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THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN HEALTH AND PHYSICAL EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW OFFERED IN HEALTH AND PHYSICAL EDUCATION IN AN EFFORT TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TELEVISION MATERIALS. THE REPORT HAS 3 SECTIONS, (1) A STATUS REPORT OF HEALTH AND PHYSICAL EDUCATION TELECOURSES OFFERED IN THE U.S., (2) A SUMMARY OF THE DISCUSSION AMONG THE HEALTH, PHYSICAL EDUCATION, AND TELEVISION AUTHORITIES PARTICIPATING IN THE CONFERENCE, AND (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE. (MS)

NSCT

Supplement

National Center for School and College Television

Number 4

TELEVISION IN HEALTH AND PHYSICAL EDUCATION

CONTENTS

This report concerns the National Center for School and College Television's conference on television in health and physical education. The conference was conducted to assess television materials now being offered in health and physical education in an effort to stimulate the development of increasingly effective television materials. The report is divided into three sections:

- *Part I is a status report of health and physical education telecourses being offered in the United States.*
- *Part II is an overview of the discussion among the health and physical education and television authorities who participated in the conference.*
- *Part III is a tabular breakdown of the information gathered. The materials listed in this section form the basis for Part I. Lessons from most of the telecourses listed here were viewed during the conference.*

The conference participants reviewed print materials (for the most part Teacher's Manuals which accompany television materials), viewed sample lessons from the telecourses, and, during the final session, considered the state of television in health and physical education.

The nine authorities who assessed television materials designed for elementary and secondary grade levels are Anita Aldrich of Indiana University; William Carlyon of the American Medical Association; Michael E. Flanagan, State Supervisor of Physical Education; Lewis A. Hess of the Ohio State University; Chalmer G. Hixson of The Ohio State University; Robert Kaplan of the American Medical Association; Edward Mileff of the American Association for Health, Physical Education and Recreation; Lawrence Rarick of the University of Wisconsin; and Jean Young of the Pontiac, Michigan, public schools.

The sixteen authorities who assessed television materials designed for higher education are Loren Akers of the University of Illinois; Fay Biles of Kent State University; William Bock of Ball State University; William Brennan of Indiana University; William Carlyon of the American Medical Association; Robert Goldberg of Illinois Teachers College-Chicago North; Chalmer G. Hixson of The Ohio State University; Robert Kaplan of the American Medical Association; John R. LeFevre of Southern Illinois University; Henry Mariotti of Edinboro State College; Edward Mileff of the American Association for Health, Physical Education and Recreation; Freda Phillips of Ohio University; Jack Richardson of Eastern Illinois University; Charles Stamps of Illinois Teachers College-Chicago North; C. Harold Veenker of Purdue University; and Ray E. Wolf of Purdue University.

Part I—The Status of TV in Health and Physical Education

For its conference, NCSCT sent questionnaires to all ETV stations and state ETV networks, as well as several closed-circuit facilities.

Fifty-five different television courses were found in use at the elementary, secondary, and college levels.

ELEMENTARY GRADE LEVEL

GRADE EMPHASIS Of the 55 telecourses, 58 percent (33 courses) was designed for use at the elementary grade level. Sixteen were intended for the primary grades (K-3), 16 were designed for the intermediate grades (4-6), one was intended for use by grades 1-6.

FREQUENCY OF TRANSMISSION Of the 33 telecourses, 64 percent was designed for use throughout a full academic year and 36 percent was intended for use for only one semester. Twenty-nine of the 33 telecourses were designed to be transmitted at a rate of one lesson each week; two telecourses, at a rate of two lessons each week; one telecourse, at a rate of one lesson each month; and another, at a rate of two lessons each month.

RECORDED OR UNRECORDED Thirty telecourses (91 percent) were recorded and available for later use; only three telecourses were not recorded.

USED BY OTHERS Only 36 percent (12 telecourses) of the 33 telecourses was used by stations other than the producing station. Sixty-four percent (21 telecourses) was used only by the producing station.

