the need for better human dynamics within a field, a greater awareness of client or human needs, etc.

The experiments and the practices that have developed both in professional training institutions and in continuing education contexts have taken many forms. In fact, it would be accurate to say that professional continuing education, since it is usually not conducted by trained teachers (or educationists) shows a greater readiness to adopt new methods and techniques, to be more critical of the criteria for success or failure, and to be less preoccupied with maintenance of obsolete systems. Examples of this openness are evident in readiness to revise the traditional didactic lecture in legal education; new approaches to community service through student centres provided under medical (and legal auspices), the development of media-equipped carrel systems in medical and dental education; involvement of ministers in a variety of workshops and other new curriculum ventures; the use of correspondence and media teaching-at-a-distance attempts in pharmacy, law, accounting and other fields.

The influences leading to these new approaches and attempts are common and well known to communications-oriented people: the "knowledge explosion" — the avalanche of new information that snows people under; the growing awareness

of obsolescence arriving in shorter cycles (the "future shock" syndrome); student and professional dissatisfaction with content and methods described as incoherent, irrelevant, dull redundant; and awareness that far greater attention has to be paid by all learners and teachers to performance and task-based objectives and criteria; and finally a growing awareness that a true professional, in whatever discipline, is a person who develops steadily throughout life as a practitioner and a human being, and if a teacher, then as a teacher also.

Since we face common problems in continuing professional education, perhaps there is value in sharing and discussing experiences. Perhaps also there is a need to exchange ideas about methods that work or are effective and those that do not. Perhaps also there is, on the part of educational technologists, a responsibility to define the field broadly — to be less hard-ware bound and oriented, and to be more concerned with principles of learning.

I hope that the experience in the three fields that will be touched on today will be of value to us all, and that some discussion will ensue. None of us in education or training or communications has the answer. A stereotypical model is neither possible nor desirable. But perhaps we can extract the bare-bones of a strategy for the advancement of continuing education, one that will include such aspects as:

- better preparation of objectives
- better motivational climates
- better individualized instruction techniques
- more small group learning
- better integration of media into the curricula
- better feed-back and evaluation
- better reinforcement of learning
- more skillfull use of resource persons
- better methods to help up-grade part-time teachers
- better field arrangements (teaching at a distance, etc.)
- for promoting continuous learning
- more interprofessional relationships to develop wider self-consciousness

Conclusion

Educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization and utilization of a full range of learning resources and through the management of these processes. It includes

the development of instructional systems, the identification of existing resources, the storage and delivery of these resources to learners, and the management of these development processes and the people who perform them. The field of educational technology attempts to unite these efforts in a systematic way. It is our responsibility, if we accept this definition, to apply such approaches in the context of continuing professional education.

Les Professions du Canada sont de plus en plus au courant de besoin de développer la continuation de l'éducation et des programmes d'entraînement. Ses développements sont causés par le besoin pour maintenir l'abilité et compétence, retenant de près des nouvelles informations, et une plus grande compréhension du client et de ses besoins humains. Il y a une entente croissante qu'un vrai professionnel dans plusieurs disciplines est une personne ferme qui développe dans la vie comme un praticien et un être humain. La technologie éducative a un grand rôle à jouer dans le processus de la continuation de l'éducation professionnelle.

Dans la session, conduite par A.F. Knowles, ceci sont les présentations:

M.E. Capes, Superviseur de l'entraînement
Toronto-Dominion Bank — "La banque
similaire du Laboratoire"

Professeur G.A.B. Moore, Université de
Guelph — Continuation de l'éducation du Clergé

A.F. Knowles, Law Society of Upper Canada
— Continuation de l'éducation Legal dans
Ontario

THE TELE-UNIVERSITY: A FIRST APPRAISAL John S. Daniel

Canada has two university institutions, Athabasca University in Alberta and the Tele-University in Quebec, which are exclusively devoted to teaching at a distance. Athabasca is an autonomous institution whereas the Tele-University is one of the ten establishments making up the University of Quebec network. The Tele-University offers three programmes, two of which are aimed at upgrading teachers in mathematics and french respectively, whereas the third makes available a series of general interest courses to the public (no academic prerequisites necessary).

The mathematics programme, PERMAMA, began in 1972 and nearly 1000 students have now completed one half of a bachelor's degree. In the light of the

experience acquired so far the remainder of the programme has been revised and will be centred round projects which groups of teachers will carry out in class. A similar format has been adopted for the new PERMAFRA programme which will start in the fall of 1975.

The first of the general interest courses was given in 1974 and dealt with the cooperative movement. It attracted 2500 students, probably a record for a Canadian University course, and was also the first use of broadcast TV by the Tele-University. At present courses on the history and economy of Quebec are in preparation for 1975-76.

Printed documents are the major component of all Tele-University courses although all include a number of TV programs. Since the accent is on flexibility all Tele-University productions draw heavily on existing human and technical resources.

LA TELE-UNIVERSITE: UN PREMIER BILAN Par: John S. Daniel

Actuellement, il y a au Canada deux institutions universitaires, l'Université Athabasca en Alberta et la Télé-Université au Québec, qui oeuvrent exclusivement dans le domaine de la formation à distance. Toutefois, l'Université Athabasca est une institution autonome alors que la Télé-Université est l'une des dix unités qui constituent le réseau de l'Université du Québec. La Télé-Université offre trois programmes, dont deux sont consacrés au perfectionnement des enseignants, en mathématiques et en français respectivement, alors que le troisième propose des cours de formation culturelle au grand public.

Le programme de mathématiques, PERMAMA, a commencé en 1972 et déjà presque 1000 étudiants ont complété, à temps partiel, la moitié d'un diplôme de baccalauréat. A la lumière de l'expérience acquise, la deuxième partie du programme a été révisée et sera centrée autour de projets que l'enseignant réalisera avec ses classes. Le même format a été retenu par le programme PERMAFRA qui débutera à l'automne 1975.

