

# Media Message

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L'association des media et de la technologie en education au Canada

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**ASSOCIATION for MEDIA and TECHNOLOGY in EDUCATION in CANADA**

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 CANADA

# Media Message

WINTER ISSUE, 1979  
 Volume 8, Number 2

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# President's Message

by Larry Burt

As I write this I am preparing for the second business meeting of this operating year. This activity gives me a chance to review the kinds of tasks that we as a group of AMTEC Officers and Directors set for ourselves last June, and to see the progress that has been made to date.

One of the tasks that we undertook was to establish closer ties from the Directors to the Conference planning groups. This is being done and it may be that more will need to be done in the future.

Another problem that faced us concerned our publications. We have completed an application form for members who wish to undertake projects for AMTEC. A copy of the form is included in this issue of Media Message. If you want to propose a project which you would undertake for AMTEC, please use the form. Projects such as research and publications or any other projects that you think might benefit AMTEC members are fair game as proposals. I could not possibly promise that all suggestions or requests will be funded, but I can promise that they will receive a fair hearing and that the proposer of each project will be told what the decisions are and why.

We have asked for a brief history of the major events in the life of AMTEC and its

prior organizations. We have asked for a handbook for conference planners. We have asked for an editorial review board for the Media Message. We have asked if we can help CSLA revise its promotional kit for "Resource Services for Canadian Schools".

The first two of these projects have not yet been finished. Each of us knows how busy we are, and can therefore understand that these tasks were undertaken on a voluntary basis by people who are very busy to begin with. I have been assured, however, that work is progressing.

A small editorial advisory committee has been formed and it and the editor of Media Message are working out how to "live together in harmony". Another small work group has been organized and it is in the process of working with CSLA representatives in an attempt to make the CSLA "Standards" promotional kit more acceptable to the publisher, (and AMTEC). I certainly hope that the spirit of co-operation that put the standards together has not been strained too much by this attempt on the part of the publisher and AMTEC to have the promotional kit reflect past co-operation. Certainly my discussions with Mr. Art Forgay, President of CSLA, indicate a willingness to keep the lines of com-

munication open and to consider future actions as they occur. Personally I feel that CSLA has been more than patient in this regard, and that it is a tribute to their leaders that our relationships are still intact.

One more project that we have undertaken concerns a survey of the total membership concerning your interests in AMTEC publications and AMTEC conferences. The publications questions should give us an indication of your concerns in this regard, while the conference questions will be used by future conference planning groups. I know how you all like to fill out questionnaires but I would ask that you do take the time to complete it and return it in the envelope provided. Our Directors have had a hand in cleaning up the original draft and streamlining it. It should be to you before the end of the school year.

I think that about catches you up on what we have been doing for you this year. The Ottawa Conference planning group is pulling out all stops in order to present an AMTEC conference that will be well worth your attendance. You will most certainly be hearing more from them in the next little while. In the meantime I look forward to seeing you there, and along with the Ottawa group extend an invitation to Ottawa '79. ■

## Challenges and Changes

### The resource guidelines for Canadian schools

Reprinted courtesy of Canadian Library Journal, a publication of the Canadian Library Association.

by Frederic R. Branscombe

*Frederic Branscombe, PhD, FCCT, was coordinator of Educational Media Services (a unification of the two former departments of Audio-Visual Education and School Library Services) for the North York Board of Education in Ontario before his retirement, and is presently a free-lance consultant and speaker. Dr. Branscombe was*

*one of the authors of Resource Services for Canadian Schools, published by McGraw-Hill-Ryerson last fall. He is a fellow of the Canadian College of Teachers and a past-president of the Association for Media and Technology in Education in Canada. Dr. Branscombe is also a member of the Canadian School Library Association, the*

*Ontario Library Association, and the Association for Educational Communications and Technology.*

Declining school enrolments and a weakening national economy have combined in recent years to deprive Canadian schools  
(cont'd. on p. 5)

**PROJECT APPLICATION FORM**

1. NAME \_\_\_\_\_

2. ADDRESS: Home, \_\_\_\_\_

Work, \_\_\_\_\_

3. PHONE: Home, \_\_\_\_\_

Work, \_\_\_\_\_

4. Please attach Curriculum Vitae

5. Project Title \_\_\_\_\_

6. Brief Description\* \_\_\_\_\_

7. Benefits to AMTEC/or Members\* \_\_\_\_\_

8. Detailed Budget: Expenses Item

Cost

_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____
_____	_____

TOTAL

\_\_\_\_\_

Revenue Sources

Amount

_____	_____
_____	_____
_____	_____
_____	_____

Requested from AMTEC

TOTAL

SIGNATURE \_\_\_\_\_

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9. Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

10. Comments \_\_\_\_\_

SIGNED \_\_\_\_\_

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of a large measure of their financial support. The spirit of California's "Proposition 13," effecting drastic tax cuts in that state, is reflected widely in Canada. School administrators are being forced to make more than token gestures toward lowering expenses. Citizens are having to make difficult choices between their desires (as taxpayers) for reduced costs, and their determination (as parents) to avoid debasing the educational opportunities afforded to their children.

Parents are not only interested, but are also more knowledgeable about the educational system than ever before. The opinions of teaching staffs, moreover, are being expressed (and accepted) more often. It is not unusual for a staff to vote whether a school will continue to have a full-time librarian, or opt for an additional classroom teacher (with a part-time librarian) instead.

These trends have resulted in a general decline in funding for school libraries. The existence of adequate school library services, in more than a few instances, has been placed in jeopardy. School resource services can no longer survive by virtue of some sort of pedagogical divine right, sanctified by decades of traditional belief in the importance of the school library. They can no longer count on being protected by the inertia of administrators who do not bother to question a familiar academic institution that too frequently has received automatic praise, when it really needed discriminating support.

It is not good enough to tell school librarians that in the present economic climate they must "produce or perish." Nor is it helpful to them for society to twist Churchill's phrase into a resounding exhortation, "We will give you what tools we can but you must finish the job!" Important as tools are in accomplishing any task, the worker must understand the scope and importance of the job to be finished.

It was for that reason that, when a group of school librarians and other educators started out five years ago to write on the provision of books and other learning materials in Canadian schools, they first examined topics such as "the educational program and resource services," and "the role of learning materials," before discussing specific questions such as personnel, materials, equipment, and facilities.

The product of their work is the recently published book, *Resource Services for Canadian Schools*. It is not the first publication of so-called "standards" for the provision of learning materials in Canadian schools. A committee of the Canadian School Library Association, under Harry Newsom (then of Winnipeg School Division No. 1), produced *Standards of Library Service for Canadian Schools* in 1967. The Educational Media Association of Canada (the predecessor of the Association for

Media and Technology in Education in Canada) took the position that this work was incomplete, and possibly inaccurate, with respect to non-print materials. Its book was published in 1969 under the title, *Media Canada: Guidelines for Educators*, edited by James Miller, of the Borough of York, Metropolitan Toronto.

At their best these two pioneering publications were complementary and helpful, but they were also at times competitive and misleading. Both books were typical of Canadian education in the 1960s in at least three significant respects.

First, they seemed to suggest it was natural and inevitable, even desirable, that there be two separate and distinct traditions, practices, and organizations in the provision of learning materials in schools: "audio-visual" and "library." Second, both books confidently prescribed the size of collections of materials of various forms, the amount and nature of related equipment, and the numbers and qualifications of personnel, with little regard to differences in local needs and resources. And finally, both books further reflected the optimism and self-assurance of schools in the solvent sixties by their implicit faith that there would always be a ready flow of tax dollars, and that all communities in every region of the country would inevitably go from strength to strength in an endless accumulation of materials and equipment, and of personnel and facilities.

An opportunity to correct the first of these problems, the traditional division of school resource services into two separate camps, came when the Canadian School Library Association and the Educational Media Association of Canada decided to collaborate on a joint publication, instead of publishing revised editions of the two original works. It was agreed from the outset that the new publication should present a concept of resource services that went beyond the dichotomy between print and non-print materials.