SECONDARY GRADE LEVEL

GRADE EMPHASIS Only seven of the 55 telecourses (nine percent) were intended for grades seven through 12. Of the seven telecourses, just over half (four courses) were designed for use throughout a full academic year; three courses were intended to be used for one semester.

FREQUENCY OF TRANSMISSION Five of the telecourses were to be transmitted at a rate of one lesson each week; one, at a rate of one lesson every two weeks; and another, at a rate of one lesson each month.

RECORDED OR UNRECORDED Only two of the seven telecourses were recorded and available for future replay.

USED BY OTHERS Only one of the seven telecourses was used by a station other than the producing station.

COLLEGE LEVEL

GRADE EMPHASIS Thirty-three percent of the telecourses (18 courses) was for the college level.

FREQUENCY OF TRANSMISSION Of the eighteen courses, *all* were designed to be used in one semester. Eight of the telecourses had a transmission rate of one lesson each week, and ten had a rate of two lessons each week.

RECORDED OR UNRECORDED Sixteen of the 18 telecourses (89 percent) were recorded and available for later use.

USED BY OTHERS *None* of the college level telecourses were used beyond the production point.

Part II—An Overview

Prominent authorities in health and physical education and specialists in instructional television participated in two recent conferences conducted by the National Center for School and College Television. The conferees studied the status of school television in present day health and physical education and constructed some general guidelines for future production and utilization of television materials in the two areas.

Attached to the second conference was a special meeting of health educators from colleges and universities in the Midwest which conduct a "general education" type of health education course. As a result of the high degree of "sameness" in college television materials, this special group explored the potential of a coordinated project to produce television resources for collegiate health instruction which would be available for interinstitutional use.

The participants viewed materials produced for the schools and colleges in 1965-66. Adequate time for viewing, analysis and discussion was provided so that valid group judgments were reached.

Observations

None of the conferees had anticipated an extensive use of television in health and physical education. They were, therefore, impressed by the obvious commitment of talent, resources and time to what represented a major effort by specific schools and colleges to meet perceived needs through television. Each television course had been developed in its own locale with little or no exchange of information among the professional groups in health and physical education.

Most of the elementary school television courses assessed were designed to cover several adjacent grade levels: that is, one course would be designed for grades one, two and three, while another course was designed for grades four, five and six. This seemed to encourage groupings of students and repetition of content undesirable for effective learning.

The elementary school materials were all designed to fit the graded school's organizational pattern. None were available for the ungraded school or for the maturational placement of children in health and physical education.

Men and women were featured as studio teachers, thus providing an opportunity for elementary school children to identify with male or female figures.

While there was general agreement that the materials viewed would "upgrade" many ongoing programs, television is perpetuating traditional concepts of method and content. The bulk of the televised lessons were didactic in approach with no provisions for student exploration, discovery or creativity. In the same way, lessons featured the traditional content of skill and activity.

The materials did not utilize the medium; television usually served as a carrier to transport the teacher. Talk crowded the lessons. There were too few visuals, film clips and demonstrations. Neutral backgrounds, poor camera angles, and unsuitable clothing for teacher and demonstrators detracted from the productions.

Too-hurried a pace combined with too much content decreased effective learning and increased problems of recall.

Many of the television lessons were directed at several groups simultaneously: the viewing classroom teachers, the students being taught in the studio, and the viewing students in the classrooms. It was the opinion of the conferees that such ambivalence of purpose was confusing especially for classroom students whose roles would often change abruptly from listening-in on their teachers' in-service education, to the vicarious experience of observing other children being taught in the studio, to the central role of being taught by the studio teacher.

Of particular note was the lack of television materials for health and physical education in the secondary schools, and the very limited quantity designed for the adjacent grades in junior high schools. Use of television in the upper grades may be prevented by the ready availability of secondary school teachers possessing expertise in these areas, the limitations of the traditional purposes of activity and "perspiration," and the common tendency of the public to focus its attention on boys' interscholastic athletics while ignoring the instructional program for all students.