Le premier des cours de formation culturelle, portant sur le mouvement coopératif a été donné en 1974. Il a attiré quelques 2500 inscriptions, ce qui constitue probablement un record pour un cours universitaire canadien, et il a donné à la Télé-Université sa première expérience de la diffusion d'émissions de télévision en circuit ouvert. A l'heure actuelle deux cours, "Histoire du Québec d'Aujourd'hui" et "Initiation à l'Economie du Québec" sont en préparation

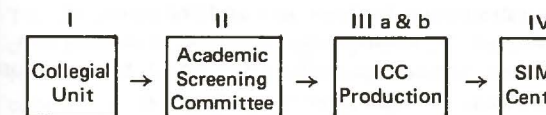
pour l'année 1975-76.

Les textes écrits constituent la composante majeure des cours de la Télé-Université, quoique tout cours fait appel à un certain nombre d'émissions de télévision. Pour conserver un maximum de flexibilité, la Télé-Université met l'accent, dans ses productions, sur l'utilisation des ressources humaines et techniques déjà existantes.

SELF-INSTRUCTION AT GOVERNORS STATE UNIVERSITY William McCavitt

Governors State University is a new upper-division university located outside of Chicago to serve both the inner city students as well as the population of the south suburbs. The university is mandated to use the most productive and effective educational technology and research techniques available. The pervasive mode of instruction is individualized, student-centered and inquiry-oriented. A variety of media and many modes and strategies of instruction are used to provide individually guided learning experiences.

The development of self-instructional modules are encouraged at GSU and the following procedures have been devised to assist in this type of instruction.



- I. When and if a professor decides he wants to develop a self-instructional module, he usually will work with an instructional developer assigned to his college by the Instructional Communications Center. The collegial unit will screen the proposals and decide on which ones they want to send on to the academic screening committee. Rough estimates of time and cost are made at this point as well as the times the SIM will be offered and students served.
- II. The academic screening committee will consist of representatives from the four academic units, and Instructional Services, including Instructional Communications. This committee lists the SIMs in priority and sends them on to the ICC. This means that the academic wing determines which SIMs will be produced and not the ICC.
- IIIa. When the SIM request comes to the ICC, a pre-production conference is held with the client, instructional developer, production supervisor, and other ICC personnel who may be involved. During

this conference, the script, budget, personnel and equipment needed are discussed.

- IIIb. Product is in rough form first; for instance, polaroid photo instead of 35mm film, sketches instead of final drawings, black and white video tape instead of color, etc. The product is tested and revised if needed; then the final product is completed.
- IV. The finished product is placed in the SIM Center, located in the Learning Resource Center (Library) where it is managed, evaluated, and revised when the professor determines. When revisions are made, the ICC production unit, the instructional developer and the professor become involved again.

Our goal is to provide learning experiences on an individual basis for *present* and *future* students in the most *efficient* and *effective* methods we can devise.

THE PEDAGOGIC AND ECONOMIC ADVANTAGES OF THE UTILIZATION OF INSTRUCTIONAL TECHNOLOGY AT UNIVERSITY LEVEL André Morin

This research has been commissioned by the Programme on Institutional Management and Development of CERID (Center for Educational Research and Development) of OECD (Organization for Economic Co-operation and Development). It is a co-institutional project involving four institutions of higher education: l'Université Laval, l'École des Hautes Etudes Commerciales (H.E.C.), l'Université du Québec à Montréal (UQAM) and l'Université de Montréal.

A preliminary outline was presented and approved in Paris at the Second General Conference of Member Institutions on January 20-22, 1975.

Basically, the study is an evaluation of the effectiveness of instructional technology (i.e. human and non-human resources) defined as a systems approach to teaching and learning. It will not be experimental research, but rather an observation — as rigorous as possible — on the uses of innovative courses encompassing a significant number of students, and the extent to which I.T. is utilized. Sixteen courses, four per institution, will be studied, such courses in groups of four according to Joyce's categories (Models of Teaching, 1972): Social Interaction, Information Processing, Person Centered Models and Behavior Modification.

After careful development of instruments, the researchers will observe such parameters as student autonomy (cognitive and affective), achievement and satisfaction as well as the relative importance given

to various constituents of innovative courses. Cost/effectiveness will cover the time, space, equipment and furniture expended in proportion to the percentage of measurable and comparable objectives attained.

The major questions are: which families or models are most favorable to the development of a university student whose cognitive and affective structure is complex and variably integrated (i.e. high, moderate and low integration)? How effective are these models in relation to the cognitive autonomy and attitudinal satisfaction of students? What role does instructional technology play in models of high, average and low structures? Finally what does it cost to reach maximum achievement of courses' objectives (both professors' and students') and students' satisfaction?

Obviously this project is broad and will require at least two intensive years. The first year will be devoted to the construction of evaluative instruments which will be applied the following year to various observations. Proper analysis and conclusions may result in the development of theoretical models advantageous to both the institutions and the students' autonomy and learning.

**EDUCATIONAL TECHNOLOGY PROGRAM FOR NOVA SCOTIA:
PANEL DISCUSSION
Bernard Hart
Greg McDonald**

Following a presentation by Mr. Bernie Hart outlining the educational system in Nova Scotia and the structure of the Department of Education, Dr. Tony Keefer briefly outlined the objectives of the Federal Government's Educational Technology Program.

The aim, objectives and general conditions governing the joint federal-provincial Educational Technology Program for Nova Scotia were then described by Dr. Keefer. It was emphasized that, to avoid simply undertaking studies which would just lead to further studies, a multi-phase program was established with commitments being made, in the first instance, only for the Initial Phase involving data collection, preliminary studies, and program definition. Through a wide involvement of personnel from diverse organizations and backgrounds, Initial Phase studies emphasized the needs of teachers and students for educational technology support to the learning point.