The writing of the manuscript was entrusted to a joint committee having equal representation: Nan Florence, Larry Moore, Harry Newsom, Margaret Scott, and Florence Willson (representing school librarians), and Ken Bowers, Fred Branscombe, Gordon Jarrell, Gordon McLean, and Bob Wylie (audio-visual specialists). The co-chairmen and editors were Harry Newsom and Fred Branscombe. They were assisted by a group of sub-committees, having over 70 practitioners equally chosen from the print and non-print traditions. Finally, a corps of 30 consultants, both audio-visual and librarian, from all provinces and territories, were sent copies of the six draft versions and asked to submit written comments.

The involvement of such a large number of people to generate ideas for the authors,

and to react to the evolving manuscript, was deliberately done to blend the librarian and audio-visual components in the book, and also to provide as many provincial and regional inputs as possible. The blending of ideas from the two professional traditions and from various geographical regions was greatly facilitated by a series of meetings of the authors, especially those attended by the co-chairmen of the regional sub-committees. These meetings, and other costs of producing the manuscript, were paid from a generous grant by the Field Enterprises Educational Corporation of Chicago and Toronto.

One difference between the position of *Resource Services for Canadian Schools* and that of both its predecessors is in the matter of integration of separate librarian and audio-visual services. Even the vocabulary of the book and the order in which various materials are listed attempt to reflect the authors' dedication to the principle of integration of all resource services. For example, lists of different kinds of learning materials were given in alphabetical order, to avoid the appearance of listing them in order of their supposed importance. The customary designations, "library" and "audio-visual," were rarely used. Instead, the following terms were adopted and were defined in the glossary:

*District Learning Resource Centre:* The facility or department at the level of a district (or board of education, county, division, municipality, etc.) responsible for learning materials.

*District Learning Resource Specialist:* The person in charge of, and having professional responsibility for, the District Learning Resource Centre.

*Learning Resource Centre:* The facility or department in an individual school responsible for learning materials.

*Learning Resource Teacher:* The person in charge of, and having professional responsibility for, the Learning Resource Centre in a school.

Use of these terms was in no way intended to suggest that others in use in the field should or would be replaced. Rather, it was more a matter of convenience for users of the book that terminology be consistent throughout it. Another consideration was that the integrated learning materials program advocated by the book not be presented as an apparent "victory" for either tradition over the other.

The authors took an unequivocal stand on the desirability and importance of a thoroughly integrated learning resources service. Although they recognized that "a single pattern for developing services related to learning resources cannot be prescribed for all school districts," they maintained that there are basic guidelines which are essential elements to successful system-wide planning. The reader was cautioned,

however, that "these guidelines must, of necessity, be adapted to meet the varying educational priorities and needs, and the financial realities, of school jurisdictions in different parts of Canada."

The case for abandoning the traditional dichotomy between print and non-print materials, as well as warning against developing yet another separate entity (in the form of a television and radio operation distinct from either of the other two groups of media), was put in three principles. These principles should form part of the design concept of every program for the provision of learning materials services:

1. The basic premise should be accepted that all learning materials, collections, services, and operating procedures at both district and the school levels must be designed to meet the needs of teachers and students. There is no room, accordingly, for rationalizing the implementation of measures which compromise quality services. Nor should teacher or student convenience be sacrificed for the benefit of administrative or operational convenience.
2. The plan of development, therefore, must be designed to achieve integration and coordination of all learning materials and services. It must be integrated in the sense that audio-visual, print and educational television services at the district and in the school are completely unified. It must be coordinated in the sense that the collections of resources and the services provided at the district and school levels are so developed that they operate as a unit. The district centre supports each school resource centre and acts as the coordinating agency for all of them.
3. Significant participation by classroom and learning resource teachers in curriculum planning must be provided. Means for meeting this intangible, though essential, need must be built into the design of the system of plan. This can be achieved only by district-operated services, thereby enabling teachers to concentrate more of their energies on functions requiring their professional expertise. In other words, district services are worthwhile to the extent that they facilitate the work and increase the effectiveness of classroom and resource centre teachers, principals, consultants, and others who use learning materials in working with learners.

The complete integration of traditional library and audio-visual services was advocated in *Resource Services for Canadian Schools* on the basis of the use of materials, regardless of similarities or dissimilarities of their physical characteristics. A learning material should be assessed for the accuracy of its content, the degree that it meets the needs of the



Discussing, "Resource Services for Canadian Schools" are (from left to right):

Art Forgay — President, CSLA — Saskatchewan Department of Education; Mal Binks — Past-President, AMTEC — Lincoln County Board; Larry Burt — President, AMTEC — Nova Scotia Teachers' College; Fred Branscombe, a Past-President, AMTEC — Co-editor of *Resource Services for Canadian Schools*; and Pauline Fennell, Vice-President, CSLA, Ontario Ministry of Education.

curriculum and the learning interests, abilities and states of readiness of the learners, and the technical quality of the material (such as the calibre of printing, recording, photography, and other production processes). Because all learning materials are similar in function, a unified program is necessary for their most effective use. The authors' view of the relative importance of print, non-print and electronic learning materials was summed up thus:

Learning materials are not classified in this discussion on the basis of their shape or size, or the substance from which they are made, or the process by which information is recorded on them. The material may be a ribbon of acetate or mylar several hundred feet long and stored on a reel, or it may be sheets of paper cut into hundreds of pieces and sewn together in bundles called books. What appear to be differences in these materials, are only different means by which stimuli are conveyed to the learner's mind by way of one or more of his physical senses. These differences have implications in determining how materials are to be handled, but surely they are inconsequential when considering the need of students for them. A material's value in a school does not depend on the substance of its manufacture, the process by which information is recorded, or the way in which the materials are packaged, stored and delivered to the user. . . . The true value of learning materials in a school must be measured

not by the mechanics of their use or by any other criterion except that of the needs of the students.

It will be readily apparent that the authors of *Resource Services for Canadian Schools* designed their recommendations with a particular concept of education in mind. The first chapter opened with this statement:

Until recently, educational philosophy determining teaching and learning methods was based on the premise that there existed a definite body of knowledge which teachers were expected to impart and students were expected to learn. . . . Few people now believe that learning is something that students acquire passively. Good teaching is recognized as the successful matching of individual learners of varied abilities with experiences most likely to effect in them desired changes in thinking and behaviour. Learning has replaced teaching as the centre of instructional planning.

This is indeed a fundamental change. It profoundly alters one's expectations of learning resource centres in schools, as well as the required support services at the district learning resource centres. It adds immeasurably to the functions of both. The school learning resource centre should be a "living force that simultaneously is an environment for learning and a support for learning throughout the entire school."

To achieve this goal, eight major com-

ponents of service by the learning resource teacher were identified in *Resource Services for Canadian Schools*: administration of the centre (including liaison with principal and others within the school, as well as with district learning resource specialist and other sources of support, preparing reports, etc); participation in curriculum development and implementation activities; selection, organization, and circulation of materials; advice and assistance in the production of learning materials; information services (including locating information, securing materials from external sources, advising on help available from the district learning resource centre); services involving equipment; direction of paid and volunteer staffs working in the centre and maintenance of contacts with the community at large.

It is hardly to be expected that any one person can discharge all these responsibilities fully. Although all the components of service are essential, the authors pointed out that the degree to which each service can be provided to teachers and students "varies according to the enrolment of the school, the resource centre facilities, the extent of support staff, and the availability of support services from the district centre."

The reference to the availability of support services from a district learning resource centre is crucial. It is the primary source of help for classroom and learning resource teachers, as well as others in the district using learning materials. The work of the district learning resource specialist, therefore, includes the following important elements: administrative functions; coordination of development of materials collections; operation of circulation services; evaluation of various resources; production services; organization and maintenance of collections and equipment; and professional development and advisory services.