The sameness of content and basic approach in the lessons for collegiate health instruction was striking. With very minor changes, most of the materials could have been used in any of the other health courses represented. The duplication of resources, talent and time in the production of the same materials was most obvious. What represented a major effort by each of a number of institutions had produced a quantity of similar television lessons, only a few of which could be labeled anything but ordinary.

Conclusions

While the conferees held mixed reactions to the materials viewed and while some had reservations concerning any use of television in physical education, there was consensus that well designed television materials could have a significant impact. Such materials could

(1) provide a point of entry for health and physical education into the established curriculum of a school or college;
(2) provide both resource and in-service education for the already overburdened elementary school classroom teachers; and

(3) provide a means of reducing the cultural lag between new concepts and their assimilation into actual educational practice.

Traditionally physical education has centered on skill and exercise—students engaged in vigorous activity. The profession is busily identifying other concepts that should be included with skill and exercise in physical education. These include a wide range of visual presentations to expand the sensory-perceptual experiences essential to full development; immediate participation in vigorous activity and motivation to extend such activities into future adult life; efficiency of movement; instruction in safety of movement; the development of an appreciation of movement; and the development of an adequate self-concept. These concepts lend themselves to television treatment.

In health education the same linear dimensions in learning are sought as in physical education, and television can assist in the teaching-learning of health practices, health knowledge, and attitudes about health problems in society. At the college level television can participate in a more meaningful and sophisticated dialog between science and health behavior.

The traditional approach that all students in health and physical education are to be performers is no longer adequate. Students must become performers and consumers to live the fullest lives. Knowledge and appreciations which provide powers of discrimination and appreciation for sports and the health issues of contemporary society are essential.

Potential Roles for Television

Unless some drastic change in conditions occur which no conferee would predict, the supply of qualified specialists in health and physical education, especially at the elementary school level, will meet but a fraction of the need. Television, then, can serve as a "specialist" in instruction for numerous students now enrolled who would otherwise be "abandoned" as recruitment and preparation of needed specialists are expanded. The impact of television's use in this way could result in immediate improvement in instruction.

In established programs of health and physical education, television could initiate new activities and materials as well as enrich the traditional ones. Intellectual content, models of motor performance, unlimited visual experiences and an involvement with the studio teacher's methodology would provide a continuous in-service education for the classroom teacher. In the multi-section courses of a college or university and the multi-schools of a school system television provides an assured core of material to be taught.

Television materials, teacher guides and workshops can be especially designed as in-service education to accompany the regular in-class television lessons for students. Certainly, the administrative problems of all in-service education would be present in these activities. Definite commitments for at least a full semester of participation by the teacher seems to be required if television is to be effective.

Television could provide an effective means of sharing concepts, models and methods throughout the profession. One participant pointed to television as "the great unveiler" in any effort to improve instruction.

In pre-service education the colleges and universities could utilize, in similar ways, materials specifically designed for the prospective teachers. In addition, television materials described above could enrich the courses of teacher preparation.

Recommended Guidelines

The conferees agreed that a minimum of one television lesson per week is required if television is to be a major factor in the course being taught. The most satisfactory lesson length seems to be 14-15 minutes in primary grades, 15-20 minutes in upper elementary, 20-30 minutes in secondary schools, and 20-45 minutes in higher education. Realizing that effective instruction in health and physical education cannot always be packaged in the same time module, the conferees recommended that time be determined by the instructional task at hand.

It was the consensus that television lessons should be designed for a particular viewing audience. In-service education for the teacher should not monopolize the in-class time of students; in-class lessons should be designed for students with in-service education occurring as a by-product.