Various facilities and resources available to teachers and students in Nova Scotia were surveyed; these included training programs, resource specialists, software, equipment, facilities, network resources, and computers in education. A number of "functional elements" were then considered, as elements of media systems and their

back-up services, in terms of a coordinated system including the learning point and both regional and provincial levels. These functional elements included acquisition, production, distribution, display/playback, maintenance and repair, training, assistance from resource specialists, information retrieval, and evaluation.

Specific details of the studies undertaken during the comprehensive Initial Phase were then presented by Messrs Greg McDonald and Bernie Hart.

Messieurs McDonald, Hart et Keefer ont tracé les grandes lignes du programme conçu à l'intention de l'enseignement technologique et entrepris en commun par les gouvernements fédéral — provincial en Nouvelle-Ecosse.

**THE TRAINING OF MEDIA TECHNICIANS
Richard F. Lewis**

This paper examines the problem of media technician training. It specifies the need for media technicians, examines the type of training needed by technicians, and recommends a course of action.

Audio-visual machines have been infused into the educational and training system at a furious pace. Most educational institutions have television equipment and all types of other audio-visual equipment including film projectors, language labs and photographic equipment. However, the personnel to operate this equipment have not been professionally trained; most have acquired their training on their own.

Media technicians can fulfill a variety of roles. The properly trained technician can make audio-visual machines cost-effective servants of the educational community. He can increase the useability of machines and help to solve machine maintenance problems. The technician can also allow the teacher more time to teach by providing support in materials production.

Media technicians can be placed in a variety of settings. Most of the technicians who have graduated from Seneca College, Humber College and Holland College are working in AV positions in schools, universities and other training situations. In the future, we can expect technicians to be involved in large schools such as the Breton Educational Centre in New Waterford, Cape Breton. Smaller school units will probably also hire technicians and share them with other schools. Another employment possibility for technicians is in the regional resource centres to be established in Nova Scotia.

The program described in the paper was drawn from the existing programs for media technicians. It

includes the following basic courses: Communication, Introduction to Instructional Media, Equipment Operation, Equipment Repair and Maintenance, Media Design and Production, Media Logistics and Library Technology, Still Photography, Cinematography, Broadcasting, Graphic Arts, Physics, English Composition, Social Sciences, and Supervised Field Work and Internship.

The recommendations at the conclusion of the report include the following points: that the province of Nova Scotia establish certification guidelines for media technicians, that the Nova Scotia Institute of Technology develop a Continuing Education Program for personnel currently working as media technicians, and that all parties concerned determine the need to develop new training programs in the province.

IT TAKES TWO TO INTERPRET

**Robert E. Miller
John Philpot**

Dr. Miller reviewed some of the basic research leading to some practical demonstration of production techniques useful for the presentation of visual information. The presentation, itself, included the use of 35mm slides (to illustrate some of the principles involved) and a two camera CCTV demonstration.

The ideas presented were based upon a broad study of relevant research, learning theories having to do with visual perception, and the presenter's own conceptualizing. The production techniques arose out of professional ETV experiences, the research study, and actual experimentation with sophisticated viewers in normal classroom viewing situations.

Of six different treatment methods, the use of centering, cuts, and closeup proved to be the most effective method for displaying visual information in learning situations. A somewhat less useful technique is that of pan/tilt, zoom, utilizing a single camera during the presentation. In all situations, a logical sequence — whole-discret-whole pattern was followed. Of the three classifications of picture (Knowlton) Realistic, Logical, and Analogical, the greatest difficulty is experienced using analogical pictures for presenting visual information.

**THE LEARNER AS SYSTEM: EDUCATIONAL TECHNOLOGY FROM THE LEARNER'S POINT OF VIEW
William Winn**

Rather than looking at the impact of educational technology on the learner, the impact of the learner on educational technology is examined. This examination begins by suggesting an open-system model of the learner, which is briefly compared to other models. After establishing that the open-system model accounts for a more complete range of learner behaviours than existing models, its implications for educational technology are discussed under three headings:

1. Research — the need for reality-based educational technology research.
2. Development — developing instructional materials and strategies for the learner-as-system.
3. Practice — using educational technology to educate the learner-as-system.

Empirical data are presented to support the model.

Un modèle de l'étudiant-système est présenté. Des données sont discutées, qui soutiennent l'aspect structuraliste du modèle.

**CABLE CASTING
Hans Kratz
Garth Hendren**

Mr. Kratz, through the use of a slide tape set and a videotape, described non-broadcast cable casting. This cable casting project is located in the County of Strathcona, which has approximately a population of 18 thousand.

Eighty percent of the students are served by the cable system whose hardware is owned by Capital Cable TV. The County of Strathcona Instructional TV Organization has been provided with a channel on which they program approximately five hours.

This programming is composed of locally produced material, films which have been obtained and cleared for broadcast, and material obtained from the Dubbing Centre. As well as these materials, Alberta School Broadcasts are re-broadcast at a later point in the day for distribution over the system.

The system has been going since April of 1972, and is a unique venture in the distribution of materials to urban, semi-rural and rural locations in the province

of Alberta.

* * * * *

After World War II, shortly after commercial television became a reality, educators realized this new medium could be very helpful to them. However it was not until the late 60's with the development of the portable video tape recorder that television became practical for educational purposes.

With these machines, teachers could video tape programs and play them to their classes at the time of their choice. There was only one major drawback which had to be overcome. Unlike audio tape recorders, there was no standard for video tape recorders. Tapes which were recorded on one make of machine could not be used on another type. This meant that tapes could not be exchanged from one school to another.

In March 1970 the Electronic Industrial Associates of Japan set a standard for video tape recorders using 1/2" tape — EIAJ type I. With the setting of this standard, video tapes could be used on any VTR and educational television with schools became fully practical.