It should be remembered that each of these seven elements contains several facets, each of which has its own list of related points. Again, no individual could hope personally to perform all the functions fully. Obviously, priorities must be established with respect to the relative emphasis to be placed on the various elements enumerated above. Assistants, including clerical and technical support staff, must be provided, or other arrangements made to get the work done.

With respect to the numbers and qualifications of media services personnel, *Resource Services for Canadian Schools* attempted to retain the strengths of the two earlier publications, while correcting what appeared to be a shortcoming in both. It followed the lead of *Standards of Library Service for Canadian Schools* in insisting that district learning resource specialists and school learning resource teachers

must be professionally trained and certified teachers, as well as having additional professional training related to learning materials. On the other hand, it followed the much more fully developed recommendations for staff, including personnel with technological training, that were given in *Media Canada: Guidelines for Educators*.

Unlike the other publications, however, *Resource Services for Canadian Schools* did not state what appointments should be made, much less propose titles for specific appointments and assign duties to each. It approached the question the other way around. Rather than specifying what personnel establishment was needed for systems of various sizes and recommending duties to be assigned to different staff members, it identified the various kinds of work that must be done in order to make certain services available to teachers and students. Furthermore, it indicated what pedagogical, technical, or other competencies were involved.

Except the key leadership positions, the question was left open whether these competencies should be obtained by appointing people to the permanent staff of the department or in some other way. The available options include part-time and temporary appointments, service contracts for work to be done on an out-of-house basis, appointments shared with other departments, arrangements to collaborate with neighbouring school systems or other agencies, volunteer aides, and so forth. In determining which options to choose, one must always be guided by the particular blend of needs and resources in the local situation.

*Resource Services for Canadian Schools* is distinctive in its emphasis on educational and technical abilities that must be available to the resource services program, both at school and district levels, regardless of how this is achieved. It identified what needs must be met:

There are four quite distinct kinds of professional competency which are needed in the development of a successful learning resources program. They are needed whether the staff is a single person, or is numbered in dozens. It is true whether the program is well or poorly funded. The requirement for *all* of these four kinds of professional skills is absolutely without exception. They are:

1. The skills of an educator who has had successful experience not only in teaching but in using many kinds of materials in the teaching/learning process. In particular, this competency should include a detailed understanding of both of the educational goals of the school (or the school system) and of the students' needs, interests and abilities, including the learning skills required to use resources effectively.

2. The skills of a specialist in learning materials. This expertise is primarily concerned with the materials themselves: their sources, content, criteria for evaluation, and the ways in which they are best stored, transported and displayed;
3. The skills of an administrator. These competencies are related to motivating personnel to work effectively as a team and to ensure that financial and material resources are exploited most efficiently;
4. The skills of a producer of materials and a manager of technical processes and operations. This competency is concerned with the knowledge of what is technically possible in the various media.

In the view of the authors, "both the school learning resource teacher and the district learning resource specialist are by training and experience a fusion of two professions: an educator and a specialist in learning materials." There must be no compromise in the principle of dual professional qualification and experience of those put in charge of district and school resource centres, because "that qualification provides the dynamic for the whole program."

One obvious difference between *Resource Services for Canadian Schools* and other similar books, both in Canada and elsewhere, is the absence of what have come to be called "quantitative standards." That such tables are quantitative there is no doubt, for they stipulate with the utmost precision the exact numbers of materials and equipment that should be provided in every case. That these figures are (or can be) standards is open to question.

A number of users of the book have been disappointed in not finding tables of recommended quantities of materials in the various media, together with similar recommendations regarding equipment. It must be admitted that there is something reassuring about columns of figures, with their apparent arithmetic accuracy. And it is undoubtedly pleasant to find such olympian statements of truth confirming our own private judgements or reinforcing our public utterances.

These are fine when they work out "right," that is to say conveniently suitable to our particular needs. But what if they do not? What if we are informed in a budget meeting that our superior has read in the infallible "quantitative standards" that we actually need fewer than half the number of filmstrips and projectors that we have gone on record as requesting as the absolute minimum of our urgently critical, immediate needs for filmstrips?

Impossible? Not if we were using in one situation "standards" that were intended to meet the needs of an entirely different set of conditions. For example, a school that bases its program on independent study by well motivated students of super-



ior ability, free to select topics that interest them as individuals, requires many more filmstrips and projectors than a school where filmstrips are used infrequently by teachers, as one of the less important instructional strategies for class presentations in teaching a rigidly prescribed course of study.

It is not that quantitative standards are undesirable. They do have a strong appeal. One member of the committee was so attracted to the concept that he spent over a year working on the problem before agreeing that it had to be abandoned. No one has yet produced a quantitative standard that is more than a series of educated guesses concerning what might be the best thing to do in the average situation.

The only ones who possibly can be helped by these guesses are those whose situations come within the limits of the arbitrarily chosen "average situation." Those who are above or below that central "average" area in the scale not only receive no help, but frequently are actually harmed. As suggested above, a "standard" can undermine efforts to meet a particular, much greater need that has some chance of being recognized locally, even though the standard is a reasonable estimate for some other situation. Similarly, a "standard" that is unreasonably above all local financial resources and abilities reduces the credibility (and therefore the political power) of its advocates, even though it, too, is a reasonable estimate for some other situation. A tool by which one is unlikely to do much good (except by accident), and is likely to do considerable harm, is not worth having.

The authors gave these reasons for omitting quantitative standards:

It is simply not true that there is a universal optimum "mix" consisting of "X" number of audio tapes, "Y" number of viewers, "Z" number of 16mm motion pictures, and so on, that meets the needs of every school having "N" students. As has been emphasized throughout this book, the school's educational objectives and the specific learning outcomes should determine the relative number of materials in a given medium with the attendant equipment requirement. The school's location, its curriculum, its learning objectives, the interests, abilities, and learning styles of its students, and the teaching methods of its faculty are among the many factors that affect the decisions in establishing quantitative standards for purchasing materials and equipment.

In commenting on what is not in *Resource Services for Canadian Schools* with respect to quantitative standards, one should not overlook what is there. Although the authors gave no generalized standards to be applied automatically regardless of dif-

ferences in local conditions, needs, resources, and objectives, they did proclaim their belief in quantitative standards. Each situation has its own unique needs for materials, equipment, facilities, and personnel. The standard must be determined, however, for each separate situation by a competent professional person according to the needs and characteristics of the situation.

The user of the book will find the same demands made upon him or her with respect to quantitative standards as were made relative to personnel: answers to local problems must be determined locally by combining guidelines given in the book with detailed professional knowledge of the specific situation. Indeed, throughout the book, efforts were made not to hand the reader ready-made answers, but to assist in developing skills in finding answers. This effort reached its culmination in the chapter on decision-making. The model for the decision-making process exemplified in that chapter has three phases: diagnosis, implementation, and evaluation.

The authors of *Resource Services for Canadian Schools* hope, naturally, that their work will make a useful contribution generally to education, and in particular to school librarianship. That is also the hope of the Canadian School Library Association and the Association for Media and Technology in Education in Canada, which jointly sponsored the publication. The authors terminated their work with a statement of how they feel the book is most likely to realize these hopes:

The orderly process of decision-making often is complicated and the results frequently appear to be uncertain, because of the great diversity of goals, obstacles, and tactics, which interact at every point in the process. Notwithstanding these difficulties, however, a systematic approach to decision-making is necessary to translate into specific accomplishments the guidelines and principles that are enunciated throughout this book. Significant program does not result from management by intuition, but from thor-

(cont'd. on p. 21)

## Media Utilization: What's the Problem?

by Richard F. Lewis  
Research Associate  
Atlantic Institute of Education

The value of instructional media cannot be disputed for certain instructional aims. Media allows learners to experience a wide range of phenomena which would be impossible to bring to the classroom. In other cases media provide direct teaching allowing the teacher to work with other students. Yet in Nova Scotia, as in other localities across Canada, teachers are not using media. This article reports one attempt to identify the cause of the utilization problem by providing the results of a pilot project on media used by teachers. It also tries to address Gerald R. Brown's concern regarding the dissemination of research on utilization. (Brown, 1978)

### The Pilot Study

In order to address the utilization problem, a survey of usage is essential. How many teachers are using media? Which media are most commonly used? How are media used? Are they integrated into the curriculum? Are they frills? Why are media used? In addition, some knowledge must be acquired about the non-user.

