Media Message

Association for Media and Technology in Education in Canada / L'Association des Media et de la Technologie en Education au Canada

Officers of AMTEC

Contents:

What's Happening, 1980s?
or
Where Have all the Hippies Gone?

Thomas L. Bennett

Last summer, I was sitting in a restaurant having lunch with a friend, discussing the changing climates of the world scene. We had been reminiscing on the last two decades and he was visibly upset with his present affairs. He had a Cassius look about him, aging but still lean and hungry, professionally challenged but still nowhere near the attainment of the perceived goals that he had formed in his youth.

Both of us acknowledged that some things were better passed: the oftentimes senseless, anti-establishment furor that witnessed mass student protest and the often unreasonable resistance to authority had become a faded luxury of youth that seemed to have run its course. Yet there was an aura of disturbed unrest still lurking in my friend's own demeanor. A ghost of "what if" and "where are you now, O lost youth, when I really need you" flitted about his person, and flirted around his conversation. Finally, he became silent and we sat for some time eating our meal before he closed the topic with a rather poignant observation:

"You know, there's nothing sadder than an old hippie!"

More than ten years have passed since Woodstock and the student occupation of Sir George Williams University; almost a full decade has passed since Kent State. The Apocalypse of Vietnam is over; draft cards are no longer enflamed, let alone manufactured; Timothy Leary is all but silent, and some gurus of music will sing no more. The pendulum of time has swung and is in the right-hand sector of its wing. It is a different world, a more conservative one.

Where students were once hurrying to march in rallies condemning the atrocities of war and the rape of our environment, they are now rushing to acquire memberships in the "Greek" fraternity and sorority houses that are experiencing a modern renaissance; the April, 1978 issue of *Life* bears quaint testimony to this phenomenon. Instead of indulging in hedonistic pasttimes while condemning their parents' preoccupations with the Protestant ethic, the modern university students have ironically become more and more enamoured with the acquisition of good grades; their eye is on the future, a future where jobs are the major consideration, rather than trips into inner space. Jane O'Hara brings this new trend into sharp focus in "The Class of '79' " (*Maclean's*, June 11, 1979), where she notes that "Today's graduate isn't interested in peace vigils, he's more concerned with academic vigilance; he isn't bothered by civil rights ... He is more caught up in protecting his own economic future." She adequately illustrates that, "The Canadian Class of '79 is a conservative class." This observation has dramatic implications for education in general, and our own discipline of Instructional Technology in particular. What we must realize is that this current, student attitude is only a symptom of the changing framework that surrounds us all, and before we can react to any implications that may affect our own microcosm, we must review some of the accumulating evidence that is waving its admonishing finger *out there*.

The conservative trend that is occurring in higher education is only an indication of similar changes in other spheres. Witness the rise of a like movement in organized religion. Recent occurrances in Iran and Pakistan give abundant evidence of the resurgence of traditional Islam. Further, the Jim Jones cult and other reported variations in California and elsewhere are just as disturbing. Yet numerous Christian faiths bring the evidence closer to our own realm of comprehension: many movements that have fundamentalist tendencies, such as Baptist, Pentacostal, and even Jehovah's Witnesses to name a few, are experiencing a rebirth of interest that has filled their houses of worship like never before. A recent article in the United Church of Canada *Observer* has made it clear that most North American churches have experienced a rise in attendance as well as membership. These observations may be further punctuated by developments in the Roman Catholic Church, wherein the newly elected pope, John Paul II, has surprised parishioners (albeit, some pleasantly) with strong condemnations against women's rights, abortion, and in general a rigid observance of Vatcian II (1962) teaching. Free thinkers of any discipline, let alone those of Christian scholarship, were shocked at the recent Papal "trial" of world renowned theologian, the Rev. Edward Schillebeeckx, which was tantamount to a heresy hearing. Tom Harpur, the religion editor of the *Toronto Star* (November 24, 1979) adequately summed up this latest development in the return to conservatism when he wrote, "It is hoped that the Schillebeeckx case, coupled with papal warnings about theological infidelity, is not a sign of a new age of intellectual repression for the Church."

However, censorship is not the province of organized religion alone. Even governments attempt to protect individuals from themselves, as may be witnessed by a recent banning of the film *Pretty Baby* by the Ontario Censor Board. Understandably, the depiction of child prostitution (although not graphic) may upset the mental set of many prospective viewers. However, the film was never given such an opportunity; the viewers of Ontario were told that such a film, despite its artistic beauty, was not fit for mature, adult consumption and it was banned in its entirety. Further, in spite of the embarrassment that such a ruling later brought to the Censor Board, nothing has been done, to date of writing, to review the role of this rather archaic arm of the Ontario government; it still continues with no input from the general public, virtually operating on the belief systems of a few reviewers and backed by the authority of the Minister of Consumer and Commercial Relations, Mr. Frank Drea. Drea recently told the Legislature in Toronto that "the people of this province want censorship in films exactly the way it is being provided." Yet, film is only one form of censorship that we are experiencing in this country. We could consider the attempted coverups of RCMP wrongdoing.

This latter point now focuses our attention upon the political arena, where

it is again apparent that a swing to the right is evidenced by the 1979 election of a conservative government in Canada. Even though their reign in office was short-lived, the trend toward a conservative mentality by the general public may be argued and may be punctuated by a similar result in Labour-strong England where Margaret Thatcher and her Conservative party has been given a mandate by the people of that country last year. Even more surprising is the Conservative Centre-right Coalition formed in Sweden last September: Sweden has been traditionally balanced between Socialist and Liberal rule for years. However, let us take a closer look at the Canadian scene, specifically at the two major parties and consider whether or not they are actually polarized in terms of the drift toward conservatism. The Tories are pro-capital punishment, and they have a consistent record that favours anti-abortion laws and strong obscenity laws. In turn, the Liberals appeared to tolerate RCMP break-ins, and their leader suggested during the 1979 election that any citizen who was against the national unity issue was committing treason. Perhaps the saddest admission that Canadians can make to any international audience is that our government is the only democratic nation in modern history to invoke martial law in a time of peace; i.e. the War Measures Act of 1970, during the F.L.Q. crisis.

What remains, is a perceived drift toward conservatism and authoritarianism. It has always been thus when times are filled with social, political, and financial unrest. No one can deny that those times are present, with the fall of the Canadian and American dollar on the international market, the escalation of job shortages and inflation, and the spectre of a fuel crisis. Yet, let us be reminded that such days were also experienced by a recent generation when Facism rose between the two world wars. During those decades, humanitarianism and participatory democracy evaporated in many "free" countries of the world. However, those events are years in the past, and many individuals would
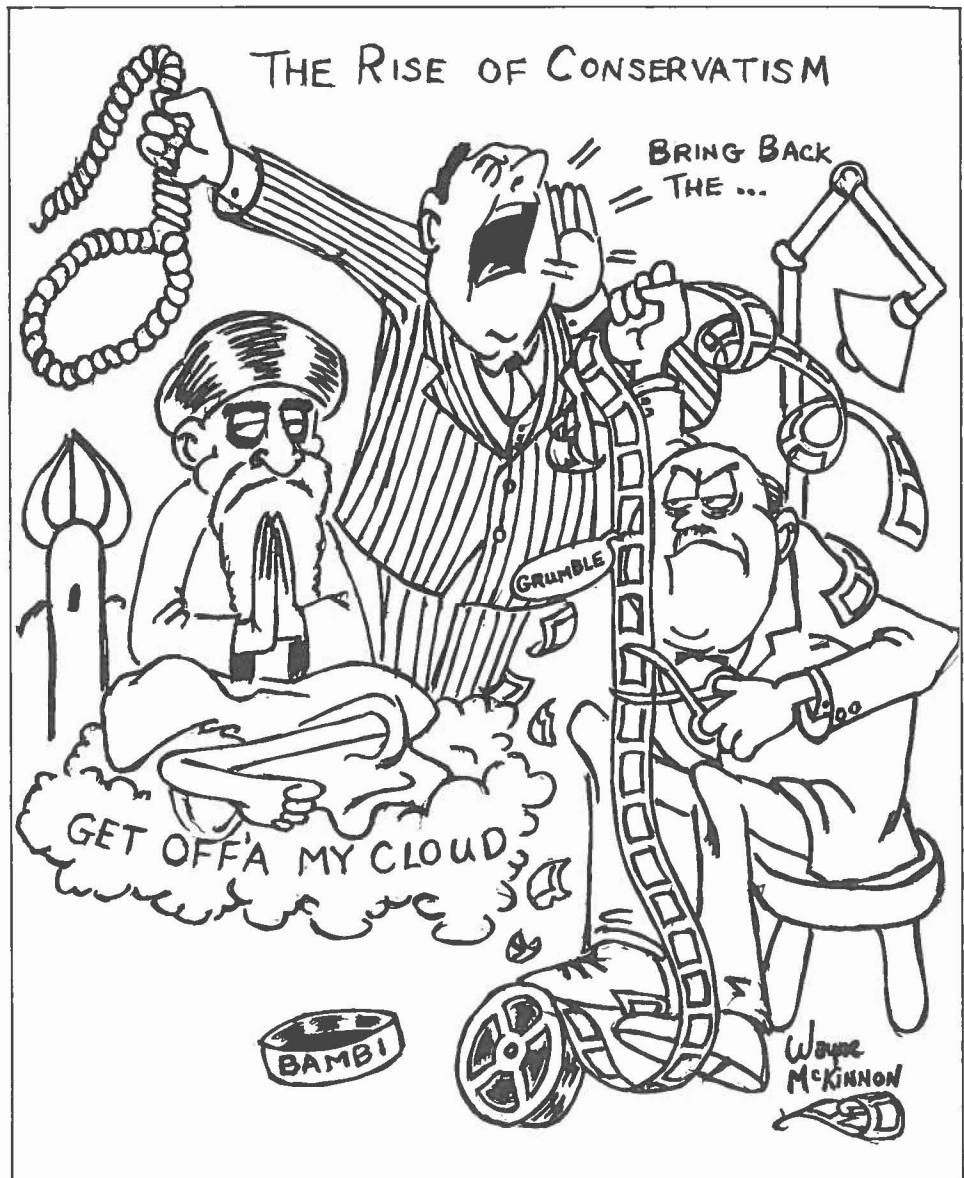
sooner remember the romance of Hemingway's *For Whom the Bell Tolls*, rather than the photographic evidence that came out of Auschwitz and Belsen.