Now teachers could obtain video tapes and make full use of them for instruction. The one remaining problem was deciding which method of distribution could be used to make the best use of television and at the least cost. The first, and simplest method is connecting a television monitor directly to a VTR, and placing this system directly in a classroom. This method is the most accessible for the teacher as it requires the least amount of pre-planning. It is also the most expensive. In order to make this system workable, one of these VTR-monitor units should be available for every five teaching stations. Using this method, the teacher may start the video tape at any time and may replay important sections of the program.

The second method of distributing video taped programs is more cost effective than the first. It involves wiring each teaching station in a school to a central video tape recorder. When a program is played on the VTR it may be received in any of all of the classes in the school. This allows for greater distribution of programs. The program is played on a VTR and the signal is fed into a modulator. The signal is changed to RF, or Radio Frequency which can be distributed throughout the school. This method allows a single video tape recorder to be useable to most students, but it lacks the convenience of being able to stop and start the program as desired by the teacher. Most schools in the County of Strathcona are equipped with an RF distribution system.

The final method of distributing a television signal to classrooms is by using the facilities of a cable

T.V. company. The County of Strathcona uses a midband channel from Capital Cable TV to make use of the most cost effective of all methods of distributing a signal. The facility, CSTV, presents programming 5 1/2 hours a day to all County schools in Sherwood Park. The schedule is revised twice a year, to include program changes requested by teachers. Teachers choose programs from the CSTV schedule and tune their television sets to CSTV. As the schedule is drawn up according to teachers requests, the programs are generally available at the times when they are most useful to the most etachers. Empty slots in the timetable are available for special request programs by teachers. Thus, CSTV operates a request service as well as regular programming. Due to timetable difficulties, CSTV serves high school students only in specialized areas. One of these is the 'Guten Tag' series which provides German instruction.

While the programs presented on CSTV fulfill most of the teachers needs, each school retains a VTR for any additional television requirements. The VTR may be used to tape programs from CSTV should there be a scheduling conflict. This is a rare occurrence as most programs are repeated several times in a week. The VTR is also useful for the schools own production. Typical in school productions include Physical Education classes and other sports activities. Television enables the student to actually see his mistakes rather than simply having them explained by the instructor.

The operation of CSTV by the County of Strathcona has proved itself to be the most cost effective application of television for educational purposes. With the extension of cable service to Fort Saskatchewan in the fall of 1975, CSTV's coverage is increased.

Now that we have shown you the function served by CSTV, we would like to tell you a little about the operation of our station and take you on a tour.

A television station requires a studio for small productions. Ideally, a studio should be large and have a high ceiling. The high ceiling is necessary to avoid including the lights in a long shot. CSTV's present studio is not large and is good primarily for small productions. Group discussions and interviews work well in this studio. For programs requiring larger or more elaborate sets, school auditoriums may be used. CSTV has three monochrome studio cameras which are of broadcast quality.

The heart of a TV station is the control room. CSTV distributes its signal using the facilities of Capital Cable TV in Edmonton. The signal leaves our control room and is fed to the main distribution centre where it is processed and sent to all homes and schools equipped with cable. CSTV is carried on midband which is between VHF channels 6 and 7. Technically known as Channel F, this signal cannot be received without a special converter.

Programs leave CSTV through the Master Switcher. A variety of sources are fed into this switcher. The first source is a combination of the studio video and audio switchers. The combination of these two switchers is referred to as the board. This combination allows the mixing of separate audio and video signals. The video switcher has 5 inputs: the 3 studio cameras, a telecine and one spare. The switcher allows the director to change from one camera to another, superimpose one over another, or do other effects.

A telecine is a projector playing directly into a video camera. The projector is a special 16mm which has been modified for television use. Perhaps the most important alteration is the replacement of the standard three bladed shutter with a five bladed one. This change is necessary to prevent flickering in the film. 16mm film runs at 24 frames per second and this speed combined with a normal 3 bladed shutter produces 72 images per second. When this is projected into a video camera which scans at the rate of 60 hertz per second, a flicker results. With a 5 bladed shutter, 120 images are produced per second. These are able to synchronise with the scan of the video camera resulting in a flicker free picture.

The audio switcher is the complement of the video switcher. Two open reel tape recorders, a turntable, 2 cassette recorders and the telecine sound are fed into this switcher. It may also be used for mixing as many as 8 microphones from the studio. These 2 switchers are used primarily for production, although the audio for that station break came from a cassette while the video is from the telecine. The second source fed into the master switcher is a color VTR.

This capstan servo machine is used for recording CSTV productions and programs off air from other stations. The capstan servo locks the tape drive to the cycle of the electrical current. This provides better time base stability and results in more stable pictures when the tape is replayed.

The third and fourth inputs to the master switcher are also color VTR's. All VTR's at CSTV use 1/2 inch tape. The final input to the master switcher activates the auxiliary switcher are a black and white VTR, a monitor for receiving signals of other stations, a remote graphics camera and a bar generator. The remote camera is independent of the rest of the station and is used in the event of a power or equipment failure. The bar generator electronically produces a signal which is used when CSTV is not telecasting.

This signal is also useful in adjusting television receivers. In all cases, the master switcher and the auxiliary switcher combine both audio and video signals. In this way, a single switch is used to control both audio and video. This makes possible one person operation of the station.

We have shown you the basics required for an

educational television station. Once you have these, you are limited only by your creativity and imagination. Some facts to keep in mind. During the last few years revenues of the cable television industry have grown at a much greater rate than those of television and radio. Revenues of the cable television industry now total approximately 50% of those of television. In the light of these facts, cable television must be considered a technologically and financially mature member of the Canadian broadcasting system. (see also Appendix 1) CRTC Public Announcement Feb. 17, 1975.