A research project, which attempts to answer these questions, is currently in progress by the author and in cooperation with the Media Services Division of the Nova Scotia Department of Education.

As a first step, a pilot questionnaire was administered to 107 teachers in 15 schools (grades P-6) in one Nova Scotia County. The questionnaire dealt with the availability of media, information on use, training and reasons for lack of use. In addition to gathering some basic information about accessibility and use of media, the pilot study sought to refine procedures for compiling on utilization.

### RESULTS

#### Accessibility of Equipment

All teachers had access to an overhead projector, a record player and a cassette recorder while all but one had access to a filmstrip projector. Over 85% of teachers had access to a slide projector and a 16mm film projector. Less than 50% had access to an opaque projector and a reel-

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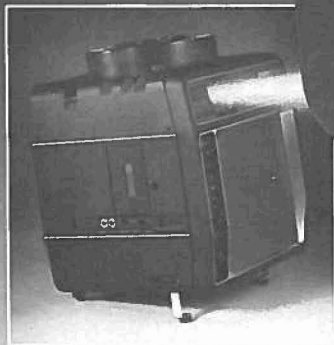
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to-reel recorder.

The results on accessibility seem to indicate that with the exception of the opaque projector and the reel-to-reel recorder, most teachers have access to the most popular audiovisual machines. The auditory media rank very highly in terms of accessibility since the record player and the cassette recorder are most often found in classrooms, in contrast, most other machines have to be brought into the classroom when they are needed.

**Ability to operate**

Teachers' ability to operate audiovisual machines parallels their access to the machines. Over eighty percent of teachers could operate the four machines to which the whole sample had access namely the record player, the cassette recorder, the filmstrip projector and the overhead projector (See table 1a). Only 57% could operate the 16mm projector while just over thirty percent could operate the opaque projector and the reel-to-reel recorder.

**Training to use the machine**

In addition to asking the teachers whether they could operate the machine, the questionnaire asked whether they had any formal training in using the machinery.

Less than fifty percent of teachers had been trained to use any type of machine (See table 1b). Over forty percent were trained to use the filmstrip and overhead projectors while over thirty percent had been trained to use the cassette recorder, the record player, the 16mm film projector and the slide projector. More than twenty percent had been trained to use the opaque projector and the reel-to-reel recorder.

**Desire to learn to use**

Teachers were also asked to indicate whether they would be interested in learning how to use the eight machines and their associated materials. Most teachers wanted to learn to use the 16mm film projector (See table 1c). The overhead projector, the reel-to-reel recorder, the opaque projector, the slide projector and the filmstrip projector were also popular choices. Very few teachers wanted to learn how to use the record player and the cassette recorder, probably because they could already use them.

**Extent of usage**

Teachers were asked to indicate whether they used a machine daily, weekly, monthly or yearly.

Only three machines, the record player (7.5% using), the cassette recorder (9.3%) and the overhead (2.8%), were used daily by some teachers.

In the weekly category, the record player (46%), the cassette recorder (38.3%) and the filmstrip projector (26%) received most usage. The monthly figures show that all teachers used all machines except the opaque projector and the reel-to-reel recorder at least once a month.

**Reasons for not using**

Teachers were asked to indicate the reason for not using a particular machine, from the following six alternatives: lack of material, unsuitability, cannot use, too expensive, no time and no darkening facility.

The lack of material ranked as the most popular reason for not using a machine, while the unsuitability of the machine to the subject and the inability to use the machine

also ranked highly. The overhead projector drew the most reasons for lack of usage probably because most teachers had access to the overhead and felt that they should be using it. The 16mm film projector was also mentioned in reasons for lack of usage more often than the other machines. Some of the reasons given by teachers are very valid while some are less so.

The reasons given by teachers for not using machines present an interesting picture. The lack of material and unsuitability of the medium were the two most popular reasons for teachers not using machines. For some media these reasons may be quite valid. For instance, 16mm film is difficult to acquire at the right time and place in this county which is a distance from the film library in Halifax. Films which are ordered have sometimes not arrived or arrived late. However, in other cases, the reasons for not using a machine seem to indicate a lack of training on the part of the teachers. Some teachers mentioned the lack of materials for the slide projector, and the overhead projector. Both these machines utilize software which is quite easy to prepare. Saying that the media are unsuitable for the subject may once again demonstrate a lack of training. In many cases, though not in all, media can be applied to enhance and enrich the subject matter or indeed to present the information itself.

**Conclusions**

With the exception of the reel-to-reel recorder and the opaque projector, most teachers had access to each of the other types of audiovisual equipment. However, most of the equipment did not receive much use. The audio tape recorder and the

**TABLE 1**  
**Equipment operation, training and desire to learn about machines**

	(a) Can Operate		(b) Trained to Use		(c) Want to Learn	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Record Player	94	87.8	36	33.6	4	3.7
Cassette Recorder	93	86.9	41	38.3	4	3.7
Filmstrip Projector	88	82.2	45	42.1	13	12.1
Overhead Projector	88	82.2	46	43.0	19	17.8
Slide Projector	80	74.8	35	32.7	15	14.0
16mm Film	61	57.0	36	33.6	25	23.4
Opaque Projector	34	31.8	24	22.4	15	14.0
Reel to Reel Recorder	34	31.8	22	20.6	16	15.0

n = 107

phonograph seemed to be popular media probably because of the availability of recorders and tapes for use with these machines. This finding is consistent with research reported by Laird (1976) in which record players and cassette players received most frequent use at the elementary level.

If it is desirable to have teachers use media, the software must be made available, or teachers must be taught how to make materials quickly and inexpensively.

Television did not form a part of any of the instruction in the classrooms surveyed. Although a television receiver is available in every school, none of the teachers reported any use of the medium, although school broadcasts are available to the teachers via the local CBC channel.

Personal interviews when conducting the survey seemed to indicate that if media were being used by teachers, they were being used at a basic level with no real integration into the curriculum being taught — i.e. the media were viewed as "frills", designed to provide a break from routine instruction. Many of the teachers who participated expressed some interest in learning more about the possibilities of each type of audiovisual machine so that the machine could be put to better use.

Komoski (1978) indicates that it is critical to work directly with teachers to improve their ability to use and choose instructional materials. Teaching teachers to operate machines will not in itself encourage use. We must also deal with the whole issue of integrating media into curriculum planning if media are to be used properly.

#### Improvements in procedures

In extensions of this study, questionnaires and interviews will be used to answer the same questions which have been raised here, i.e. accessibility and usage. A first step will identify users and non-users of media.

Once users have been identified, a follow-up interview will be used to gather descriptive information on which media were used, how often, problems encountered, etc. A most important part of this interview will be to get a complete description of how mediated materials were used. This usage information will make it easier for personnel in the field to provide help to teachers. Non-users will be identified and interviewed in an attempt to determine why they are not using media.

The process is a long one but if media professionals are to make a meaningful contribution to the learning of children, media must be used in the best possible manner.

The use of media must be made part of curriculum planning so that the "frills" approach is avoided. Teachers must be trained to use media properly.

First, however, an accurate description of the situation as it now exists must be compiled. Basic research must determine which media are being used, how often and in what situations. It must also concentrate on the non-user of media to identify reasons for this non-use and assess the validity of the responses.

*\*The author wishes to thank Camilla Farrell, Carol Jackman, Thelma MacIntyre and Z. Noreen MacIntyre for their help in gathering the data presented in this article.*

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# The Memory Typewriter

by Marilyn Gardiner  
Waterloo County Board of Education



*Marilyn Gardiner is in charge of cataloguing for 100 schools and central holding.*



*The IBM Memory Typewriter.*

A memory typewriter was recently incorporated into the system for processing school library materials for the Waterloo County Board of Education. Along with background information about the total system, this article will describe why we chose a memory typewriter, its capabilities, how we use it, and problems we encountered. An evaluation of our use of this typewriter and a look at future equipment changes we are considering will conclude the discussion.