The most important component of the television lesson is the studio teacher. Thoughful selection is necessary. While the conferees agreed that certain television teachers were more effective than others, they found it difficult to list the qualifications unique for success. However, they did say that successful television teachers should be expert in the appropriate subject, should "involve" the viewer, should be vital and enthusiastic, should be able to make *visual* presentation and explanations, and should be able to analyze and explain movement.

The use of students in studio demonstrations was highly recommended. Demonstrations should include highly skilled models as well as readily attainable ones for the viewing students.

Too little is known to determine the desirability of using different students in the preparation of each lesson as opposed to using the same students for all lessons. No consensus could be reached here.

Emphasis should be given to each of the important ideas in a lesson, and time must be provided to refine those ideas. The density of content and the pacing of presentation should not overwhelm the viewers who need

some opportunity to assimilate ideas and information during the telecast.

The widest possible use of audio-visuals is an important component of each lesson. The medium lends itself to presenting many materials which would be impossible in the traditional presentation in a gymnasium or classroom. New materials demand a more sophisticated use of television than was viewed at the conference.

The conferees pointed out one additional component of a television lesson: a summary and/or evaluation. It was emphasized that it need not, in fact *ought not,* be verbal in nature.

Opportunity for follow-up activities for each television lesson is recommended. Current practice usually provides one additional period each week following the television lesson. Of course the nature of the television lesson and its content will be factors here, as well as the availability of suitable space and facilities. The most desirable plan presented provided for follow-up activities as soon as possible after the television lesson.

The conferees suggest that the problem of the viewing space for physical education classes needs study and research. It seemed logical to view those lessons involving participation in gymnasiums and similar spaces. Other types of lessons, health education for example, could be viewed in a classroom. Of course, the traditional controls of environmental conditions conducive to learning should be provided.

Television lessons should be as interesting and stimulating as possible. Students can tune-out television mentally just as they can classroom teachers. Dull, drab lessons which merely transfer the lecturer from podium to screen are not adequate. Here again the medium lends itself to interesting and unusual presentations.

Television lessons and courses should have a minimum level of adequacy built into them. The receiving teachers do not bring similar amounts of preparation, skill and experience to the lessons. Experience has shown that some do not read the teacher's manuals or follow up the television lessons. Therefore, the television materials must provide at least minimum levels of quantity and quality of instruction.

The conferees also recommend a planned program of in-service orientation and preparation to assist the teachers with the problems of reception and utilization of television. This should parallel and be related to the course being used by the teacher. The studio teacher should participate in these activities where possible.

The planning process for televised instruction should be lengthened and involve resources outside the institution and locale producing the materials. Pilot programs should be produced, used and evaluated. This should insure quality control and an increasingly effective use of the television medium in health and physical education.

The Future

Suggestions for future directions as television is developed for these fields were discussed. Televised instruction should develop as an integral part of the school program and not as an addition which must necessarily usurp time assigned to other subjects. It should be integrated with other subject matter areas of the curriculum as well.

Future programs in health and physical education should be developed for each grade level and be progressive from grade to grade. Each course should provide appropriately spaced in-service lessons for the teachers.

Innovative approaches and content are demanded by the future. Series on the *hows* and *whys* of Physical Education, and on contemporary intellectual content are needed since many certified teachers active in schools and colleges have not taken such materials from their own pre-service preparation.

A series on Dance which could be utilized by teachers much as the Durlacher Records have been used would be an invaluable addition.

The future should bring an extensive sharing of resources throughout the professional groups. Materials will be developed for wide distribution which can be used to meet the varying needs from school to school and community to community. This will advance as the basic skills, knowledges and attitudes are identified for each grade level.

The future demands coordinated and cooperative efforts by the Curriculum Commission, Design Commission and other planning groups of the American Association for Health, Physical Education and Recreation. New concepts of curricula and pedagogy should appear in television form as well as printed form for wide dissemination.

In conclusion, the conferees were confronted time and again with the lack of scientific research devoted to television in health and physical education. The future must provide for the stimulation of valid research in this area.