Closing Remarks

The author has speculated that due to the benefits available through technology and its ability to duplicate and emit information on a more cost effective mode that educators should take a second look at the way that students are taught. Are we still as Marshall McLuhan states: "Interrupting children's education by sending them to school".

STANDARDS IN EDUCATIONAL TECHNOLOGY: PANEL DISCUSSION Ralph W. Curtis

The Technical Research Division of the National Film Board of Canada has been providing technical evaluations of audio-visual equipment to Federal Departments for many years. In his presentation, Mr. Curtis traced the origins of the evaluation-testing laboratory, and, with the aid of slides, introduced the layout of the laboratory and showed a variety of tests in progress.

For the past year this laboratory has been working in conjunction with the Educational Technology Branch of the Department of Communications, testing equipment and producing test reports specifically for Canadian educators. Mr. Curtis outlined the program to date and discussed in some detail the development of a reporting format for this project. The National Film Board is responsible for producing the printed test reports, and the Educational Technology Branch handles their distribution throughout Canada.

At the time of this writing, some thirty reports have been produced on various items of audio-visual equipment, and have been distributed to a mailing list of over 1000.

The session ended with a discussion of the appropriate directions for this program to take in the coming year.

Note: It was decided to discontinue the activities of the Educational Technology Branch of the Federal Department of Communications and in August of this year, their program came to an end. The equipment evaluation program is continuing at the National Film Board in Montreal for the time being.

**PYRAMID SYSTEMS
A PRACTICAL APPROACH TO MEDIA**
James M. Kaye

We persist in using almost exactly the same teaching methods which have been used for the last hundred years with very little variation. A teacher walks into a classroom of 35 students and is expected to give "personalized" instruction to each of them. Given an average class time of 55 minutes, this means the teacher can devote approximately 1.6 minutes to each student. Yet, we have the technology to change this.

So far, we have not yet realized the full potential of the use of media in education. What is being done both within the educational community and within industry to improve and expand the use of media? What role should technology play, in the education process? What has technology contributed to improve methods of distribution of media? In this paper I would like to deal with these questions.

It has only been in the last century or so that major breakthroughs have occurred which have vastly expanded methods of communication by allowing mass transmission and distribution of not only written material, but also graphics, pictorial information and the spoken word. These breakthroughs allowed mass audiences to be reached easily and relatively cost effectively. Some key events in development of this new technology base were the inventions of film, the photograph, radio wireless transmission, and finally the television.

The modern techniques of audio and video recording coupled with the power of the digital computer can hold an extremely potent method for the transfer of information.

Is educational TV an effective means of transferring information? Few will dispute that it is, but is educational TV cost effective? It's difficult to say.

Another key problem area with media in education is distribution. Historically, media have been manual, e.g., slides, audio tapes, filmstrips. These items generally involve a high unit cost to duplicate. Few distribution methods allow for true interaction of the students.

What, then, are some of the things which can be done to alleviate some of these problems? The key areas which I will touch upon are the use of specialized equipment in the distribution of media, the presentation of media for individualized instruction, and finally, media production.

Ampex Corporation has developed Pyramid, a system which handles media distribution, individualized instruction and media production in a variety of

combinations. Some of the benefits and drawbacks of the Pyramid system as compared to other available approaches to mediated individualized instruction are as follows. First, Pyramid can use existing course material assembled as the instructor desires — slides, audio tapes, video tapes, etc., can all be used. Thus, preparation of course material may not be costly or time consuming. Second, the user does not have to handle the media. The terminal is the familiar television set with a keyboard built in. Third, interactive terminals can serve to challenge students. Modular expandability allows increased numbers to be served and an integrated approach allows for the presentation of the appropriate media for the appropriate message. Remote distribution and remote access is possible. A single master storage bank serves many users. Of extreme importance, no sophisticated computer programming background is required to use the system or create programs for use on it.

Some of the problems with Pyramid are that it does require the dedication of the instructor to integrate the system into the curriculum. In institutions where Pyramid is being used successfully, it has had strong faculty and administration backing. In areas where there is not a dedication to prepare and apply media to the system, it has been less successful. The system is also relatively high in cost compared to stand-alone media. Costs may however decrease as technology advances and high production rates take effect. Finally, although user terminals are relatively simple, the Central system equipment is relatively sophisticated and requires some expertise to maintain.

There are many areas where new technology provides a strong potential to fill a variety of needs in education. Where there are large population centers coupled with many remote rural areas, a system of distribution and/or individualized instruction such as Pyramid or any of its facets can be of significant value in advancing the availability and effectiveness of education.

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ST. JOHN'S NEWFOUNDLAND

apres calgary

par Marcel Montreuil
et Gilles Carrier

Les francophones présents au congrès de Calgary ont constaté l'urgence de définir le mode d'intégration des ressources francophones à l'A.M.T.E.C. Ils désiraient s'impliquer dans cette structure disposant de certaines ressources techniques, d'une revue et d'assises annuelles, pour imprimer la marque du dynamisme francophone en technologie éducationnelle. Réduite pour l'instant à un membership mince et éparpillé (une trentaine de membres), à un représentant d'office au Conseil d'administration (Gilles Carrier) et à un rédacteur de la revue Media Message (Marcel Montreuil), la participation francophone devrait s'enrichir dans les plus brefs délais des ressources humaines rassemblées dans au moins une vingtaine de groupes dévoués au développement de la technologie éducative. Il devenait impérieux de travailler à réaliser un regroupement des ressources en technologie éducative. Ce regroupement s'avérerait, à partir de son propre dynamisme, une structure d'abord utile à ses membres, puis, le cas échéant et au gré de ses participants, ouverte à une participation à l'A.M.T.E.C.