Historically, one of the functions of the Learning Resources Department, Waterloo County Board of Education, has been to purchase, catalogue, and process most of the books ordered by the individual elementary school teacher-librarians. To service the one hundred schools involved, the Acquisitions Section has a staff of eight which includes five typists. Their job is to type card sets, pockets, borrowers' cards and spine labels, process the books, and ship them to the schools ready for the shelves. Definitely a labour-intensive operation! And one that worked well, except that no situation remains static.

Two years ago we decided to include non-print materials in this operation, which meant tackling the uncatalogued materials in the schools as well as the current orders. A year ago we decided to begin working on the uncatalogued central collections built up by the consultants in various subject areas. As well, we wanted to offer our services to the high school librarians. The work load was expanding quickly but financial restraints prevented the hiring of more staff. We just had to become more efficient! Some form of automated equipment seemed to be the only solution. As a side benefit it also held promise of making repetitive tasks less tedious for the staff who were involved.

Several alternatives were examined: IBM Selectric typewriters with correction tape; magnetic card typewriters; a multiple card

photocopying system; and the IBM memory typewriter. (IBM electronic typewriters were not available at that time.) We had a card-duplicating machine, but this was only useful for multiple copies of an item — not typical of our operation. We decided the Selectric would not have been much more efficient; and both the magnetic card typewriter and the photocopying system would have meant rebuilding new card files for master catalogue cards. (Our present master cards are hand-written and record the cataloguing information for each item on five by eight inch index cards.) The memory typewriter seemed to best fit our needs and to offer the most in terms of efficiency. Because the field of word-processing is changing so rapidly, we decided to rent rather than purchase. Because we wanted to make best use of this machine and had no similar operations for comparison, we decided to start with only one machine.

The memory typewriter has both a short term working memory and a long term storage memory. As it is typed, the material that appears on the card goes into a working memory. If this material must be retained, there are also fifty long term storage locations, and material can be transferred back and forth from the working memory to the stored memory. The working memory and each of the fifty storage locations will hold 4000 characters, enough to completely fill an 8 1/2 by 11 sheet of paper. The typewriter is also an "editor". To correct an error, just backspace and type the desired character(s). Extensive changes can be made without retyping an entire page by using the line advance or paragraph advance functions. When the required material is in the working memory, the fun begins. Just push two buttons and the machine starts to rapidly type away by itself. It prints at 150 words per minute with carriage returns and back spacing. If another copy is needed, just push the buttons again. Our typewriter has three





*Changing platens in the typewriter.*



*Typing a card set on the continuous card stock.*



*Processing the library materials.*

platens: one regular one, one with a small pin-feed for continuous catalogue cards, and another with a larger pin-feed for computer labels.

This dual-pitch memory typewriter was obviously designed for a wide range of office applications. It has several features that make it easy to set up letters, to type tables and columns of statistics, and to do repetitive projects such as preparing envelopes from a stored mailing list or preparing personalized form letters. A step-by-step training manual with practice exercises has one section for basic training and another for special applications. A typist can work through the basic exercises in a day.

Five people from the Department spent a day at the IBM offices for training. One, the library technician, then compiled step-by-step procedures sheets for training the typists to type catalogue cards and computer labels.

A high-yield correctible ribbon lasts about two days and costs \$38 for a carton of six ribbons. The white lift-off correcting tape costs \$36 for a carton of six, and a tape lasts about a month. The rental fee for the IBM memory typewriter itself is \$200 a month. Service calls to IBM for technical problems average about twice a month and are answered promptly.

The typists take turns at the typewriter, one-half a day at a time, so that each person works at the machine twice a week. This system is used because we do not have an assembly-line operation. Each person works on her own set of materials from start to finish. The master cards for each item are taken to the memory typewriter and the complete card sets are produced on the continuous catalogue cards. At the typewriter the operator types the main card, coding in stops for placement of subject headings and a repeat function. She then types the heading for the second card, pushes the button for a repeat of the main card, and so on for each card in the set. While the machine is printing on its own she has time to rip the perforated strips from the sides of the cards and to assemble the cards into sets. It then takes about a day to complete the processing of these materials. This includes typing the book pockets, borrowers cards and spine labels, mounting and covering the spine labels, gluing in the pockets, and inserting the card sets in the pockets. Next, another worker laminates any dust jackets and distributes the materials to individual school boxes. When a school's box is full, a typist will check the contents, write an invoice, and ship the materials to the school.

If there are more than three copies of a title a stencil is typed or taken from an existing file, and the main entry cards are run off on the duplicating machine (a Weber Marking System Mini-Graph, Model 120). The headings for these cards are then added with a regular typewriter.

The many curriculum support materials produced by Board consultants also pass through our system. Often every school will get a copy, so there can be 100 copies of a booklet to be processed. For these, individual stencils are prepared and run off for each card in the card set. Computer labels are used for the spine labels, book pockets, and borrowers cards. These are either ordered from the Board's Computer Services Department, or, if they are needed immediately, run on the memory typewriter. Circular 14 materials sent to the schools also account for many multiple copies. Card sets for these are duplicated and, depending on the number needed, labels for pocket, card and spine are often run on the memory typewriter using the computer labels. These card kits are assembled and sent to the teacher-librarians who complete the processing.

The main problem encountered was the fact that it took six months from the time the typewriter arrived until it was fully operational, about March, 1978. This delay was the result of having to experiment with different types of card stock to find one that worked smoothly. Some stock was too stiff and therefore slipped; some was too light-weight to be durable; some had a long slit between the cards and it caught in the machine; and there were long



# Getting a Handle on the Affective Domain

by Robert C. Barnett  
Professor of Instructional Technology  
Nipissing University College

Krathwohl, Bloom, and Masia's "Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective Domain" is an important resource for any teacher contemplating a formal teaching venture into the affective domain. Familiarity with the hierarchical dimensions of the taxonomy will permit a teacher to organize lesson sequences to best achieve desired attitudinal changes. I find that thinking of attitudinal change from the point of view of commercial advertising helps me to get a handle on this problem.

When a manufacturer wishes to sell you a product, he must first of all make you aware of the existence of the product. He usually does this through advertising. To get you to pay attention to his commercial, he uses many devices — beautiful women, vivid colours, slogans, jingles, famous personalities, etc. These are professionally calculated to capture your awareness, to get you to read the ad, to get you to sit through the television commercial, to get you aware of the existence of a specific product. When a person is first aware of a value, or first realizes there is chocolate ice cream or is first introduced to Beethoven, he is operating at the *receiving* level.

Now that our consumer is aware of a product, the next step is to get him to try it. Another way of stating this is to get him to respond to the advertisement by buying the product. This is the sampling stage and may last for a long time. You may have to buy several cases of a soft drink, or try being honest many times before you can come to a conclusion about its desirability. The second level in the affective hierarchy describes a behaviour much the same as this. When you are trying something new like Beethoven, poetry, kindness, or charity and still have not made up your mind about it, you are said to be *responding*.

Having now tried the product a number of times, the consumer is prepared to make some form of value judgment about it — "I like it" is the hoped for response although the opposite reaction happens. This valuing process is similar to the behaviour at the third level of the affective domain — you are said to be *valuing*.

Even though our consumer now thinks the product is good and is probably buying it regularly, the producer cannot sit back and

assume that will always be the case. There are always similar products, new commercials, and temptations vying for our consumer's dollars. Indeed before the habit of buying product "A" becomes part of his behaviour repertoire, it must be formally challenged by a competitor. It's the old story — you never know you've chosen well until you've chosen another. The process of challenging, or comparing is similar to the fourth level of the affective domain. When your values are challenged and you compare the options and organize them into a hierarchy with the original still preferable, you are said to be functioning at the *organizing* level of the affective domain.