The most important next step occurred on the last day of the second conference. The collegiate health educators were receptive to proposals for producing a core of television materials for college level health education from which cooperating institutions could draw videotapes. In the judgment of the conference each cooperating college would be relieved of the burden of all the lessons and materials it needed for its own course; each could, therefore, concentrate its talent, finance and facilities on the production of those materials best produced locally. A small study committee was formed and charged with the responsibility of developing a proposal for the conference to examine in the near future.

Part III—TV in Health

TELECOURSE TITLE	PRODUCER	PRODUCTION LOCATION	GRADE LEVEL	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
PRIMARY COURSES						
ALL ABOUT YOU	WGBH	Boston, Mass.	1-2	11	15′	1/wk
ELEMENTARY HEALTH SCIENCE 3-4		Alabama ETV Comm.	3-4	33	15′	1/wk
FOCUS ON FITNESS	KCTS	Seattle, Washington	2	15	15′	1/wk
FUN AND FITNESS	WFPK	Louisville, Kentucky	2	15	15′	2/mo
GUIDELINES 1-6	KYNE	Omaha, Nebraska	1-6	4	15′	1/mo
GROWTH THROUGH PLAY K-3	KUSU	Logan, Utah	K-3	12	10′	2/wk
HEADS UP	KQED	San Francisco, Calif.	2-3	14	15′	1/wk
HEALTH		Milwaukee Public Schools	3	15	15′	1/wk
PHYSICAL EDUCATION 1-2		Oklahoma ETV Comm.	1-2	35	15′	1/wk
PHYSICAL EDUCATION 1-2	WOSU	Columbus, Ohio	1-2	36	15′	1/wk
PHYSICAL EDUCATION 3-4	WOSU	Columbus, Ohio	3-4	36	15′	1/wk
PHYSICAL EDUCATION 1-2	KPEC	Tacoma, Washington	1-2	27	15′	1/wk
PHYSICAL EDUCATION FOR YOU 1		Milwaukee Public Schools	1	30	15′	1/wk
PHYSICAL EDUCATION FOR YOU 2		Milwaukee Public Schools	2	30	15′	1/wk
PHYSICAL EDUCATION FOR YOU 3		Milwaukee Public Schools	3	30	15′	1/wk
PRIMARY PHYSICAL EDUCATION	KTEH	San Jose, Calif.	1-3	30	10′	1/wk
INTERMEDIATE COURSES						
ELEMENTARY HEALTH SCIENCE 5-6		Alabama ETV Comm.	5-6	33	15′	1/wk
FOCUS ON FITNESS	KCTS	Seattle, Washington	5	15	15′	1/wk
FOOD TO GROW ON	WMEM	Orono, Maine	4	10	20′	1/wk
FUN AND FITNESS	WFPK	Louisville, Kentucky	5-6	15	15′	1/wk
GROWTH THROUGH PLAY 4-6	KUSU	Logan, Utah	4-6	12	10′	2/wk
HEALTH		Milwaukee Public Schools	5	15	15′	1/wk
I'M FINE, WHO ARE YOU?	KTEH	San Jose, Calif.	4-6	30	20′	1/wk
LET'S ASK DR. TENNEY	WHA	Madison, Wisconsin	4-6	15	15′	1/wk
PHYSICAL EDUCATION 3-4		Oklahoma ETV Comm.	3-4	35	15′	1/wk
PHYSICAL EDUCATION 5-6		Oklahoma ETV Comm.	5-6	35	15′	1/wk
PHYSICAL EDUCATION	KPEC	Tacoma, Washington	3-6	27	15′	1/wk
PHYSICAL EDUCATION	KOET	Ogden, Utah	4-6	30	20′	1/wk
PHYSICAL EDUCATION	WITF	Hershey, Pa.	4-6	30	15′	1/wk
PHYSICAL EDUCATION	WOSU	Columbus, Ohio	5-6	36	15′	1/wk
PHYSICAL EDUCATION FOR YOU 4		Milwaukee Public Schools	5	30	15′	1/wk
PHYSICAL EDUCATION FOR YOU 5		Milwaukee Public Schools	4	30	15′	1/wk
PHYSICAL EDUCATION FOR YOU 6		Milwaukee Public Schools	6	30	15′	1/wk