What of our own field? What warning signals can we observe in education? Herein, the reader must forgive the writer's provinciality, he cites those examples with which he is most familiar. (Yet, I feel that the lessons may be generalizable to other provinces, if not immediately, then in the not too dis-

tant future). At present, in the Province of Ontario, government grants have not kept up with inflation at any level of education. The major villains in the scenario are the rising costs of supplies, salaries, maintenance, and a dramatic reduction in the enrollment levels. As a result, hundreds of teachers have joined the ranks of the unemployed; extremely high percentages of teacher graduates have been unable to find employment; all of the province's Teachers Colleges have

been closed, as of August, 1979. As a result, the public and in turn the educational system has reacted in a predictable manner, which some may find synonymous with the term "conservatism." The public has demanded a return to the 3-Rs. Now, the confused educator may react with the justifiable quiry: "What the hell do they mean by the 3-Rs? Surely 'Readin, 'Rightin, and 'Ritmetic ain't the whole bag!" Nevertheless, the average classroom teacher can see some of the 'ritin on the chalkboard when she/he is confronted with a hinted return to the old "inspection system" (granted, it may be done by some friendly fellow from the Ministry instead of a menacing, local inspector). Some Boards have instituted a dress code for their teachers; some have stipulated that teachers shall consume no alcholic beverages in the evening if attendance at an educational meeting with the general public is planned. One may justifiably ask, "What professional is going to plan breathing alcoholic fumes on a trustee during a salary negotiation meeting?"

As humorous or alarming as these few mandates appear, the true gravity of the situation in Ontario appears as one considers some of the opening salvos fired by Bette Stephenson upon assuming her duties as Minister of Education. Before her new chair became cold by the departure of her predecessor, Stephenson (an M.D.), was suggesting that the students of the province might have to endure larger classes, longer school days, longer school years, combined classes, and in general for some, a return to the little red schoolhouse. Pretty reactionary, you might suggest, but such may be the norm if the system is to survive the restrictions of the '80s, or so it would appear to Dr. Stephenson. At the same time she suggests that, "We're realistic now. We'll still be visionary but geared more toward training people with a value system that will help our society move forward. It (the next decade) will be more exciting than the '60s, when we thought education would solve all our problems." (*Toronto Star*, September 1, 1979). If my "hippie"

TEACHERS DRESS CODE OF 80's...
WRONG   RIGHT
Wayne McKinnon
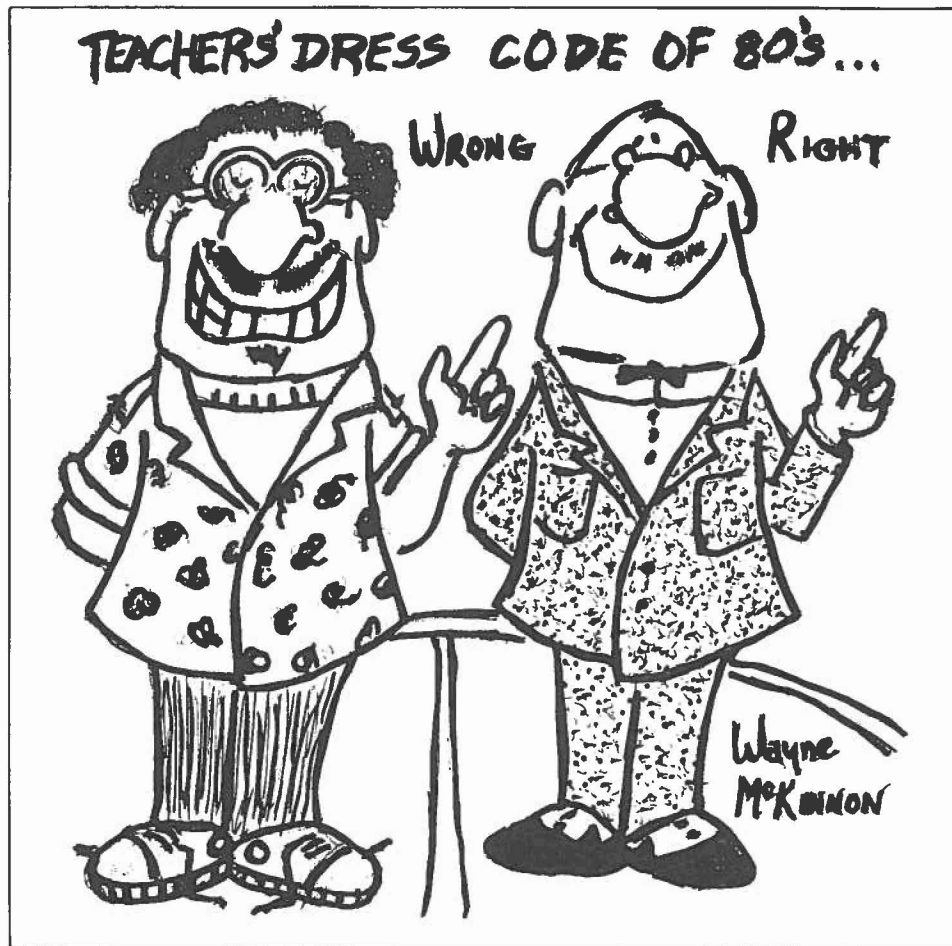
friend felt old upon pondering his lack of success in carrying out the dreams of his youth-oriented time frame, how much older does he feel after he considers a future based upon an endless row of little red schoolhouses that have larger classes, longer days, and longer school years?

Yet, we shouldn't be surprised. One of the giants in the field of Instructional Technology, James Finn, warned us as early as 1964 that we were "a conservative occupational group (teachers and administrators) that exists to secure an institution which is conservative in self-image, which has existed on make-do funds, which is not designed for extensive experimentation, which is oriented on the rural-town, farm cultural pattern of the (American) Midwest of 1800-1900, and

which is built into a bureaucracy." In the same year, Finn also observed that "teachers are a part of a bureaucracy and that bureaucrats are notoriously resistant to change."

Forewarned is forearmed? Are we, the members of AMTEC prepared to combat the rising tide of reactionary conservatism in education?

The challenge is there, but perhaps the likelihood of combat is marginal. In any era of financial cutbacks, conservative forces become more entrenched and more resistant to change. Even earlier than the above warnings, Hoffer (1951) noted, "When our mode of life is so precarious as to make it patent that we cannot control the circumstances of an existence, we tend to stick to the *proven* and *familiar*." Any swing back

to traditional education systems, implies a vigorous house cleaning; and any time that such a phenomenon occurs, there is a lot of "bath water" discarded. What does this mean for Instructional Technology in the 1980s?

Once again, Finn as he writes in "The Revolutionary Season" *(Phi Delta Kappan,* April 1964) appears to have the focus:

This conservatism, I believe, is an honest reflection of the conservatism of the average (North) American teacher and administrator . . . . Instructional Technology is thought of at one and the same time as:

1. *gadgets*
2. *completely peripheral to the problems of education*
3. *something invented to get money out of the government*
4. *dehumanizing education and makes robots of children*
5. *a threat to teachers' jobs*
6. *a passing fad.*

Finn, rest his soul, was not too far off. All of us have fought against one if not more of the above accusations. And in this present era, audiovisual hardware and software are too often deemed as frills, and hence expendable. What then, is our plan of attack for the future; for the '80s? Are we to swim along with the present stream of events, touch base with the past on occasion, and just hope for the best? Arnold Toynbee considered a similar question when he asked, "What is the true end of Man? Is it to populate the Earth with the maximum number of human beings ... or is it to enable human beings to lead the best kind of life that the spiritual limitations of human nature allow?"

To punctuate Toynbee's implied assertions, we might turn to a paper by Ely and Chisholm *(Audiovisual Instruction,* January, 1976), wherein the authors suggest several assumptions that we must make about the future:

1. *We must be interested in the future because there is relatively little in the past that is useful in coping with change.*
2. *We are rapidly running out of*

lead time in matters of pollution, population control, etc. The potential failure is one of will, not knowledge and skills.
3. *Whatever there is from the past may be useful as a resource, but not as a guide-*

line. We are forced to be innovative if we are to have a present, let alone a future.
4. *Some of our value systems no longer apply in relation to the neighborhood in which we live, the family of which we are a part, and the institu-*

tions of which we are a part.

5. There can be a world in which man lives with technology but not by technology.
6. We need to look not only at the future but at alternative futures.

The decade ahead may be one of exciting change and innovation; in fact, it may prove to strengthen the posture of our field in the educational arena. However, the task could be onerous.

W. C. Meierhenry maintains that as the seventies came to a close, "instructional developers were interested in knowing more about learner characteristics;" specifically, studies of cerebral specialization suggest the use of "different types of learning materials for those who possess right brain lobe dominance rather than the left lobe dominance to which so much formal instruction is addressed." A second major thrust according to Meierhenry, probably will explore the differences in structure among disciplines and fields of study, and a third concern will likely concentrate upon the instructional environment. Hence, as we move into the 1980s, developing technologies such as the microcomputer and the videodiscs should develop to address the concerns of learner, content, and environmental characteristics (Meierhenry, 1980, p. 18).

However, some futurists believe that we are presently in an era of minimal invention, a prediction which may be abetted, if not precipitated by the conservativist backlash that has been discussed in this paper. Yet, if our discipline is to thrive in the '80s, we must echo the beliefs of Ely and Chisholm, and firmly assert that man can live *with* technology, while he is pursuing *alternative* futures.

Little wonder my friend sat in that restaurant so many months ago feeling out of tune with the times. He was dissatisfied with the present because his measuring stick was anchored in the confusion of the past. He was sadly wondering what became of his col-

THERE GO OUR BABIES AGAIN!