Our mythical consumer has now decided that product "A" is for him. It has withstood the challenge of the organization level and has now become a part of him. Whenever he goes to the store he auto-

matically reaches for product "A" without even seriously considering alternatives. Behaviour of this sort is similar to affective behaviour at the *characterization* level so called because the value has indeed become part of one's character, a consistent value judgment.

Any advertising man is only too aware of how difficult a process it is to change peoples' behaviours. If teachers are selling the product "affective behaviour" they might well pay attention to the lessons of advertising and structure their lessons (commercials) along Krathwohl's hierarchy.

For more detail see Barnett, R.C., (1978) "A Programmed Introduction to the Affective Domain", *Resources in Education*, Document No. SP 011 903, ED 147290. ■

## Reflections

by Andd Ward  
Associate Professor, Rhode Island College  
and Director of the WIT Tape Exchange

### Behavioural Objectives, Limited

In our quest to make sense of a senseless world, we often overlook the obvious. Myopia sometimes poisons our thinking. We grasp for what is beyond instead of focusing on the now. Consider, for example, some practices of instructional development. Open up an education text or flip through a current media journal. Paradigm upon paradigm greets our jaded eyes. We've seen it all before. The little boxes. The flow charts. The fancy terminology. The emphasis on evaluation, on the future rather than the present.

When is someone going to *reverse* the trend and start concentrating on *learning*? On the *process*? On the *now*? When can we open up the pages and see something

other than those silly little boxes? I used to believe in it. Years of graduate school supersaturated my mind with the message we've all heard before — Set behavioural objectives. . . Determine learner characteristics. . . Design instruction. . . Evaluate learning. . . And so on. Ad nauseum. The basic thrust of the systematic approach to instruction is that there should be a plan and that outcomes should reflect behavioural objectives. Once we know where we want to go, we have to *get* there. And once there, we have to have some quantifiable measurement to indicate that we're actually *there*.

Hogwash and puppydogs' tails. This cannot always be done. Nor *should* it be done. To give the teacher and instructional de-



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signer prophetic powers that enable them to decide in advance the exact type and degree of learning that will occur is nonsense. Something is terribly wrong with education's priorities. In order to make progress, we must reject the notions of behavioural objectives and measurement of learning outcomes, and the concept of a systematic approach to instruction.

Let's try substituting common sense and creativity. And a dash of humanism. Let's watch learners blossom as they learn what *they* want to learn, not what *we* decide they must learn. I'm not suggesting we throw *out* the curriculum. I'm suggesting we throw it *up*. Use it, *then* discard it.

In practice, it works like this. You spell out the learning goals of the course or unit of instruction. Then the student modifies them to meet individual learner needs. Like a wiggly goldfish, the learning moves. Like a chameleon, it takes on new colours.

Consider the example of a blind student on campus. "I'd like to be in your visual communications course," he said. "I want to operate AV equipment and make graphics projects. I want to learn to function better in the sighted world." Strict adherence to the behavioural objectives and evaluative criteria set for this course would have meant non-acceptance of the student into the course. Clearly, he would not measure up to the *other* students' anticipated levels of performance, since sight was necessary for much of the instruction and many of the assignments. So we chucked the rigidities and the student simply did his best. He did not compare with *others*. He competed with *himself*.

Results? Can't measure them. They're intangible. The blind student wouldn't win a prize for his drymounting or stencil lettering or transparencies. But he *would* win an Oscar for his overall performance, attitude, and follow-up work. He gained the respect and cooperation of sighted students in the course. He taught them some awareness of the handicapped. He used his newly-acquired skills to operate projectors at a week-long campus conference on the handicapped. Mainly, he gained self-confidence from having achieved some small but significant victories in the sighted world. Behavioural objectives? Not relevant. Learning outcomes? Can't be adequately measured. The systematic approach? Not appropriate.

The use of behavioural objectives often means the discouragement of *other* learning. When objectives are present, students who are motivated and turned on are given no encouragement to follow their interests. Though intended as guidelines to *direct* learning, objectives often *stifle* learning by boxing students in. The teacher who tries to quantify all anticipated learning at the outset leaves no space for student interaction or emergent student interests. It is time to recognize the profound limitations of behavioural objectives! It is time to make a change!

#### Humanization of Instruction Through the Audio Cassette Medium

"It is not expensive enough!"

"It is too simple to use!"

"It is too readily available!"

These are critical judgments which some

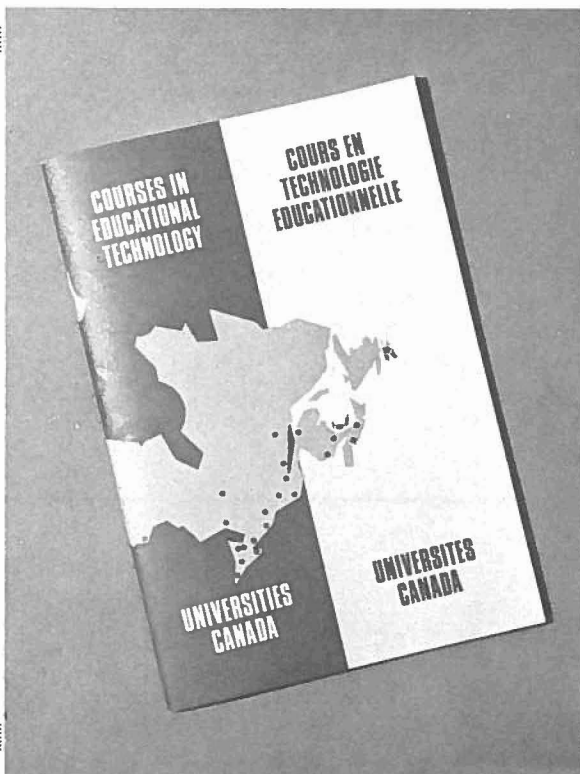
instructional technologists appear to have made about the audio cassette medium. The medium has so many advantages that its usefulness in instruction is often overlooked by both proponents of instructional technology and educators at large.

As I shuffle through graduate students' comprehensive examinations and course papers, I read the same old story. In essence, it is this: "Instructional technology needs more dollars..." "Instructional technology needs wider acceptance by teachers..." The logical follow-up, they go on to explain, is that only with more money and wider acceptance will educational media occupy its rightful place in the schools as *Numero Uno*.

While I do not disclaim the validity of these concerns, I *do* feel we are displaying a myopic view. Instead of focusing on the remote, the grandiose, the futuristic, and the abstract, let's concentrate on the basics. Let's take the instructional media ideas that are succeeding at present. Let's emphasize them and improve them.

A quick walk through the schools gives some indication of what media programs are working. Success criteria often include: low cost of materials; ease of production of materials; ease of equipment operation; and availability of these items. If we are trying to meet an instructional need, why not do so at the lowest cost, in the simplest way, with readily available software and hardware?

The audio cassette fits these criteria, yet it is an underutilized and undernourished medium. Its potential is far greater than is



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commonly believed. Some critics declare that dehumanization accompanies media usage. Not so with the use of audio cassettes! The printed word is flat compared with the human voice on tape.

Consider what the lowly cassette can do. It can humanize instruction by bringing voices of community leaders and other role models into the classroom. Students can participate by taping their own voices or by conducting interviews with others, thereby increasing their communicative skills. Geographical boundaries can be transcended. Tapes can be made, duplicated, and disseminated in a cost effective way.

Audio tapes are down to earth. Their message can reach your soul. Tapes can make you cry or laugh. They can inspire you and motivate you when the walls of your life are crumbling.

Audio tape communication is a vital link in the sharing of ideas with media professionals throughout the country. The WIT Tape Exchange is one example of such an interactive network. It is a program through which 200 AECT members receive audio tapes on a monthly listen-and-return basis. At present there are 300 tape titles. Through participation in the program, media professionals develop leadership skills which enable them to more effectively counter the critics. Media dehumanizes? No way! Takes too much time and trouble? Absurd! Costs too much? Ridiculous!