and Physical Education

TELECOURSE TITLE	PRODUCER	PRODUCTION LOCATION	GRADE LEVEL	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
SECONDARY COURSES						
HEALTH 7	KCSD	Kansas City, Mo.	7	71	25′	2/wk
HEALTH 8	KCSD	Kansas City, Mo.	8	34	25′	1/wk
HEALTH EDUCATION FOR HEALTHFUL LIVING		Liberty Local Schools Youngstown, Ohio		9	15′	1/wk
HEALTH EDUCATION		Liberty Local Schools Youngstown, Ohio			10′-15′	1/wk
FUNDAMENTALS OF GOLF	WMUB	Oxford, Ohio	9-12	6	30′	1/wk
LIFE OR DEATH	KUSU	Logan, Utah	9-12	10	27′	1/wk
TO YOUR HEALTH		Alabama ETV Comm.	9-12	6	45′	1/mo
COLLEGE COURSES						
FUNCTIONAL PHYSICAL EDUCATION	WUSF	Tampa, Florida	Col.	12	25′-45′	1/wk
GENERAL HYGIENE	KOAP/KOAC	Corvallis, Oregon	Col.	19	45′	2/wk
HEALTH EDUCATION	KCSM	San Mateo, Calif.	Col.	29	30′-45′	2/wk
BUILDING A BODY FOR LIFE		Southern Ill. Univ. Carbondale, Ill.	Col.	4	30′	2/wk
FIRST AID		Michigan State Univ. East Lansing, Mich.	Col.	4	15′-25′	2/wk
FOUNDATIONS OF FITNESS		Kent State Univ., Kent, Ohio	Col.	10	20′-30′	1/wk
FOUNDATIONS OF PHYSICAL EDUCATION-WOMEN		Michigan State Univ. East Lansing, Michigan	Col.	15	45′	1/wk
FOUNDATIONS OF PHYSICAL EDUCATION-MEN		Michigan State Univ. East Lansing, Michigan	Col.	4	15′-25′	1/wk
FUNCTIONAL HEALTH		Edinboro State College Edinboro, Pa.	Col.	32	50′	2/wk
FUNDAMENTALS OF PHYSICAL EDUCATION		Univ. of Wisc., Madison, Wisc.	Col.	23	10′-20′	2/wk
HEALTH		Fresno State College Fresno, Calif.	Col.	15	50′	1/wk
HEALTHFUL LIVING		Southern Ill. Univ.	Col.	18	30′	2/wk
		Carbondale, Illinois	Col.	15	30′	1/wk
PERSONAL HEALTH		Calif. State Col. at Los Angeles				
PERSONAL HEALTH SCIENCE		Central Mich. Univ. Mt. Pleasant, Michigan	Col.	29	45′	2/wk
PHYSICAL EDUCATION		Ohio State Univ. Columbus, Ohio	Col.	8	45′	1/wk
PRINCIPLES OF HEALTHFUL LIVING		San Diego State Col. San Diego, Calif.	Col.	24	20′-35′	2/wk
PROBLEMS OF PERSONAL AND COMMUNITY HEALTH		Sacramento State Univ. Sacramento, Calif.	Col.	15	45′	1/wk
SOCIAL DANCE		Michigan State Univ. East Lansing, Michigan	Col.	17	35′-50′	2/wk

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THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION serves all institutions concerned with the use of television in education. NCSCT makes available recorded lessons of the highest quality for preschool, elementary, secondary, college, extension, industrial, and continuing professional education.

To relate its activities to the major needs of institutions throughout the United States, NCSCT works closely with content specialists, administrators, professional groups, and regional television organizations.