Wayne C. McKinnon
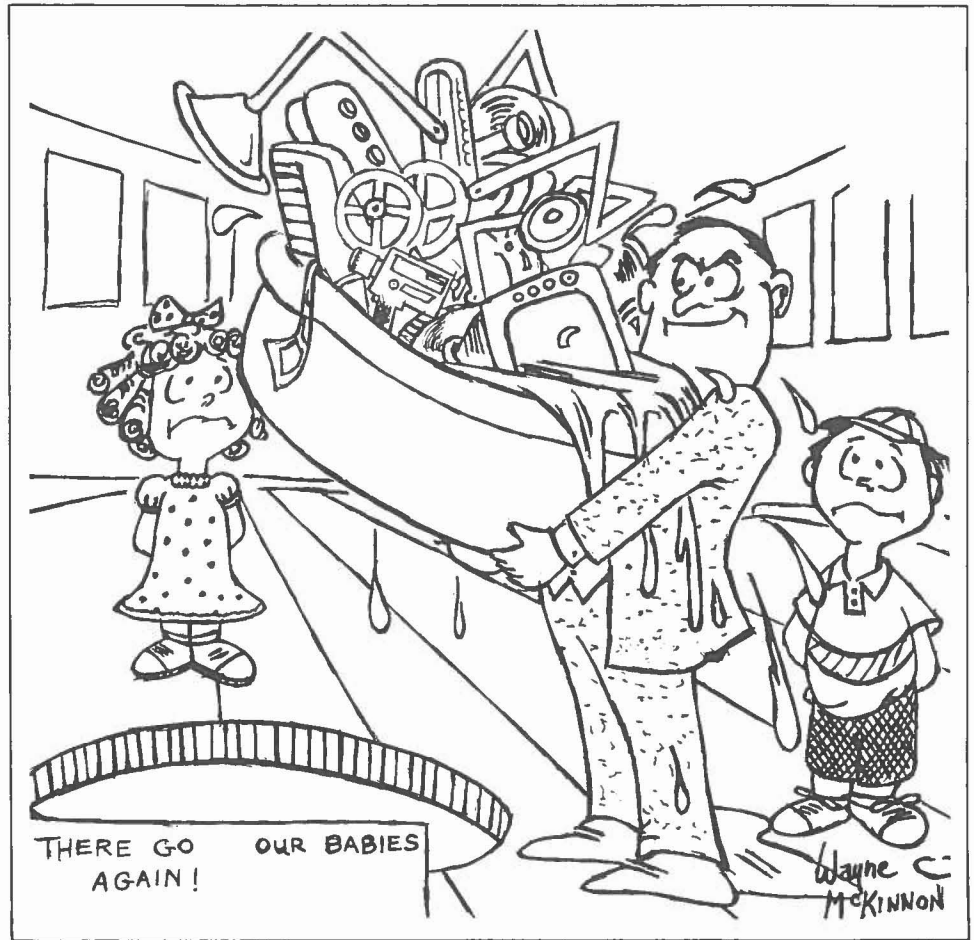
leagues in those days of long hair. He was questioning whatever became of those symbols of participatory democracy, those monitors of wars of aggression, those youthful critics who tried to be a conscience of the '60s and early '70s. The answer to his ponderings may be summed up by a paraphrase of Bob Dylan's song:

"Where have all the hippies gone?
Long time passing.
Where have all the hippies gone?
Long time ago?
Where have all the hippies gone?
Gone to THREE-PIECE SUITS, my friend.
When will they ever learn?

When will they ever learn?"

Well, they're here, my friend. Right here in the beginning of the '80s. Many of them are among the well-pressed, middle class who are diligently throwing out all that murky bath water from the previous decades. And the best that you and I can do, right now, is to make sure that not too many of our "babies" are thrown out with all the water. There is a new decade out there, and we'd better be looking toward it.

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La Méthode Clinique's Contribution to Research on the Effects of Television on Children

Lois J. Baron

At a time when the notion of evaluation seems to have surfaced as an important concept in educational technology, how dare an educational psychologist (teaching in an early childhood program no less!) suggest to educational communicators a mode of examining the effects of television on children by means of a method whose principles are somewhat in opposition to the more product-oriented approaches to evaluation? Whether it be in the area of instructional design, curriculum development, or in the research laboratories of the majority of educational and psychological researchers, the method most commonly used to test variables is usually one of measuring treatment effects. If it is not seen, it cannot be evaluated.

Research Examines Process

A new wave influenced by the likes of anthropologists, psychiatrists and sociologists (to name a few) is creeping into the 'effect' research. This wave stresses the examination of the 'processes' of naturally occurring events as opposed to the product-outcomes of these phenomena. The phenomenological school of thought is having its effect on educational researchers as they examine variables in context as opposed to factors brought about through manipulation in false environments. There is no denying that behavioral research is crucial to the advancement of science, particularly in such areas as educational technology, instructional and curriculum development. Here one 'experiments' in the true sense of the word as new products, modes of instruction, or designs are tested out for efficiency. However, one has to examine the questions at hand, and decide upon the most proficient means of gathering information in order to make inferences to a larger population. These decisions become increasingly difficult when one uses human subjects in a research study. Unfortunately, all too often, individuals are subjected to unnatural circumstances designed to elicit types of behavior not necessarily present in the real world.

Encourage Spontaneous Response

In the area of child psychology, Jean Piaget recognized the flaws of techniques which only emphasized the 'test' aspect of gathering information. In response, he postulated a theory of development of knowledge based not only on tests (so to speak), but also on observation, and interview. The latter, Piaget (1969) labelled *la méthode clinique*. He analogized his method of acquiring information about a child's knowledge of the world to that of a psychiatrist making sense of the world of those with psychological disorders. The main premise of such a data gathering procedure was to free the child from the constraints of a structural examination in order to allow for spontaneous 'liberated' responses. Piaget assumed that these responses or "inventions" (Piaget, p. 13) revealed the modality and logic of children's thought processes. There was no right or wrong! The structure of thought itself, observing the balance between knowledge of self and environment, was the object of study.

Those involved in research related to the effects of television on children can successfully borrow from Piagetian methodology. Much of the research previously done in the area of children and television suffers from the restrictions imposed by strict empirical research designs. Extrapolating the results of these laboratory studies is limited in terms of application to real world phenomena. On examining studies which used the more open-ended, process approach of the Piagetian school, a case for a more clinical, developmental approach to the problem of the effects of television on children can be made. The work of Hans Furth (1976, 1980) and David Elkind (1978) has had a particular influence on my own feelings concerning the adoption of more descriptive, exploratory research studies. At the same time, other researchers in the field of children's television have also recognized not only the benefits of a more cognitive-developmental approach to studying the interaction between children and television, but also the need for more process-oriented field research techniques. In my own research (Baron, 1980) I have found that children of different age ranges may give identical responses to forced-choice questions. Through probing, using principles similar to those of *la méthode clinique,* true differentiation of responses is revealed indicating that children of varying ages and stages do in fact think differently about the TV world. For example, when asked, "What happens to Diana Prince's clothes when she spins into Wonder Woman?"; the majority of younger children make such comments as, "they change," "they disappear," "she takes the clothes out from hiding." The older the child, the more she/he expressed some knowledge of the editing process. Another example is related to children's understanding of the technique of zoom. When asked if one has to climb a tree to take a close-up shot of a bird, younger children respond with such answers as

"you have to be right beside the bird to make it close," or "stand far back." Younger children 'center' on not disturbing the bird, while the older children demonstrate technical knowledge. There are more examples of this sort throughout the responses. Generally young children are less sophisticated in their thinking about television-related characteristics.

Question Diverse Results

Purely empirical research to-date has made it difficult to generalize as to what major effects television may be having on children. The results of studies described in the report handed down to the Surgeon General of the United States in the early 1970's on the effects of televised violence have even come into question. Attempting to keep to strict empirical methodology, these and other 'experimental' studies lose substance in terms of generalization to the real world. The cumulative and ever-present effects of televiewing are of concern rather than the one-shot effects gathered in the laboratory setting. Besides, many of the laboratory studies have yielded such diverse results that the validity of the findings are questionable.

Research both in and out of the domain of the effects of television on children has demonstrated the need to look at the frame of reference the child brings to the experience of televiewing. The child's own constructions of what she/he perceives to be TV reality lend needed insight into the question. Taking children out of the laboratory and interviewing them individually in a manner similar to *la méthode clinique* described by Piaget can only further our understanding of children's own thought processes and understanding of the medium. Television is a major social force in the child's world. The growing child attempts to make use of televised images in terms of subjective reality developed in interaction with the medium and through a natural course of maturation.

The semi-structured approach used to examine the balance between the child's perception of TV reality and his/her own reality allowed the child's own inventions to surface without the constraints imposed by more structured research methodology. These "imaginative elaborations" (Furth, 1980, p. 23) evolve from the child's own experiences. The experiences, in turn, provide us with a basis from which to infer possible effects of the medium. The uniformity of responses at any particular stage of development further serve as normative data from which deviations may indicate potential negative effects.

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Special Interest Group - Media Instructors

Coordinated by
Clayton R. Wright

What do the 1980's have to offer? Will we, media instructors, be dazzled by the sparkling new hardware? Will we buy our new toys before we have decided what we want them to do?

The 1980's will usher in more sophisticated technology than ever before. Personal computers will become less expensive and therefore, will be found everywhere. Mini-microcomputers, perhaps the size of present-day hand calculators, will better enable teachers to program individualized study packages. Videodiscs which will have unique information storage and retrieval capabilities will augment and in some cases replace existing videotape devices. Satellite and cable connections will vastly increase the amount and speed of data transmission throughout the world. Lasers, optical fibers, ultraminiature integrated circuits and new techniques for energy storage will drastically alter our electronic world. By the end of the 80's educators will have electronic devices that can do everything possible, or can they?

In the 50's television, like radio and film before it, was thought to be the solution to many educational problems. More students could be reached than ever before, thereby reducing the need to expand school facilities. Since videotapes could be seen repeatedly, it was expected that fewer instructors would be required. People would achieve world understanding because in our "global village" we could actually see and mentally participate in events taking place in different cultures throughout the world. Have any of the myriad of technological devices and systems increased the effectiveness and efficiency of the educational process to the promised heights of significance?

In my mind the answer is a qualified no. We had such high expectations for the value of media that we were crestfallen when none of these forecasts materialized to the extent predicted. Despite all the fantastic gadgetry all promising to revolutionize education, we must realize that they are only tools — tools to be used by flexible, informed, innovative teachers. It is imperative that we educate teachers to handle media effectively, and we should not lead them to expect miracles from inanimate, sophisticated electronic hardware.

Technology has drastically affected every facet of the western world. In order to save lives we use sophisticated technology in the performance of heart transplants. We use nuclear power to provide energy for our homes and industry; computers to calculate our income tax; microwave ovens to prepare our meals. Yet, in the classroom of today, educational technology with the exception of the overhead projector appears to occupy the backseat. If this is the case, we must educate teachers to select and use a particular medium for a specific instructional goal within a given teaching and learning style. We are obliged to encourage them to feel comfortable with tools of the twentieth century. The exponential growth of technology in the last thirty years attests to the fact that technology is here to stay. Teachers ought to be urged to harness its powers rather than to ignore or negate its existence. Technology is simply a tool to be used to improve the interpersonal relationship that exists between instructor and student in the educational process.

Photography and the Art of Seeing by Freeman Patterson extends and amplifies the visual thinking aspects of his previous publication *Photography for the Joy of It*. Its purpose is to help the photographer to observe more accurately, to develop his/her imagination and to express a theme or subject more effectively with photographs.