You are invited to plug into the WIT Tape Exchange. Listen to what your colleagues are saying about media! Make a tape of your views! Share your expertise! And experience the incredibly human feeling of

communicating on a person-to-person level!

### Student Evaluation Forms

The other day a couple of higher-ups on campus informed me that I am an "incompetent teacher." They have never observed my teaching yet they feel qualified to make such a statement. Some anonymous student evaluations are the basis on which they feel able to make the judgment.

I look critically at the college student evaluation form and question not only the content but also some of the omissions. If a professor inspires students and motivates them to do something extra, is this reflected in the questionnaire? If the professor reaches out and individualizes instruction for a blind student in a visual communications course and for other special students, is credit given for this? If students write articles for educational publications, give workshops at local conferences, and join professional associations as a result of the professor's teaching and encouragement, is notice taken of this?

Regrettably, the student evaluation form does not make provision for the professor who is highly creative or outstanding in some way. Instead it seems designed to cast educators into molds where they gather mildew. The person who is different doesn't stand a chance because the pressure toward ordinariness verging on mediocrity is so strong. Does your school's evaluation form have a similar effect?

The present trend toward more rigid accountability on campus and in public schools has necessitated such practices as teachers having to keep daily logs of

everything they do. In addition to writing such diaries, we *may* be forced to assemble dossiers of letters from students attesting to our teaching effectiveness and professional competence. Who knows? Someday we may *need* them!

### Simulate! Simulate!

In our quest to develop new instructional/informational systems and to make technology work, let's not forget our basic purpose — to bring information to the user. I think we sometimes overlook this essential component. Take the case of the ramp. One day I plopped myself down in a wheelchair for a simulated experience as a handicapped person on campus. Results convinced me that we often overlook the handicapped in our educational planning.

With pasted-on do-good smiles, people opened doors for me. They offered to push the wheelchair. Their kindness created in me a vegetable-like sense of nonpersonness. The physical environment reinforced these feelings. Wheelchair routes required taking the *long* way to any given destination. Some buildings were inaccessible. The library was *not*. Or so I thought. A ramp the length of a racetrack had recently been constructed there. It had aesthetic value and a gentle incline. It looked like a dream ramp. And so it was. Finally, I thought. Finally I can wheel myself effortlessly up a ramp and into a building. Not so. The entrance to the library was barred by a curbstone size step separating me from the interior. I would have to wait until someone came along to lift the heavy wheelchair over the threshold. More feelings of a vegetable-like sense of nonpersonness en-

### Challenges and Changes

(cont'd. from p. 8)

ough planning through constant diagnosis, application, and evaluation.

There is something else that should be said regarding this book: it has been published, and is enjoying good acceptance in the marketplace. With over 3,000 copies sold, the first printing will soon be exhausted and there will probably be a second later this year. In these terms the book may be regarded as a success. In terms of bringing together in a sense of common purpose all who work with learning materials in Canadian schools, the book's success has been considerable, but it cannot yet be taken for granted.

Representatives of school librarians and audio-visual specialists came together in Winnipeg over six years ago to initiate the project. They met with some doubts, even suspicions, concerning the motives and intentions of those on the other side of the table. After all, what right had "they" to be meddling in "our" particular field of professional specialization? An atmosphere of mutual distrust was the natural fruit of

years of professional isolationism of which both groups, consciously or unconsciously, had been guilty.

In recent years, however, an awareness of an underlying common bond has become evident from the increasing number of examples of cooperation between the two resource service traditions in Canada. Many professionals belong to both organizations and attend both annual meetings. The presidents of both CSLA and AMTEC frequently attend executive meetings of each other's association as observers.

It is still much too early for people of good will in CSLA and AMTEC to engage in self-congratulatory oratory over the triumph of professionalism over parochialism. It would be naive to suppose that the two organizations should not have honestly held differences of opinion and pursue different courses of action.

Such differences, however, must not be allowed to grow to the point of endangering the personal and corporate friendships that have been nurtured successfully during the past few years between school librarians and audio-visual specialists. To do so

would be both sad and dangerous: sad, because it would be sorrowful to see something die that has a promise of benefit; dangerous, because in today's economic climate in the schools a feud between those concerned with learning resources (regardless of what professional flag they are wont to salute!) would inevitably be suicide.

The writing of *Resource Services for Canadian Schools* brought together in a common task school media specialists (both book and non-print oriented) in all parts of Canada. It helped them to develop the willingness and the ability to take counsel together for mutual advantage as they face a difficult, and probably a dangerous, decade.

It should be remembered that the principal recommendation of *Resource Services for Canadian Schools* is the harmonious integration of the two professional traditions. It would indeed be ironic if the new-found willingness and ability to collaborate were dissipated as the two groups search for ways to implement the recommendations. ■

gulfed me.

It is not wheelchairs I wish to discuss but the value of *simulation*. Be one of your own library patrons for a day. Experience what the user experiences. Try to get from one place to another. Try to locate materials. Use the services available. You may be pleased to discover that your instructional/informational system works well. Or you may be disenchanted to find that it does *not*.

By simulating, we develop our humanistic tendencies and gain more rapport with our library patrons. Until you've been there, you never know what it's like.

### To Conduct a Successful Interview on Audio Tape

Conducting a successful interview on audio tape can be an exciting adventure if

you don't let the technology get in your way. Here are some tips on how to get the best possible interview on tape:

- Test the equipment beforehand. Make sure the tape recorder is operational. Be sure to have a three-prong adapter in case you need it. Check to see if the microphone is in the machine. Bring along some extra audio cassettes. This should include a test tape clearly marked "test." Try to standardize your tapes in terms of length of tape. C-60 is a wise choice, as the most successful taped interviews are under thirty minutes in length. Set up the equipment ahead of time if possible.
- Tape in a quiet room which you believe will be free of interruptions. Check out the environment carefully. If there is a hum from overhead lights, flick off the switch and interview your subject in candlelight

if necessary. Be sure to make a short test tape of both *your* voice and the *interviewee's* voice. Adjust the mic level for proper volume.

- Make the subject feel at ease by asking a series of questions *before* you start taping. In addition to calming the interviewee, this will provide *you* with some clues for starting the actual interview.
- Speak in a conversational tone and don't be afraid to ask direct questions. Pointed questions will take your subject off guard, it is true. *But* they will enable you to get some fascinating responses. So loosen up and let your questions fly. Never — *never* — have questions written out beforehand. You need *spontaneity*, not *structure*, to get the most successful interviews on audio tape.

Happy taping! ■

## Opinion: Stop Trying to Redirect Traditional School Librarians

by Dave MacDougall  
Editor, Media Message



A number of years ago, I taught with a school staff that was instructed to make a revolutionary adaptation of its teaching from that of the traditional teacher-oriented classroom style to one based upon individual, seminar and large group instruction. The library cum resource centre was to serve as the hub of activity and change.

Unfortunately, the plan was crudely implemented. While the teaching staff was ordered to adapt, virtually no changes

were made to the physical environment or to administrative procedures. Furthermore, no re-training was presented to the teaching staff.

The teacher-librarian, who was to be the focal point of this adaptation, was vivacious, energetic and personable. However, the alteration of her job role and working environment had a profound effect on her morale.

At that time, I naively concluded that her problem resulted from the introduction of audio-visual media into her print preserve. Her visible opposition to audio-visual display equipment led me to this ill-informed view. Contemporary literature reinforced this viewpoint.

"Today the argument continues as some librarians resent, resist or refuse to extend their responsibilities to the care of nonbook auditory and visual materials." (p. 6)<sup>1</sup>

### Role Conversion

My own resource centre experience taught me that this reaction was merely a representation of the disorientation that she faced and which is faced by any teacher-librarian, forced to shift from the management of a scheduled<sup>2</sup> library<sup>3</sup> to the operation of an open<sup>4</sup> resource centre.