C'est dans ce contexte qu'un groupe de membres de l'A.M.T.E.C. a tenu quelques séances de travail pour proposer une définition de base de la technologie éducative, et des objectifs, pour dresser un premier inventaire d'organismes susceptibles d'être intéressés à un tel regroupement, pour élaborer une stratégie de consultation et de regroupement.

1. Définition

"La Technologie éducationnelle a un champ d'application qui consiste à faciliter l'apprentissage humain grâce à l'identification, au développement, à l'organisation et à l'utilisation systématique de ressources très diverses, et grâce à la gestion de ces ressources. Elle inclut, sans y être restreinte, le développement de systèmes d'enseignement, l'identification des ressources, la transmission de ces ressources à des apprenants et la gestion des processus à l'intérieur des personnes qui les appliquent."¹

Note: ¹ Association for Educational Communications and Technology, *A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about Educational Technology*, Washington, D.C. U.S. Office of Education, August 1974, p. 12. Traduction libre.

Le groupe souscrit à une définition pragmatique de la technologie éducationnelle se rapprochant de celle donnée par l'Association for Educational Communications and Technology (A.E.C.T., 1974).

L'approche proposée est globale. Elle cherche à regrouper toutes les ressources didactiques et toutes les étapes de la conception, de la production, de l'utilisation de la technologie dans tous les milieux éducatifs et paraéducatifs, tant au niveau des ressources humaines que matérielles.

Les ressources didactiques peuvent être offertes par la radio, le cinéma, la télévision, l'audio-visuel, l'informatique, les ressources documentaires.

2. Objectifs poursuivis

Le groupe s'est attaché à décrire des objectifs correspondant à des besoins communs facilement identifiables dans divers milieux.

Information et formation des membres

Peu importe le milieu où on enseigne, produit ou administre dans le champ de la technologie éducationnelle, le besoin est ressenti par tous d'être informés des développements dans les domaines identiques ou connexes et de pouvoir participer à les échanges de connaissances ou d'expériences, sinon de personnel. Les expériences sont si nombreuses et effervescentes dans les divers milieux qu'il faut provoquer les occasions d'échange et de discussions pour bénéficier les uns des autres des expériences en cours.

Coordination

Vu cette même effervescence d'une part et les perspectives de ralentissement économique d'autre part en éducation, les tendances aux mouvements d'intégration horizontale des diverses ressources ou verticale des divers niveaux éducatifs ou productifs se font jour avec de plus en plus d'éclat. Les tendances à une meilleure coordination des ressources et des actions se font aussi sentir. Chacun n'a pas à reconstruire le monde pour faire avancer son secteur d'activité. On entend aussi parler de standardisation des ressources physiques comme d'un objectif précieux à rechercher.

Pression

Certains dossiers, comme l'identification des besoins en ressources humaines et la classification de ces personnes, comme les projets de budgets trinnaux du Ministère de l'Éducation, comme la consultation publique de l'Office de Radio-télévision du Québec, comme un centre de documentation sur les ressources documentaires professionnelles, pourraient et devraient faire l'objet de représentations unifiées auprès des interlocuteurs identifiés, dans la mesure où les porte-paroles seraient également identifiés et coiffés par une certaine crédibilité professionnelle

comme peut en donner une association reconnue.

Recherche et développement

Par ailleurs, autant certains milieux offrent les caractéristiques voulues pour servir de bancs d'essai, autant d'autres milieux, universitaires entre autres, sont à l'affût et avides de développer des hypothèses de recherches et de les valider, et l'occasion de rencontre de ces milieux ou d'interaction de ces besoins reste latente, faute de plaque tournante reconnue pour leur satisfaction. Beaucoup d'expériences valables se déroulent également (notamment dans les milieux collégiaux, et dans la télévision communautaire) dont la collectivité de la technologie éducative aurait de grands profits à retirer, si elles étaient mieux diffusées et mieux connues.

3. Inventaire des organismes²

Le regroupement des centres audio-visuels universitaires (R.C.A.U.) existe depuis un an et a favorisé depuis son origine des échanges et des visites entre ses équipes. Il est en train de définir ses objectifs et sa démarche. Les réunions ont lieu au rythme de cinq ou six par an.

Le conseil interuniversitaire des professeurs en technologie éducationnelle (C.I.P.T.E.) existe depuis trois ans et se réunit cinq à six fois par an. Ses préoccupations ont porté jusqu'à maintenant sur l'enseignement et la recherche universitaires.

Le Comité de l'audio-visuel, parrainé par la Fédération des C.E.G.E.P., a dirigé depuis quatre ans certaines enquêtes dans le milieu concernant le sort des audiovisiothèques, la classification des personnels et l'intégration des ressources didactiques.

L'association des bibliothèques scolaires du Québec (A.B.S.Q., section scolaire d'A.S.T.E.D.) s'adresse aux milieux scolaires élémentaires et secondaires principalement. Il y a aussi l'association des professeurs enseignants bibliothécaires.

L'Association pour l'avancement des sciences et des techniques de la documentation s'intéresse depuis un an à une approche multi-média, à tous les niveaux d'enseignement et periscolaires. Elle recrute ses membres dans les milieux collégial et universitaire principalement.

Editeurs, distributeurs et producteurs privés de matériel didactique: National Audio-visual Association (N.A.V.A.), Sécas, Ciné-Canada, Office National du Film (O.N.F.), Office du film du Québec (O.F.Q.), Office de radiotélévision du Québec (O.R.T.Q.), la bibliothèque centrale de prêt de l'Outaouais, du Saguenay Lac St-Jean, de la Mauricie, la Cinémathèque de la Ville de Montréal, etc.

Note: ² Cet inventaire des organismes est sûrement incomplet, et probablement erroné. Nous comptons le compléter et le corriger dans les prochaines semaines.

L'association des services pédagogiques universitaires regroupe des participants des universités du Québec, de Laval et de Montréal.