The first half of the book outlines numerous photographic exercises which could be utilized in an educational setting. Activities are presented which will encourage students to deviate from standard ways of visualizing the world so that they will use a more flexible and imaginative approach to recording the photographic image. In addition to this section of Patterson's book, I would suggest that instructors also read "Ways of Seeing," by John Berger, "Art and Visual Perception" by Rudolf Arnheim, and "The Zen of Seeing" by Frederick Franck. I do not feel that the first part of *Photography and the Art of Seeing* can be effectively used by individual students. The guidance of an experienced instructor is needed.

The latter portion of the book (pp. 85-153) provides students with excellent reading material. It outlines the unique properties of photography, how a camera sees space, and the elements and principals of visual design. Photographs which reinforce the written statements are dispersed throughout the simple and understandable text.

Photography and the Art of Seeing, Patterson, Freeman. Toronto: Van Nostrand Reinhold, 1979.

The aims of this Special Interest Group section in *Media Message* are to exchange information on basic media courses and to improve the quality of teacher training in media.

Anything of interest to media instructors should be submitted to:
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Case Study:

CAI at the University of Alberta

S. Hunka

In 1968, the Division of Educational Research Services for the Faculty of Education at the University of Alberta received an IBM 1500 computer-assisted instruction system. This system had the capability of using television-like display screens, light pens to accept a pointing response, a unit for static projection of 16mm films, and an audio tape play/record system. In addition, drawings and characters could be created directly on the screen using a light pen. Few hardware enhancements were made to the system, other than an increase to 50 million characters of on-line disk storage. However, a large number of software enhancements were made to support the course author. From 1975 to 1980, a wide range of courses were developed, some of which became institutionalized in the sense that they became required for existing university courses. Although the system was used primarily by students in the Faculty of Education, students from the Faculties of Medicine, Library Science and Nursing as well as from local school boards, technical institutions, and the Edmonton City Police also made use of the system. The courses contributed towards the accumulation of approximately 25,000 hours of instruction per year during the last five years. The main courses were created to provide the primary source of instruction for students. For example, a course in elementary statistics for graduate students in education contained the content of most traditional textbooks in this area, as well as chapter reviews and examinations. The average student was required to make about 3,000 responses in taking the course.

In 1978, IBM announced that in 1980 the system would be withdrawn from support, with the option that the system could be purchased without any guarantees towards providing spare parts of personnel to service the system. This announcement was not unreasonable considering that by 1980 the system would have been in use for approximately 12 years, a considerable period of time for computing equipment of any type. Consideration was given to the economic, technical, and service requirements which would result if the system was purchased; the decision was made that the inevitable problem of replacement would have to be faced, although purchasing might solve some very short-ranged problems. In addition, the question as to whether CAI should continue was implicit in many discussions. Because some CAI courses had become institutionalized, such a course in cardiology which formed the basis of instruction for all second year medical students, and because students had responded very favorably towards the use of CAI with its high degree of individual learning flexibility, consideration was given to continue to provide CAI services on campus.

CAI To Continue

Student demands for access to the 19 terminals had grown sufficiently to warrant operation of the CAI facility ten hours per day on weekdays, six hours on Saturdays, and four hours on Sundays. As well as supporting the needs of students, some courses were also used in professional education workshops. In retrospect, those coures which generated the greatest support both from students and instructors, were those which were of at least ten hours in length (usually between 30 and 70 hours) and which provided the primary source of instruction. Small courses which were designed to be adjuncts to regular teaching procedures did not appear to provide sufficient motivation for continuing work in CAI since they had little impact toward enhancing the role of the instructor or student.

Because the Division of Educational Research Services had the only facility with equipment specifically tailored to the needs of CAI, it had allowed faculties other than education to use the system. However, the primary role of the Division was not the production of CAI course material; this role belonged to the University's computing center. Thus, there appeared the need for a CAI system which would provide campus-wide services and a smaller system for research and development. A substantial amount of funds would be required to acquire two computing systems, so a number of University committees had to be convinced that expenditures should be made. The Board of Governors approved a recommendation to purchase the Control Data Plato system for general campus CAI production services, and a Digital Equipment VAX computing systems of the Division's research and development needs.

Evaluate Systems

The evaluation of prospective systems was not an easy matter. An ad hoc committee evaluated a number of alternative systems for production services. Factors which were important in this assessment included the technical adequacy of the hardware and software, manufacturer support, reliability, maintenance, and growth potential in the number of terminals which could be connected. During this time consideration was given to the development of an in-house CAI system, however, this was discontinued because of the time and human resource constraints.

The Plato system was selected for production CAI services because it is a well-established operational system which would require no further developments in terms of software before it could be turned over to authors for course development. This system provided the capability of not only CAI operations but CMI facilities with author support (e.g., creation of graphics, new characters, student performance monitoring, etc.) The system did have some inadequacies particularly in that Control Data does not market its version of the Plato system with facilities for projection of film or with audio play/record capabilities. These latter two facilities were very important to the Faculty of Medicine. There were also some reservations about technical aspects of the system as they related to the recent development of low cost memory and microcomputer circuitry. Although the Government of Alberta was asked to provide special funds for the purchase of the Plato system, these requests were rejected and the University allocated 2.5 million dollars of its own capital reserves for the new purchase. The Plato system is expected to be delivered in June of 1980, and some authors are familiarizing themselves with the system using terminals connected to the Plato system are still being made to overcome the AV deficiencies of the system since courses are scheduled to use the system in September 1980.

Development Characteristics

The system requirements for research and development of CAI were judged to be different than those characterized by the Plato system. On the basis of twelve years of experience with the IBM 1500 system, an important characteristic for research and development is the capability to modify the software of the system so it can use a variety of different terminals and authoring languages. Access to the Plato operating system software is not allowed by Control Data; only the Tutor language can be used for course programming and only Plato terminals could be supported by the Plato system. In breaking away from these constraints, there is a price which must be paid in terms of time and human resources required to develop the necessary systems which will provide the kind of flexibility required for research and development. In selecting a system for research and development functions, other factors which became important included cost, speed, growth potential, memory capacity of both main memory and disk systems, and the manufacturer's willingness to tolerate the attachment of a different manufacturer's equipment. Rapid advances had been made in the development of structured programming languages which are used to develop the authoring languages and support systems used by instructors. Therefore it was considered important that the manufacturer be able to provide the basic support for such languages as Cobol and Pascal, as well as the traditional languages such as Fortran. Of particular importance in the research environment is the capability to provide an effective integration of software and hardware. There are many different types of terminals which could be used for CAI. These terminals range from 'dumb' terminals with a limited number of character fronts and no graphic capability, to microcomputers with full color graphic capabilities of high resolution. Some microcomputers which could become potential CAI terminals also can accept hardware for speech digitalization, synthesis, and recognition. Of course, since these devices are not all constructed to specific standards, software must be used to accommodate these devices into the main computing system.

The University of Alberta has made a substantial commitment towards the continuation of CAI. We can expect that the first results of this commitment will be evident in the near future not only at the University, but also at other post-secondary institutions and schools of the Province.

S. Hunka is currently with the Division of Educational Research Services for the Faculty of Education, University of Alberta.

President's Message

Kenneth Bowers

This is the fourth and final President's Message by the current author. The first outlined plans for future AMTEC conferences; Edmonton in 1980, Truro in 1981, Winnipeg in 1982. Does your area want to host the AMTEC conference in the future? What other issues are you interested in raising or commenting on?

The second President's Message dealt with the major issues of the publications of AMTEC under the direction of the Board and the editorship of Dr. Richard F. and Patricia A. Lewis, and the problem of obtaining advertising to support our publications. All AMTEC members were encouraged to urge their commercial suppliers to support the profession in our publications.

In the third Message, the members of the AMTEC Board of Directors were identified, along with the Board's activities regarding "Media Resources for Canadian Schools" and copyright.

Did anyone read this column? In each issue the request for feedback was made, but so far no one has responded. I have evidence that the editor, Richard Lewis, and the past-president, Larry Burt, read the column. Did anyone else? If you did, drop me a line or tell me the next time you see me. If no one reads the President's Message, let's use the space for some of the excellent articles being submitted to Dr. Lewis, who is now in the enviable position of having more material submitted than space available. The encouraging result of this situation is that the best material can be chosen for publication, making *Media Message* a more significant periodical. The drawback is that someone may not agree with Dr. Lewis' opinion in choosing which articles to print (especially the rejected author), but that is a challenge that most editors welcome.

Two or three months from now, I may think of messages I will wish I had written for this issue. At the present time, I can only urge all people who work in media to accept and carry out their professional responsibility. All of us carry out our job responsibilities to a greater or lesser degree according to our job descriptions or our supervisor's expectations. In my opinion, what is needed in each media professional is the desire to do more than our daily job.

In your list of priorities, I hope you can find among the more prominent the desire to go above and beyond your employing organization's expectations in the cause of professional growth and the growth of the media movement in Canada. Specifics of such a course of action would vary with each individual in each situation, but let me give some examples of response to professional responsibility, as I see it. Undertake some professional writing. Submit some of your ideas or experiences for inclusion in *Media Message* or *Newsletter*. Attend the national convention of AMTEC. After it's over, write to those who in your opinion did a good job and tell them so. Tell exhibitors you appreciate their efforts and participation in support of AMTEC. We couldn't operate without them, you know. Volunteer to serve on an AMTEC committee or run for AMTEC office. This last challenge is qualified by the condition "if you can afford it". AMTEC board members don't get reimbursed for all of their expenses or for the time spent on AMTEC business, but this is the challenge of professional growth. In this field, as in others, the rewards and satisfactions take various forms.

Thanks to the AMTEC membership for my opportunity to serve as president for the current year. I'm pleased to join a very distinguished group of past presidents. I hope to see all of you at future AMTEC conventions, and I hope all of you will participate in professional writing, leadership, and the constructive exchange of ideas that leads toward personal and organizational professional growth.
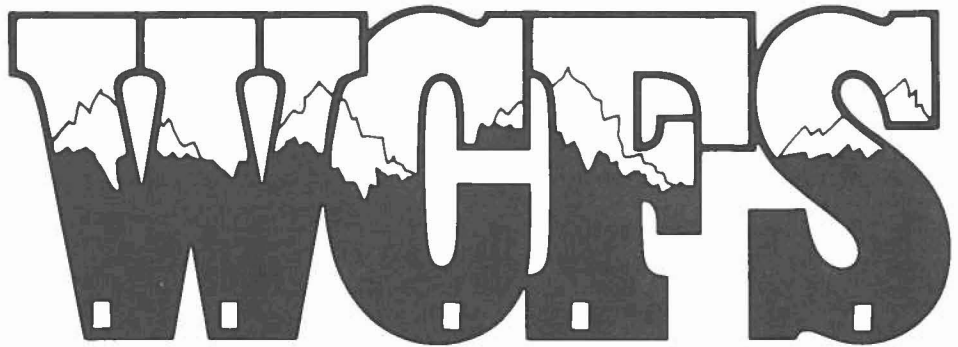
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Editor's Comment

Richard F. Lewis

During this year, *Media Message* published only original Canadian articles. We received more manuscripts than we were able to print. Many of the manuscripts we received during the past year will be published in Volume 10. A few articles were sent to the authors for changes. Most were returned with considerable work on the part of the authors.