I believe that the majority of administrators who would consider converting scheduled libraries into open resource centres have little comprehension of the stresses and strains that they create for the teacher-librarian, nor of the role that the administrator can play to lessen the burden.

The scheduled library environment provided the librarian with the security of knowing who would be arriving, when they would be arriving and why they would be arriving. Analogous to the classroom teacher she had a captive audience of identifiable students who responded (positively or negatively) to her planned actions. The librarian played an active role. This role which served primarily as a literary adjunct to the English programme, had recognized parameters.

When the library became an open resource centre, students began to arrive sporadically and often spontaneously to pursue resource-based learning thereby forcing the abandonment of literary appreciation.

The situation was open to pressures. Sporadic arrival of students translated into overloads, under-utilization and the ugly phenomenon of "dumping".

There was no recognized guidelines for this new role.

The once literary-oriented librarian now had to shift to resource-based learning and the development of more sophisticated student information retrieval skills.

Once, the librarian enjoyed the same degree of insularity as the classroom teacher, now she must interface positively with all staff while promoting the open resource centre.

Confronted with uncontrollable (by her) movements of students and minglings of classes, the librarian met students in a situation where it was impossible to identify individuals.

The most demoralizing effect of the situation was that the librarian sensed a slipping away of direct personal control. The students, from History, Geography, English, Art and Music classes, were sent, not to be exposed to the knowledge and personality of the librarian, but to interact with the resources.

The librarian was faced with discipline problems of a complexity that she had never encountered before, since student discipline is as much a reflection of the students' attitude towards the subject teacher as it is to the librarian. If the classroom teacher was respected by the students and if the teacher was determined that the students would achieve certain standards, then even the poorer students worked diligently. If the students disliked the subject or the subject teacher or felt that the teacher had little respect for them and their efforts, then even the best students would put forth little effort.

Faced with such a profound alteration of the traditional school librarian role, she became bewildered and demoralized.<sup>5</sup>

This diagnosis is only vicarious supposition since, at the time, I had little awareness or sympathy for the negative effects that the revolutionary changes had wrought. I saw it as right that the resource centre should be open and oriented to the resource-based learning.

However, experience in the teacher-librarian role has led me to be sympathetic to the librarian who is forced into the role of managing an open resource centre,<sup>6</sup> and far more aware of the supportive role that can be played both by administration and teaching staff.

#### Footnotes

<sup>1</sup>Davis, Harold S. *Organizing a Learning Centre*. Educational Research Council of America. Cleveland, Ohio. 1968, p. 27.

<sup>2</sup>"Scheduled" indicated that a class are in attendance in the library for a fixed period of time on a specified day of the week.

<sup>3</sup>The terms "librarian" and "library" will be used throughout this article to infer that the main function of personnel and environment is literary appreciation.

<sup>4</sup>The term "open" will be used throughout this article to indicate that students are permitted to come to the resource centre at any time of the school day to pursue any legitimate learning activity.

<sup>5</sup>If the present librarian cannot adapt to the change and cannot be transferred, I would recommend that a compromise adjustment be made. The library would become a scheduled resource centre. The subject teacher would "sign" ahead of time for his class to work in the resource centre. Once a predetermined maximum had been registered, no more would be permitted to come to the resource centre in that time span. This would relieve the teacher librarian from the problem of dealing with overload and, with spontaneous "dumping", while giving her a chance to preplan.

<sup>6</sup>Branscombe, Frederic, R. and Newson, Harry E., editors. *Resource Services for Canadian Schools*. The Association for Media and Technology in Education in Canada and The Canadian School Library Association, a Division of the Canadian Library Association. Toronto. 1977.

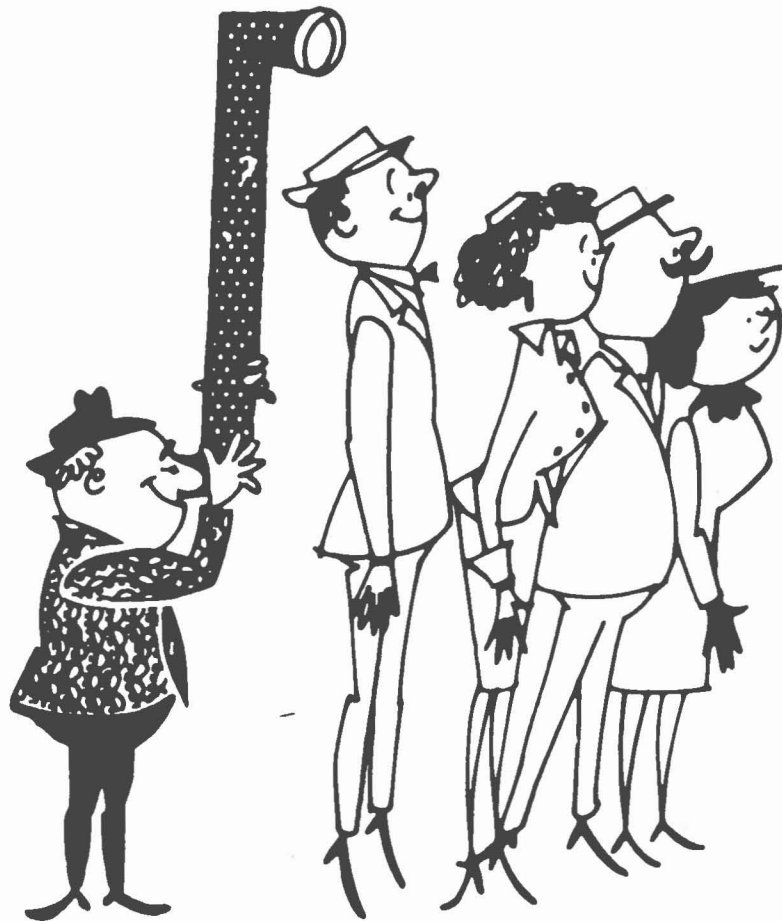
The authors did not formulate a definitive attitude towards the question of whether resource centres should be open to spontaneous arrival of student groups or whether groups would only be permitted entrance by pre-appointment. While the daily plans (p. 14-31) favour the latter, a single quotation opens the door to the former ... the learning resource teacher provides assistance to individual students who visit the centre on their own initiative during the school day. ..." (p. 32)." ■

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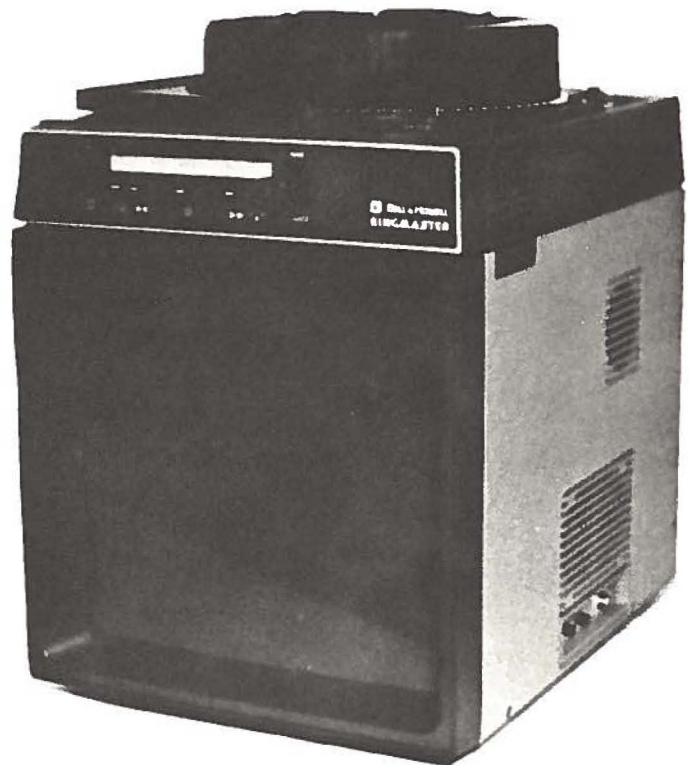
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