En informatique, l'étendue des intérêts et des activités professionnels est assez vaste. Les pôles de regroupement ont été jusqu'à maintenant canadiens (Data Processing Management Association, D.P.M.A., Canadian Information Processing Society, C.I.P.S.) ou américains (Edu. Com, etc).

Le Comité de promotion de la technologie éducative (C.P.T.E.) existe depuis environ deux ans. Il réunit des enseignants et des praticiens de l'audio-visuel des milieux d'enseignement élémentaire et secondaire. Il est formé de douze comités régionaux et d'un conseil provincial. D'abord coordonnées par le Service général des moyens d'enseignement (S.G.M.E.) du Ministère de l'éducation et les responsables de services audio-visuels dans les commissions scolaires, ses activités ont abouti entre autres à un colloque provincial à Cap Rouge en octobre 1974. Depuis, ses activités se font surtout sur une base régionale et portent principalement sur les ressources physiques et humaines.

4. Stratégies de consultation et de regroupement des ressources

Il semble indiqué de procéder au désir des diverses associations de se définir d'abord et de procéder à une consultation auprès d'elles. Diverses formes sont possibles:

- que les groupes de niveau éducatif équivalent se rapprochent (universitaires entre eux, ceux de niveau collégial entre eux, etc.)
- que les groupes d'affinités professionnelles se rapprochent (spécialistes de l'audio-visuel, informaticiens, etc.)
- que les divers groupes d'intérêt professionnel provenant de divers niveaux se rapprochent dans une fédération.

A court terme, trois groupements sont identifiés comme banc d'essai: le R.C.A.U., le C.I.P.T.E. et le C.P.T.E. D'autres groupements seront consultés: A.S.T.E.D., A.B.S.Q., O.F.Q., O.R.T.Q., S.G.M.E., Comité de l'audio-visuel des C.E.G.E.P.

Il a donc été convenu de procéder par contacts personnels auprès des responsables des groupes intéressés, et de les inviter à se poser avec le groupe initial la question de l'utilité d'un regroupement. Un certain consensus se dégage des premiers contacts et de la première session de travail "élargie" qui s'est tenue en octobre: il ne faut pas viser à élaborer une structure qui amènerait plus ou moins artificiellement les groupes intéressés à s'y rattacher, mais plutôt proposer des activités d'un intérêt tel qu'elles entraîneraient, *dans les faits*, un mouvement fondé sur des motivations internes. C'est ainsi que le groupe organise pour février 1976 un colloque d'une journée

portant sur le thème du "software". De plus amples informations seront communiquées sous peu aux intéressés.

Pour toute information concernant l'A.M.T.E.C., le regroupement dont il est question ici, ou Media Message, vous êtes priés d'entrer en contact avec:

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after calgary

by Marcel Montreuil
and Gilles Carrier

Francophone participants in the Calgary Conference realized the urgent need to define a method of integrating French resources into A.M.T.E.C. Possessing certain technical resources, a review and holding annual meetings, the French participants are desirous of being included in the A.M.T.E.C. structure in order to give direction to the dynamic thrust of French educational technology. Limited presently to a thin and widespread membership (thirty members); to a representative of the administration Board (Gilles Carrier) and to an editor of the review *Media Message* (Marcel Montreuil), French-speaking participation could be enriched, in the shortest delay, by consolidating the human resources.

It has become imperative to work towards the consolidation of all resources in educational technology. This consolidation would appear to be, from its own dynamism, a structure primarily useful to its members, and eventually, at the wish of the participants, open to participation in A.M.T.E.C. It is in this context that a group of A.M.T.E.C. members have held several work sessions to propose a basic definition of technological education and of its objectives, to draft a preliminary inventory of organizations that would likely be interested in such a consolidation; to elaborate a strategy for consultation and consolidation.

1. Definition

The work group has subscribed to the following pragmatic definition of educational technology which approaches closely that given by the Association of Educational Communications and Technology (A.E.C.T., 1974).

"Educational Technology has a field of application which consists of facilitating human learning resulting from the identification, development, organization and systematic utilization of quite diverse resources as well as from the administration of these resources. Without being necessarily restricted to it, Educational Technology includes the development of teaching systems, the identification of resources, the transmission of these resources to the learners, and from the control of procedures from among those persons utilizing those processes".

The proposed approach is global, seeking to consolidate all didactical resources and all stages of conception, production, and utilization of the technology in all areas both educational and para-educational, as much on the human as on the material level of resources.

The didactical resources may be offered by radio, cinema, television, audio-visual, news and documenting resources.

2. Objectives

The group attempted to describe some objectives which correspond to common needs easily identifiable in different domains.

Information and Formation of Members

No matter what the area in which one teaches, produces or administers in the field of educational technology, the need is felt by all to be informed of developments in identical or related areas and to be able to participate in exchanges of knowledge or experiences, if not personnel. The experiences are so numerous and exciting in many areas that one must create opportunities for exchange and discussion in order to benefit from the experiences under way.

Coordination

In view of this excitement on the one hand and of the prospects of economic slow down in education on the other, the tendency towards horizontal integration of various resources or vertical integration of different educational or productive levels, is bursting on the scene. The tendency towards a better coordination of resources and actions is also making itself felt. No one has to reconstruct the world to advance his sector of activity. One hears also, about standardization of physical resources as though it were a precious objective to be researched.

Pressure

Certain files, such as the identification of needs in human resources and the classification of these persons, the projected three-year budgets of the Ministry of Education, the public consultation of the Quebec Office of Radio-Television, and a documentation centre on the professional documentary resources, could and should form the subject of unified representations to the identifiable interlocutors, to the extent that the spokesmen might be equally identified and crowned with a certain professional credibility that a recognized association might give.