The associate editors: Lois Baron, David MacDougall and Clayton Wright were most helpful in soliciting and writing material for the journal.

Mailing was a continuing source of frustration with issues arriving four to five weeks after mailing. The last two issues of Volume 9 were mailed by first class mail, increasing the cost but improving the service.

The Future

A detailed statement of "Guidelines for Authors" appears on the last page of the journal. However, it may be helpful to review some of the major suggested policies for the next volume.

All submissions will be reviewed by the associate editors. Submissions may be returned to the authors for changes. Submissions may also be returned because the format of references or the presentation does not conform to the APA Guidelines.

Canadian topics and authors will be given preferential treatment with articles from elsewhere being published when space becomes available.

Special Interest Groups will be allotted a section of each issue if space is requested. The space allotted will depend on the articles submitted and the number of members in the group.

Associate editors will be needed. If you are interested in reviewing articles for *Media Message*, send us some samples of your writing, a curriculum vitae, and some reasons why you should be chosen as an associate editor.

Quality articles will constantly be needed for the journal. During the past year, having enough articles has meant the better articles can be published immediately while articles requiring modification are edited before they can be published. You can continue to improve the journal by submitting high quality original articles for our consideration.

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An Anthropological Model of Evaluation Applied to a Media Course in an Open System of Learning

André Morin

For the past few years at the Université de Montréal, we have tried to provide open learning settings for regular and continuing education students in media courses. During the same timeframe, numerous educators have asked for the results of evaluations of these innovative approaches. Consequently our research team has directed its attention to developing an accurate evaluation model using methods drawn from anthropology in order to gather information about an open educational setting.

In our efforts to appraise the dynamics and quality of an open system of learning such as that proposed by Fotinas (1976), we found traditional experimental designs inadequate. Fotinas' model, which he calls "pédagogie sauvage," suggests that adult learners be given free selection of objectives and subject matter, free choice of learning methods, and free choice of evaluation procedures. The rationale behind such affirmations is the view of man as an active personality whose basic characteristic is to become autonomous (Allport, 1961).

Course Description

The "pédagogie sauvage" system is conceived as a dynamic network (Figure 1) full of multiple interrelations between its components — subject matter, objectives, equipment and furniture, resources, space and budget — and the strategies that may help a learner establish his or her program either alone or within a group. Among such strategies are different models of organization, teaching, production, research and evaluation. The system offers the student an opportunity for self-directed learning. As Figure 1 indicates, there are two major categories, the nucleus of the system, which consists of its dominant, coordinating elements, and the learning environment.

The nucleus comprises the students themselves, who are responsible for organizing their own programs. They are helped by facilitators who share their knowledge and experience, thus becoming an essential part of the nucleus.

All the remaining specialized parts to which the learner "will relate in the process of his self-education" (Fotinas, 1976, p. 1), comprise the environment. Figure 1 shows "the minimal units or raw material (necessary) for the composition of individual programs" (Fotinas, 1976, p. 9). The course content is paradigmatic, providing classified information to be mastered during the course. Such information is suggestive and dynamic, that is, subject to continuous change as the body of information grows. The course content is also expressed in a matrix of objectives that are either accepted or determined by the students themselves. Resources (upper right in Figure 1) represents all kinds of available resources corresponding to the content and objectives. All the other cells of the environment, namely, space, time, equipment and administration, are matrices or charts informing the students of the operational possibilities for their learning activities.

Within the environment we also include those resources which concern "methods of construction that will help (the learners) to compose their individual programs, using the above elements" (Fotinas, 1976, pp. 10-11). Figure 1 indicates the following cells partly developed at the time of this evaluation: didactic models, community organization models, research designs and evaluation strategies.

During the course it is essential to retain an operational field which promotes such basic values as autonomy and reciprocity, implying respect for oneself and others.

The learning cycle is based on a set of direct experiences which are meaningful to the self-educator. They are direct because they must take place in a real situation, and meaningful because they answer a personal need.

The operational process usually occurs during the student's production of a mini-film followed by a critical viewing. Consequent to this general meeting for critical analysis, the student is expected to do some short or mini-research to improve his or her techniques or competencies.

The original course was planned for fifteen meetings including three general critical viewing sessions: the end or beginning of what is called a learning cycle. Three or four such learning cycles characterize a course.

Population

Students entering this optional course are adults, most of them teachers who are registered in a continuing education program at the first cycle, and working toward a Certificate in Instructional Technology. At the time of our original evaluation in late 1977, there were twenty-one participating students.

Evaluation Questions

It must be noted that in this system the motivational drive lies in "the set of direct meaningful experiences of the self-educator" (Fotinas, 1976, p. 11). In other words, any learning action must occur in a real situation as a response to a personal need. Because such an open system produces an intense flow of information in all directions and in unpredictable exchanges between learners, as well as between learners and facilitators, the research team agreed that a tool for worthwhile evaluation was vital. Our orientation was dependant on questions such as the following:

How could we pick up information about values, reflections and self-perceptions unless we found valid ways to observe the students?

Should we magnify the role of subjectivity at a time when most experimental researchers were ruling it out?

Could we analyze behaviors within prespecified frameworks while at the same time postulating that a learner's behavior is unpredictable?

Was it possible to limit ourselves, for the sake of scientific rigor, to two or three variables in a clear cause-and-effect relationship, when we knew that our setting was dictated by multiple properties?

Search for a Solution

Our search in literature produced a happy breakthrough in our investigation for an evaluation model for our open system of learning, one that we could eventually refine for the needs of our own learners.

On the one hand we discovered in the traditional literature on media, ef-

forts to use experimental methods and designs to assess open educational settings; on the other hand, we failed to uncover any global approaches to evaluation, especially when related to non-directive teaching strategies (Morin, 1976). Since then *AV Communication Review (AVCR)* has given prominence to Becker's plea for alternative models (1977) and to Salomon's idea of "contextualization of media research" (1978). More recently, the supports for a Gestalt model directly related to the psychological, sociological and physiological attributes of the learner, teacher, task and resources have been cogently argued by Clark and Angert (1979).

Throughout our search of literature we were made keenly aware of the growing tendency of educational researchers to use anthropological methods, although the trend per-meated literature in a very modest manner. Eisner (1977) reports, for example, that out of a hundred articles in the *American Educatio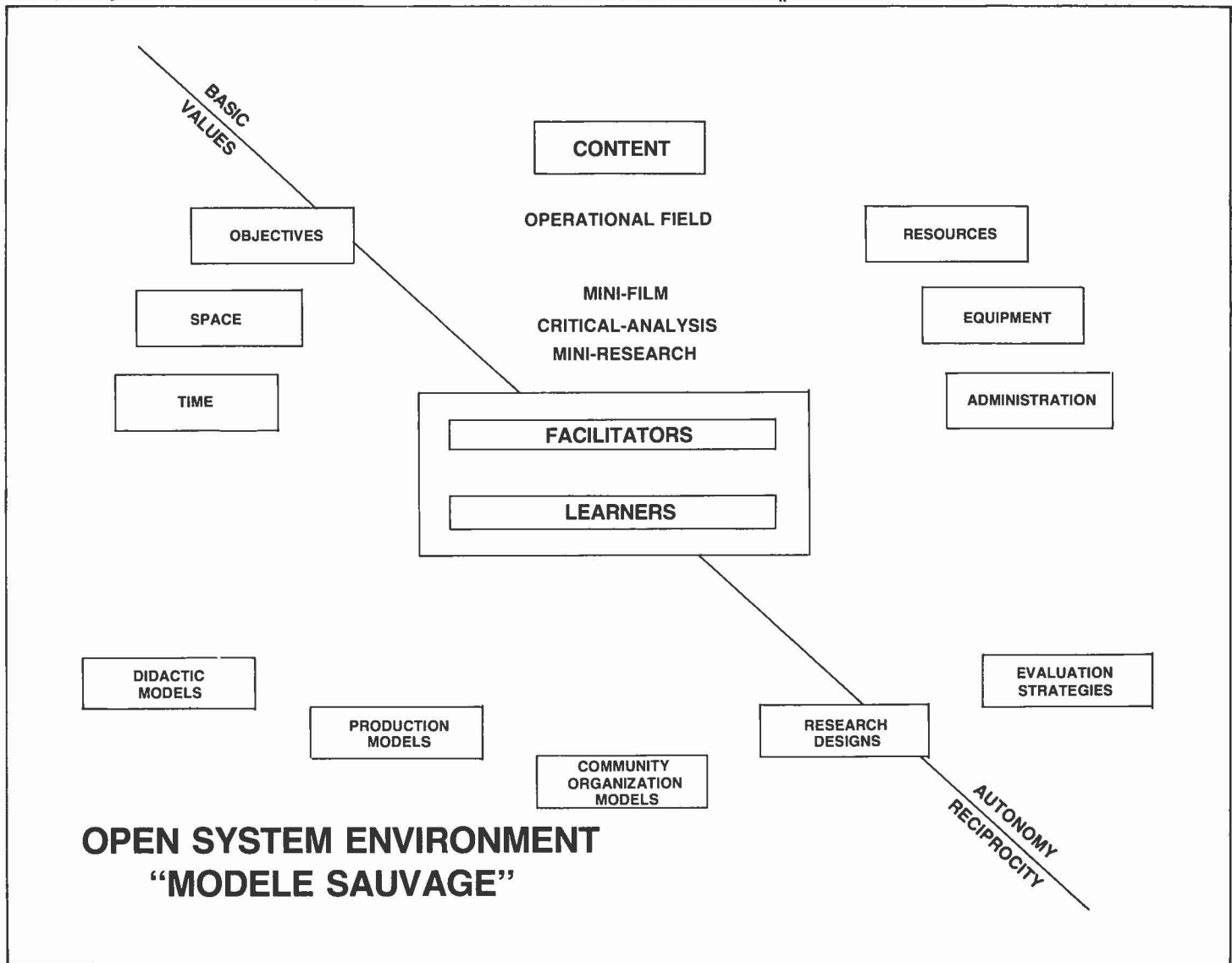nal Research Journal (AERJ)* from 1974-76 only three were nonstatistical in nature. Yet interest in anthropological studies was openly published by the Council on Anthropology and Education (CAE) in such works as Burnett's *Anthropology and Education,* an annotated bibliographic guide (1974).