Research and Development

In other respects, some areas offer those desirable characteristics that would make them useful sounding boards; other areas, (universities and others) are on the lookout - and eager for the development and validation of research hypotheses. Many valuable experiences unfold as well (notably in the collegiate and community television sectors) from which the educational technology community could derive benefits if they were better known and broadcast.

3. Inventory and Organizations²

The consolidation of university audio-visual centres (R.C.A.V.) has been in existence for a year and has fostered, since its inception, exchanges and visits between its teams. It is in the process of defining its objectives and its course. Meetings take place five or six times per year.

The Interuniversity Board of professors in educational technology (C.I.P.T.E.) has been in existence for three years and meets five or six times per year. Its preoccupations have concerned, until now, university teaching and research.

The Audio Visual Committee parented by the Federation of C.E.G.E.P., have conducted enquiries, for four years, in the area of the destiny of audio-visual libraries, classification of personnel and the integration of didactical resources.

Note: ² This inventory of organizations is surely incomplete and probably erroneous. We hope to complete and correct it in the near future.

The Association of School Libraries of Quebec (A.B.S.Q.) school sector of A.S.T.E.D. is concerned primarily with elementary and secondary school areas. There is also the Association of Teacher Librarians.

The Association for the advancement of science and techniques of documentation has been interested for a year in multi-media, at all levels of teaching and related schooling. It recruits its members from the college and university sectors.

The Committee for the Promotion of Educational Technology (C.P.T.E.) has existed for about two years uniting teachers and audio-visual technicians of elementary and secondary levels. It consists of twelve regional committees and one provincial council. At first coordinated by the general science of teaching techniques (S.G.M.E.) of the Ministry of Education and those in charge of audio-visual services in the school boards, its activities resulted in, among other things, a provincial seminar at Cap Rouge in October 1974. Lately, its activities operate on a regional basis and deal mainly with physical and human resources.

4. Strategies of Consultation and of Consolidation of Resources

According to the desires of the diverse associations present strategy should seek to develop self-definition first and to proceed towards consultation with the existing groups. Different formations are possible:

- that those groups of equal educational levels come together (university groups, collegiate groups, etc.)
- that groups of professional affinities group (audio-visual specialists, news specialists, etc.)
- that the diverse groups of professional interest, coming from different levels, group into a federation.

In the short term, three groups are identified as sounding boards: the R.C.A.V., the C.I.P.T.E. and the C.P.T.E. Other groupings will be consulted: A.S.T.E.D., A.B.S.Q., O.F.Q., O.R.T.Q., S.G.M.E., the Committee of the audio-visual C.E.G.E.P.

It was therefore, agreed to proceed by personal contacts with those in charge of interested groups, and to invite them to raise the question of the utility of consolidation with the initial group. A certain consensus was evident from the first contacts and from the first "enlarged" work session which was held in October: one must not aim at elaborating a structure that would lead to a more or less artificial attachment of the interested groups, but rather propose activities of such interest that the groups

would be swept along, in fact, a movement founded on internal motivations. It is in this respect that the group is organizing for February of 1976, a one-day seminar dealing with the theme "software". More detailed information will be forthcoming shortly, to those interested.

For all information concerning A.M.T.E.C. and the consolidation in question here, or Media Message, please contact:

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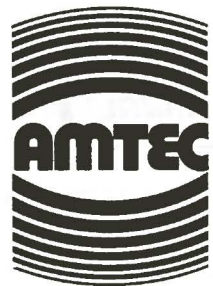
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| Media and Self-Instruction at Gov. State University W. McCavitt; 1030 | 4.00 |
| Copyright and CAI; Dr. H. Hallworth; 1115 | 4.00 |
| L'Utilisation De La Technologie Educative Au Niveau Universitaire; Dr. A. Morin; 1115 | 4.00 |
| Film Animation In The Classroom; L. Springer; 1115 | 4.00 |
| Luncheon; Christopher Sarson; 1200 | 4.00 |
| Toward a More Visual Elementary School; Dr. Spivock; 1330 | 4.00 |
| Cablecasting; H. Kratz; 1330 | 4.00 |
| Continuing Professional Education; Panel; A. Knowles; 1330 | 12.00 |
| The Learner As System; Dr. B. Winn; 1415 | 4.00 |
| It Takes Two To Interpret; Dr. R. Miller; 1415 | 4.00 |
| Vers Une Education Elementaire Plus Visuelle; Dr. R. Spivock; 1530 | 4.00 |
| Criteria For The Selection of Media Materials; P.K. Komoski; 1530 | 6.00 |
| NFB Retrospective - Revolution in Education; L. Cruikshank & T. Daly; 1900 | 6.00 |

Tuesday, June 17

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| Demystifying Media and Technology; A Values Perspective; Dr. R.A. Steckel; 0900 | 4.00 |
| CAI; Practicalities; Dr. H. Hallworth; 0900 | 4.00 |
| Educational Media And The Communications Generation; H.A. Cook; 1030 | 4.00 |
| Slide/Tape Productions; Dr. C.Y. Oh; 1030 | 6.00 |
| Magnetic Tape; Its Care and Handling; G. Hazel; 1030 | 4.00 |
| Computer Resource Sharing: R. McKinnon; 1115 | 4.00 |
| CAI: Pyramid Systems; J. Kaye; 1115 | 4.00 |
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| Instructional Design as Process; Dr. J. La Follette; 0900 | 4.00 |
| Pedagogic and Economic Advantages of The Utilization Of Instructional Technology at The University Level; Dr. A. Morin 0900 | 4.00 |
| The Training of Media Technicians; D.R. Lewis; 0900 | 4.00 |
| Audio/Visual Information Systems; Panel; D. Todgham; 0900 | 4.00 |
| A Comprehensive Approach to Educational Technology; Panel; B. Hart; 1030 | 6.00 |
| L'Etudiant Considere Comme Un Systeme; Dr. B. Winn; 1030 | 4.00 |
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