Bronfenbrenner (1976) stops short of openly rejecting scientific rigor. Less extreme than some theorists, he suggests that the educational researcher focus on such requirements as real-life situations, sets of forces, and contrasting relations between the learning environments in some systems. His complex design features twenty propositions which, he suggests, may produce "casual connections." Yet this researcher questions how rigorously these connections should be probed.

For evaluating classroom life, Eisner proposes the concept of connoisseurship, that is, the "art of perception that makes the appreciation of such complexity possible." He defines criticism as the "art of disclosure that permits others to understand the situation" (p. 346). The description must be guided by the meaning or significance of behavior so that others "might learn to see what transpires in that beehive of activity called the classroom" (p. 352) and thus "open up aspects of classroom life that participate in . . . universals" (p. 356). Eisner paves the way for an agent proposed by other theorists, namely, the participant observer, requiring that he be qualified with broad knowledge such as educational theory and history.

Magoon, Wilson and Angers have directly and more explicitly referred to anthropological approaches as worthwhile methods of collecting information in educational research. Magoon (1977) makes us aware of a body of educational research that displays elements with constructivist assumptions. Among other things, he shows that construct validity refers to the "meaning of events or situations to participants" (p. 669). Construct validity is the convergence of two structures of an event — one reported by the observer, the other by the participants

OPERATIONAL FIELD

MINI-FILM
CRITICAL-ANALYSIS
MINI-RESEARCH

CONTENT

OBJECTIVES

RESOURCES

SPACE

EQUIPMENT

TIME

ADMINISTRATION

FACILITATORS

LEARNERS

DIDACTIC MODELS

EVALUATION STRATEGIES

PRODUCTION MODELS

RESEARCH DESIGNS

COMMUNITY ORGANIZATION MODELS

BASIC VALUES

AUTONOMY RECIPROCITY

OPEN SYSTEM ENVIRONMENT
"MODELE SAUVAGE"

or learners. Magoon urges exploration of the trend to guess at meanings, assess the guesses, and draw explanatory conclusions from the better guesses (p. 669).

Un modèle anthropologique d'évaluation appliqué à un cours de production utilisant un système ouvert d'enseignement.

Résumé

Plusieurs stratégies d'enseignement se prêtent mal à des évaluations de type expérimental. Le système ouvert d'apprentissage tel celui de C. Fotinas exigeait la découverte d'un modèle d'évaluation adapté à la multidimensionalité de l'information. A cet effet, les chercheurs ont expérimenté une approche qui emprunte ses outils à la fois à la pédagogie et à l'anthropologie. Un nouveau modèle dynamique baptisé anthropopédagogique est né d'une planification et d'une expérience sur le terrain et promet d'apporter quelques pistes de solutions aux difficultés d'évaluation formative d'ordre qualitatif.

More specific, and of greater practical utility to our research model, was the explication offered by Wilson (1977) about the importance of participant observation in the study of educational practice. Wilson's article points out to what extent anthropological approach is related to the tradition of observation rooted in American research practice. The writer then explains that understanding human behavior requires awareness of "the framework within which the subjects interpret their thoughts, feelings, and actions" (p. 249). He maximizes the role of subjectivity, thus giving primary importance to the subjects of an inquiry. The researcher must abandon traditional deductive processes and let substantive concepts and hypotheses emerge. The researcher's methodology may be called disciplined subjectivity, since his data are interpreted in terms of the situation in which they are gathered. The observer must emphathize with the experience of the learner in order to comprehend the subtleties of the reality he perceives. He must develop a dynamic tension between his observing and his participating. Wilson calls for involvement and empathy, qualities that transcend standard operations; all actions must be seen from the perspective of the learner.

The anthropological approach, however, appeared to be just a partial step toward the creating of our evalua-tion model. It was clear that education requires an approach of its own. If education is not an applied field of psychology or sociology (Magoon, 1977), neither is it an applied field of anthropology. Education is an art — indeed a science — with its own laws, whose main purpose is to promote the growth of human beings in society. It is "applied" because its conclusions, its results, and its end products derive from the participants themselves.

Angers (1978) reports his use of anthropological methods in a French Canadian elementary school study. The sailent features of his model, it must be noted, are educational values and pedagogical innovations. Ordinarily anthropology does not set out to change the culture under scrutiny. Since Angers sees evaluation as the understanding of reality in order to take a decision, he combines the features of these distinct yet related sciences. The procedure Angers calls "reflexive analysis" is similar to the "connoisseurship" of Eisner since its user tries to achieve a progressive understanding of the school reality. Angers insists that a participant observer can collect admissable data only after he has emerged with the teachers in concerted efforts to understand the student's attitudes, behaviors and needs. As an additional guarantee and as a verification, the author suggests an external evaluation, dialectical in nature.

Clearly current educational research is inclined toward anthropology. Whether a researcher stresses the complexity of an educational setting in the experimental ecology of education (Bronfenbrenner, 1976) or the importance of meaning and significance in a constructivist approach (Magoon, 1977), or the art of connoisseurship and criticism to find guidelines for evaluating a learning setting (Eisner, 1977), or giving the rationale for using ethnographic tools (Wilson, 1977), or, since 1971, actually applying anthropological methods in educational innovations (Angers, 1978) — the challenge remains that of finding avenues of a qualitative nature to describe human behavior in learning situations.

The educational researcher, nevertheless, must acknowledge that the teacher is a change agent, one who often provides experiences his students otherwise might lack. Obviously, the evaluation of an educational situation must be concordant with the realm of pedagogy. Hence our research group decided to delineate a model that would combine the wisdom of both anthropology and pedagogy. We baptized it anthropopedagogic. An-thropo because we borrowed most of our research tools from the science of anthropology, such as diaries, recording, and in particular, its essence, participant observation; pedagogic because educational wisdom suggests that the field of study is a changing one, due partly to the actions of the facilitators or teachers, researchers and students. (See Figure 2).

With these preoccupations in mind, we have planned a model of evaluation that differs from traditional ones in its application. Figure 3 suggests the dynamics of the methodology; the following explanations expand on the diagram. Figure 4 illustrates the suggested improvements incorporated in a revised model of evaluation.

What Tools Should We Use?

Student journals were expected to feature episodic description of each learning event based on an action or experience, relating ways to find solutions to problems. Facilitators were asked to make value judgments in their diaries about the way the course was developing. They were also supposed to point out problems and direct the attention of the participant observers to worthwhile observation whenever appropriate. Participant observers were requested to write a minute-by-minute account of the events of the course, noting the learning environment as well as the participation and interactions of learners and facilitators.

Cassette Recordings

The participant observers were asked to record everything possible on cassettes in order to glean all potentially valuable information from the setting — to capture its mood, the length of interventions by facilitators, and so forth. For this we asked the students' consent.

Interviews

Using no specified questionnaire, we planned to interview each student after good rapport had been established with him.

Photography and Videorecording

Videotaping was ruled out because it might prove intimidating to students, but we planned to videotape our evaluation meetings. Photography was judged preferable for capturing the class setting and to remind us of the behaviors of facilitators and learners.

Meetings of the Research Group

Every two weeks, facilitators and participant observers were expected to meet to share their comments and to

help modify students' learning strategies. Our interactions would provide a pool to encourage greater objectivity toward the narration and the eventual explication of events.

Cognitive Style Mapping

Learners were offered the opportunity to take a Cognitive Style Mapping test, one revised by Lamontagne (1974). Being a subjective version, this test was judged valuable both to us as researchers and to facilitators as educators.

Resources

Student learning styles, obtained in part from the tests, would be analyzed in corroboration with observations regarding the student uses of the learning resources. One — on the continuity of camera angles, produced with different media — would be introduced in the pedagogic environment.

What Strategy Would We Use to Observe?

Our operational strategy was to detect all the details of the educational setting without any preconceived idea of what we expected to observe. We intended to observe first the total group, then sub-groups and finally individual students. We prohibited observers from forcing any tools on the learners.

Parameters

Our only parameters would be those linked with the originality of the open learning system (Fotinas, 1976): the autonomy of the learners, the quality of facilitation and student utilization of the resources.

Autonomy was seen as the capacity of a learner to independently find his answer to a personal educational need. Ideally he should be able to elicit direct meaningful learning from engagement in a realistic activity, and then reflect about it.

Facilitation connotes the ability of the teacher, the facilitator, to plan the course of events so that he might perceive and foster all occasions for

sharing his experience, preferably in a non-directive way, in order to enrich his students' experience.

The term resources is limited in this context to non-human resources. They are related to the facilitator inasmuch as he organizes the environment and procedures, nourishing the students' expectations. They are related to the learners inasmuch as they choose whatever resources such as documents or cameras that meet their needs.

The learning cycle is the three-phase process intended to guide the student to learn by himself according to Fotinas' "pédagogie sauvage." It is composed of an action (praxis) such as making a film, a reflection such as a critical viewing session, and a short research, perhaps a monograph or another film, which may explore or verify the solution a student has achieved.

The facilitators' value system should harmonize with the beliefs that a learner is innately curious, can sustain

The search
for a research method

Conditions
. Set learner at the center
. Explore all variables
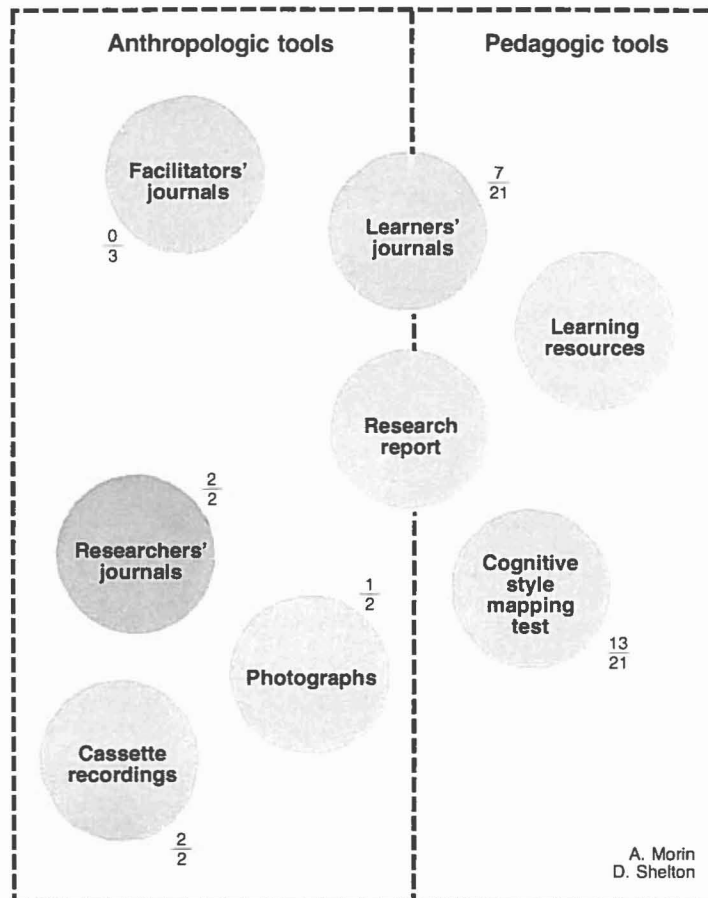. Integrate into the system

From anthropology
. Wisdom of total respect for learners: participant observation
. Anthropologic tools

From pedagogy
. Wisdom in the art of promoting human growth
. Pedagogic tools

Anthropologic tools | Pedagogic tools

Facilitators' journals

$\frac{0}{3}$

Learners' journals

$\frac{7}{21}$

Learning resources

Research report

Researchers' journals $\frac{2}{2}$

$\frac{1}{2}$

Cognitive style mapping test $\frac{13}{21}$

Photographs

Cassette recordings

$\frac{2}{2}$

A. Morin
D. Shelton

LEGEND

X   Applied

X   Planned

exploratory behavior, and can make some correct decisions about his own learning. The student's value system should show evidence of socially positive, humanistic attitudes, self-perception and individual values that will permeate his writing, productions and interactions during the course.

How Shall We Interpret the Results?

After grouping our findings under the headings mentioned above — facilitator's style, learner's style, resources for both the facilitator and the learner, as well as their mutual value systems — the inter-relatedness of these data would need analysis. The significance of events as perceived by learners, facilitators and researchers, with priority given to the learner's self-perceptions, would constitute our results. The corroboration of information from different sources might offer an additional degree of objectivity. The quality and significance of our information would be judged in relation to its correspondence to the objectives of our open learning system philosophy and strategies.

To evaluate more accurately this pedagogical milieu, we would try to report the highlights of the course as manifested in general meetings, small-group life and individual situations. The latter would be reported in a later study.

Model of Evaluation

Planning and realizing are two spheres. Hence we judged it desirable to give a reality test to our methodology. The following is a brief outline of our efforts as we applied the evaluation model in the Fall of 1977.

Observers

One faculty member agreed to be a participant observer, along with a graduate student who had taken the course before.

Facilitators

The principal facilitator was assisted by three persons who had all experienced at least two years in this particular learning model.
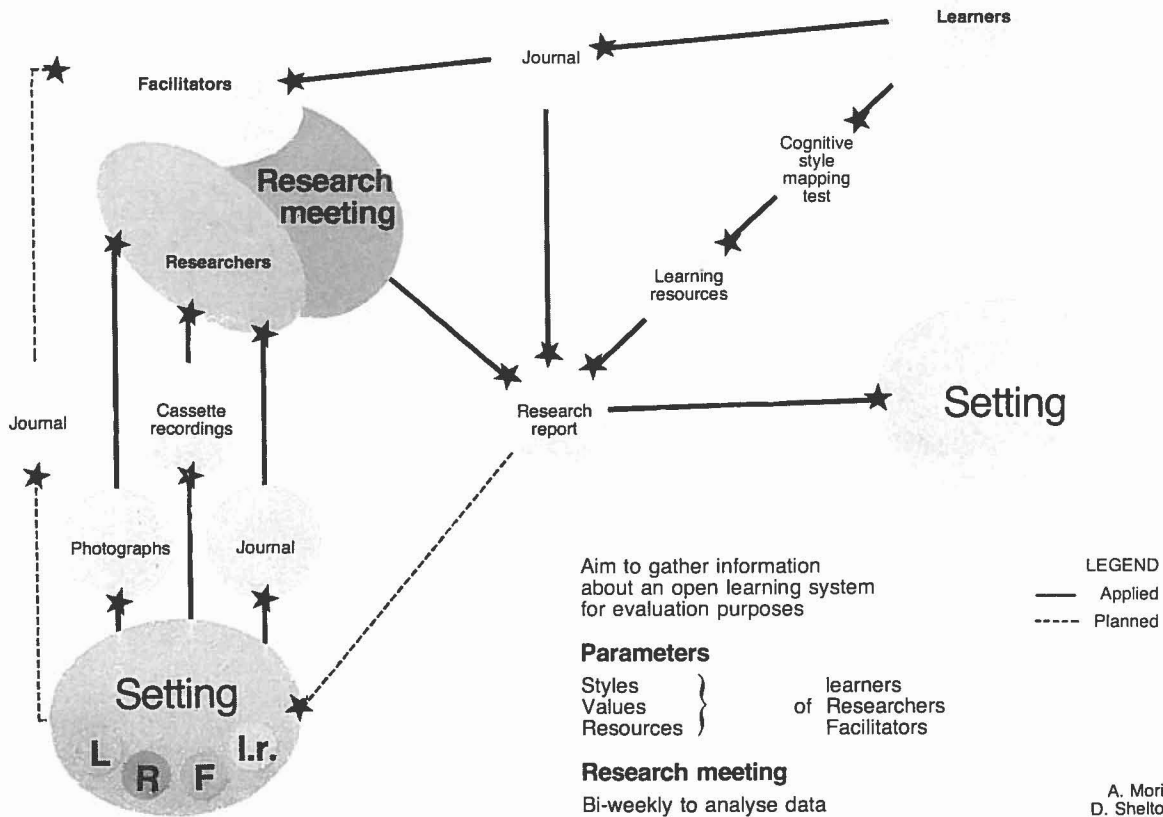
Students

The students were 21 adults working toward a first cycle degree in instructional technology. Almost all of them worked during the day and most of them had teaching experience.

Utilization of the Model

One's attention may be riveted on either the evaluation model or the information gathered about the learning system. Yet the two are interdependant and must be analyzed together. The quality and quantity of our observations depended greatly on the perseverance and full participation of the facilitators, learners and observers in writing the observations.

That everybody participate in our research was ideal, but life itself and the course of events made its strict application impossible. No facilitator and only seven of the students wrote a diary. The two observers, however,

Planned and applied anthropopedagogic method

Aim to gather information about an open learning system for evaluation purposes

Parameters

Styles } learners
Values } of Researchers
Resources } Facilitators

Research meeting

Bi-weekly to analyse data

LEGEND
—— Applied
----- Planned

A. Morin
D. Shelton

wrote theirs faithfully. The diaries of these participant observers confronted the respective facilitators every two weeks when our research group weighed their comments — verifying, or rejecting as too subjective, or retaining certain data for further investigation.

The observers also made the sound recordings as planned. This taping, limited to the main location, did not bother the learners.

Despite initial plans to interview everyone, we were able to accomplish only six interviews.

Videorecording was not done because of a lack of personnel. We did succeed in photographing all the meetings for fifteen weeks.

As for the pedagogic tools, the Cognitive Style Mapping test was offered to all twenty-one students. Thirteen students of the twenty-one took it, and ten asked for their results.

Resources on camera angles were distributed to students when they expressed the need.

Cognitive Style Mapping and the Resources

From the Cognitive Style Mapping test we found that the learners rated slightly higher as readers than as listeners. This trend also appeared in the students' use of resources. (It could be, however, that written resources were much more accessible and could be easily used when the need was felt). The test especially when combined with an interview, provided the observers with a great deal of information. Moreover we would recommend that it be fully integrated into the resources to offer the learner an extra tool for reflecting on his own behavior. We do not believe that it should be forced on individuals even if they are ready to cooperate in taking it.

Corroboration of Informations: Results

As indicated, the diaries of the two participant observers were judged in tandem with the reactions of the facilitators during bi-weekly meetings. Afterwards the diaries of learners and the recorded meetings and interviews were grouped according to six categories; we will not report about them in length for the sake of brevity. The categories were as follows: facilitators, learners, non-human resources, general meetings and small-group life. Analysis points to the following conclusions about our open setting of learning.

In relation to facilitators

The learners openly recognized and appreciated the availability and range of expertise offered by the facilitators.

The main facilitator, who often expressed his value system, made a strong impact on many students. As the course progressed, he increasingly satisfied the basic concerns of students.

Most of the facilitators' interventions were meant to meet what they perceived as student needs.

Any intervention that followed a too rapidly diagnosed need induced aggressivity from a student.

Any intervention that prodded a student to move forward in his learning process was rejected by him as "non-humanist."

Facilitator responses that showed lack of empathy tended to provide irritation or anger.

Many explanations were given in an apparently non-directive way, namely, by constant Socratic questioning. This component appears contrary to the declared method of the main facilitator.

The absences of the main facilitator did not produce stress on the learners but they definitely made the other facilitators and observers nervous.

In relation to learners

Almost all of the students manifested real satisfaction with the open system of learning. Results from the Cognitive Style Mapping test corroborated our recognition of the students' taste for individualized and inductive approaches.

The facilitators' strategy — that of asking all learners to start with the same action (praxis) of the three-phase process of the learning cycle — did not respect the deductive learning approach favored by a few, as shown by their Cognitive Style Mapping test results and by students' journals.

Gradually throughout the course, learners began to understand the open system better; as a result they became more sensitive to the interventions that were imposed upon them.

The learners did not show any preoccupation with the evaluation system until it was presented to them at the last meeting. They then rejected it as not having been integrated into the course in a formative way.

The learners were capable of overcoming discouragement when their films came back "black" from the laboratory. However, it is not clear if these events should have happened, as they did, for two groups at the last two class meetings.

Many learners were interested in knowing the results of their Cognitive Style Mapping test.

The learners understood the learning cycle rather well and were autonomous enough to get the resources they needed.

Most students agreed that they had met the objectives of the course. Final decisions about the marks approved by facilitators have confirmed this observation.

In relation to non-human resources

The first third of the meetings emphasized the need for adequate personal resources; the second third focused on resources introduced to the setting; and the last meetings noted the students' feeble or infrequent demands for non-human resources.

We observed no strict relationship between a student's learning style and the various resources available.

In retrospect it seems that the Cognitive Style Mapping test was imposed on half of the learners and was inadequately integrated into the learning strategies.

Resources that were most easily accessible, such as written texts on camera angles and continuity, were in greater demand than audio-visual materials on the same subject.

With one exception, the facilitators seemed not to refer students to non-human resources; instead they relied on immediate human resources.

The non-human resources did not correspond adequately to the basic learning experiences of those taking a beginning course. For example, a resource such as a "Checklist to find out why my film came back black" appears essential.

Neither facilitators nor students expressed interest in preparing an optimum physical environment. Thus many learners were disturbed by others while they were working.

The learners and the facilitators were capable, however, of rising above the learning problems that arose from the physical environment.

The instruments used in the research for gathering information brought interesting remarks about general meetings and the development of the small group formation. Case studies of individuals invite further analyses; but space limitations impede us from lengthy explanations about this point.

In relation to general meetings

The learners did not want to have a critical viewing unless they were ready to show their products.

Some deemed to have preferred small group presentation of their work to the facilitators when they were ready, rather than to all the students in a general meeting.

The general meetings revolved more around the schedule, that is, the absences of the major facilitator, than on the occurrence of the students' real needs.

Learners were only minimally reactive during the critical viewing session and failed to initiate responsibility for animating themselves in the assemblies.

The amount of time spent on each film during general meetings did not seem to please many sub-groups. They sometimes displayed nervousness about how much time would be reserved for their own films.

The facilitators' demand that a student explain his objectives for his work or film appeared contrary to a learning cycle that bases a person's reflections on an experience. (In this case, the experience was the viewing of the film.)

Interaction between small groups increased as more and more general assemblies took place.

Disproportionate stress on the positive aspects of students' films seemed to contradict the underlying philosophy of the open learning method, which has among its postulates the trial and error approach.

In relation to small-group life

The Cognitive Style Mapping test shows that this group of learners favored individual study habits over collective ones, which may explain some difficulties encountered by many sub-groups.

The facilitators opted more often for the division of a sub-group whenever there was a human problem, rather than for conciliation.
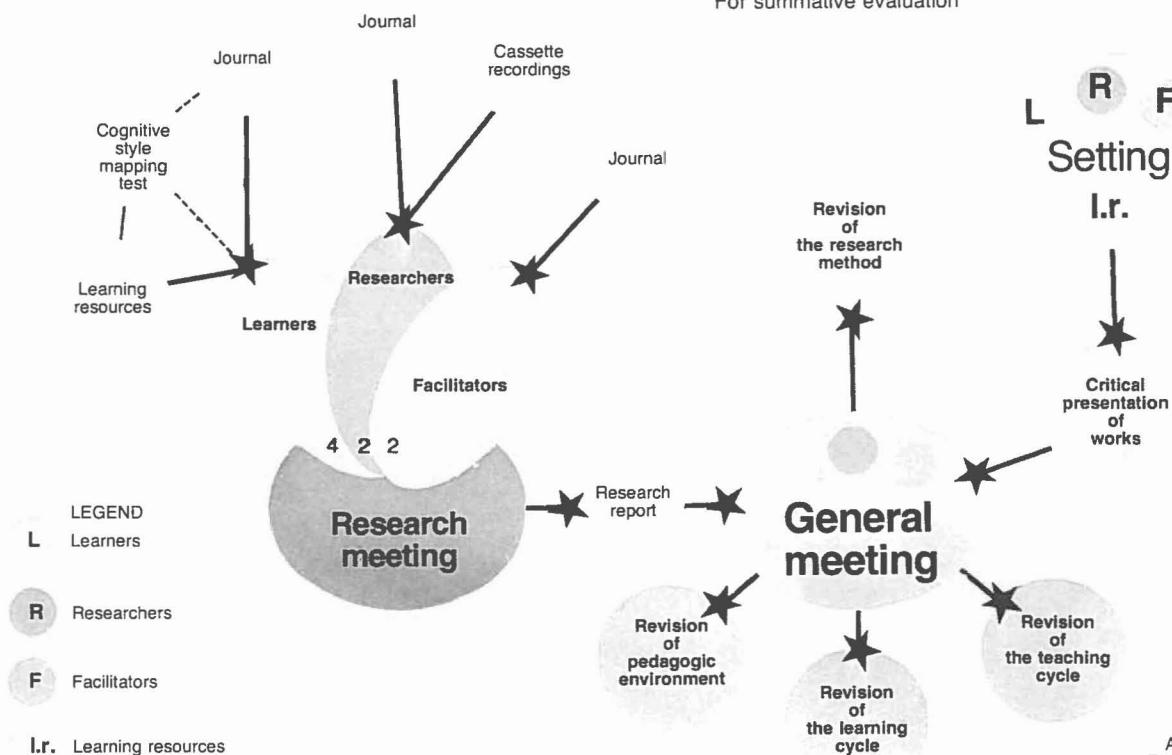
The system did not seem to provide integrated solutions to relationship problems other than to suggest a "protocol," which surfaced only once.

A subtle competition between small groups arose; moreover, most of these groups appeared to be somewhat insular.

Human interaction between small groups was noticeable mostly at the twelfth and fifteenth (the final) meetings, which were general assemblies.

It must be emphasized that all of these reported observations have been drawn from different sources of information. They rely on facts noted by the students themselves in their journals, by the participant observers, and very often by the facilitators themselves. We can now present what we judge to be a revised model of research to improve the quality and quantity of evaluative information for decision making.

Dynamic evaluation anthropopedagogic model

Research meeting
After each learning cycle

General meeting
For formative evaluation before new cycle

Final report
For summative evaluation

Journal

Journal

Cassette recordings

Cognitive style mapping test

Journal

Learning resources

Learners

Researchers

Facilitators

4 2 2

LEGEND
L Learners
R Researchers
F Facilitators
l.r. Learning resources

Research meeting

Research report

General meeting

Revision of pedagogic environment

Revision of the learning cycle

Revision of the teaching cycle

Revision of the research method

Critical presentation of works

L R F
Setting
l.r.

A. Morin
D. Shelton

Revised Model of Evaluation

A review of our original plan and its ultimate university realization prompted us to revise our evaluation method and to elaborate a new, revised model (Figure 4). The quantity and quality of the information we had gathered appeared valuable. We felt, nevertheless, that this information should have been used immediately to improve the learning setting as the course was taking place. Because our research meetings were held outside of the class situation, when two facilitators could not come, and because no students were present, we concluded that our research meetings should be integrated into the operation of the learning system. We judged also that a general meeting for formative and summative evaluation should be held at the beginning of every learning cycle — and that every student should participate.

The question now was how to integrate the research meetings with the learning cycle. This researcher suggests that four learners, two facilitators and two participant observers meet after every meeting dealing with critical presentation of works, or at the end of a learning cycle. Such a research meeting would produce a research report for presentation to the general evaluation meeting or assembly the following week. Thus, all learners could participate in revising major parts of the system, such as the pedagogic environment, the learning cycle, the teaching strategies and even the research method. The problems of small groups could be better resolved and more interaction between groups could be created.

Tools

We felt that the journals of the students and of the participant observers had been eminently useful. We definitively agreed that journals must be required from the facilitators. The cassette recordings and the interviews were seen as completing and corroborating the data reported by journals. Interviewing may remain an accepted strategy as long as the interviews are spontaneous.

The cumulated minutes of our research meetings served as a faithful compilation of our data. In a revised model, minutes from both the research meetings and the general meetings are essential in order to prompt immediate modifications and subsequent appraisals.

Resources of a pedagogic nature, such as the Cognitive Style Mapping test and the instructional resources, did not give us the strict correlation that we had anticipated. Evidently our model cannot glean such information from an open learning system. Nevertheless this researcher feels that the non-human resources should be developed in accordance with repeated learners' problems in various settings. One example is the return of a "black film" from the laboratory. Although the Cognitive Style Mapping test gave invaluable data to this research (findings that will be reported in a longer paper), it was felt that the test should be given either at the very beginning of a student's admission, or placed as a non-human resource that facilitators would easily suggest to those in the system who want to learn more about their learning style.

As far as photography is concerned, our pictures did not appear to reveal much about the students except to identify them when we discussed data. In the future photography should be ruled out except for one session, serving as a means of identification.

Conclusions

Research that tries to be both anthropological and pedagogical is a long process of work, analysis and synthesis. For the benefit of the open learning system — principally the learners — it has proved to be worthwhile. Many modifications were introduced last Fall into a new learning setting for a new group of students by the same major facilitator. For example, the evaluation was a more formative process; the general meetings were better balanced as far as the critical viewing of films was concerned, and the learners themselves animated those general sessions.

As a consequence, our endeavor will continue in other settings. We feel that this model should not be limited to an open system of learning but should be applied also to traditional teaching strategies. The information we have gathered is valuable. First and foremost, the individual learner is seen as having been our primary concern. The voice he conveys in our model deserves to predominate. Rather than being circumscribed by research data, the learner himself will occupy center stage in research.

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Reviews

Guidelines for Authors

Diane Worsley

Worsnop, Brenda M. and Chris M. Worsnop. *The Film Users' Guide to Canadian Short Films Volume 1.* Mississauga, Ontario: Wright Communications, 1979.

The editors of this extensive compilation (approximately 450 titles) are to be commended for bringing together the information in this book. Chris Worsnop should also be commended for the contribution of some 170 of the reviews. As stated in the "Introduction," most reviews were previously published by the Ontario Film Association in their newsletter. The "Introduction" outlines criteria for inclusion and explains clearly the format of the reviews and book.

My major criticism of the book is that there is so little unfavourable criticism of the films reviewed. No producer could possibly be offended by the reviews — even when there is some comment which might pass for criticism, the reviewer tends to carry on with recommendation for its use.

Reviewers were divided equally between individuals in a format educational structure; e.g. teachers and consultants, and those in what are not generally considered educational structures; e.g. librarians, film archivists, etc. There did not seem to be any elementary school teachers reviewing materials for their students, although there was at least one children's librarian.

Film titles are listed in the subject index under L.C. Subject Headings. Visually, the index lacks clarity: the choice of lower case for the headings

and upper case for the entries; small type; and two columns do not facilitate its use. Furthermore, headings tend to appear at the bottom of columns without title entries because the entries have been shunted to the top of the next column. There is very little cross-referencing in the index: I found only two examples in a rapid scan. Others may have been missed since they do not stand out, being enclosed in parentheses after the heading.

The proof-reading leaves a lot to be desired — there were numerous errors, occasionally to the extent that it was difficult to decide what the word was supposed to be. At the right hand margin, letters were often missing. In the copy which I received, eight pages were blank: it is very annoying to be reading a review of *If Brains Were Dynamite, You Wouldn't Have Enough to Blow Your Nose* and be left hanging in mid-sentence!

Given the rather "soft" criticism, I would recommend this book be used for preselection of what you would be interested in previewing (as the summaries are quite adequate); and as a guide to what Canadian short films *are* available.

Diane Worsley is a native of Saskatchewan who received her B.A. from the University of Saskatchewan and her B.Ed. from the University of Regina. She is currently the Curriculum Resources Bibliographer with the Department of Education in Regina.

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