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ABSTRACT

Teachers are generally unprepared to undertake the design and development of instrumentation media. An intensive developmental program must be initiated to inform them and other interested parties about the advantages of working with innovations in education. Media coordinators could do much more to promote the support function of a media center. In fact, if innovative practices are to be universally accepted, a dedicated program of support from administration, faculty, and technical media facilities must be a reality. A clarification of the systems approach, instrumentation, conceptual learning, and programs needs to be made in the form of "descriptors" as employed by the ERIC Clearinghouse. To facilitate all of the above, in-service workshops, displays of the media support function, pilot programs, staff augmentation, university "media specialist" curriculums, active association of the media coordinator with the faculty and evaluation of this association, and internship programs in media coordination are all strongly recommended. (MM)

A STUDY OF THE PROBLEMS OF A MEDIA CENTER AND INNOVATIVE PRACTICES IN THE JUNIOR COLLEGE

A Paper

Presented to

Dr. B. Lamar Johnson

Dr. Stuart Johnson

U. C. L. A.

A Course Requirement

for 470 C

Seminar

Administration of the Junior College

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by

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The original statement of a problem to be investigated involved an evaluation of new instructional techniques and curriculum development in the junior college. The natural process of investigation revealed that this is the basis and substance of Johnson's Islands of Innovation Expanding: Changes in the Community College. An effort to correlate the nature of the class in Administration with a relevant function of the original purpose has developed a relative topic.

I. THE PROBLEM

Statement of the problem. The administration, developmental and support functions of a media center dealing with the innovative practices of education present a multitude of problems relative to the initiation and continued teaching practices of a faculty at a community college.

American education has entered an era which historians of the future may mark as the beginning of a technological revolution; at the present time a revolution in instructional technology existing only in potential. The need nationwide is experimentation with the newer media, coupled with improvement in education.

A superficial concept of technology equates it with hardware. If educational technology is seen to consist of hardware, the ancient bugaboo of machines replacing men (in this case,

teachers) instantly arises. More important, because machines are nonhuman and education has always been a humanistic enterprise, another worrisome notion is added - that education will become a completely automated, robot-directed process with all its humanity squeezed out.

Media professionals are enthusiastic about the potential of modern educational instrumentation to liberate students and instructors from those aspects of today's system resembling mass assembly lines. The "systems" approach, now frequently touted for use in education offers an appropriate rallying cry for those seeking to advance beyond the cultism that has characterized much development of the audio-visual field.

The media professional has as his primary role the development, utility and profitable function of each medium. The problem is how to achieve this role.

Statement of purpose and importance of the study. Contemporary literature constantly refers to "education for all," increasing population, mobility, the generation gap and relevancy in teaching, as well as educational content. The demands made on the teaching profession must reflect a method (instrumentation) and a manner (software or materials) of stylized development (behavioral objectives) capable of controlling and satisfying the educational needs of American youth.

While methods have improved, the hardware and the development of software appear too great a burden for most teachers to accept.

The purpose of this paper is twofold - (1) to conduct an investigation of relative literature dealing with developmental practices in media centers, and (2) to conduct a series of interviews with professionals cognizant of the problems and associated with the development of teaching media.

The importance of the study can be summarized as follows:

1. Forward-looking educators and media specialists must begin communicating the benefits of the new media as they see them - to students, to colleagues on the faculty, and to the public.
2. Educators must apply the yardstick of reality to the claims of technology enthusiasts, with consideration and research into costs, practicality and effectiveness of the new instructional innovations.
3. Media specialists and educators must be willing to apply what is known about communications and learning to proposals for instructional instrumentation.

CHAPTER II

REVIEW OF THE LITERATURE

If a media coordinator is to be fully effective in his role, some form of classroom training for the practitioner will be necessary. Previous training is an ideal asset, yet new teachers have limitations placed on them by certification programs. Media courses in 60 institutions and 30 states have either been eliminated or reduced to a minimum status.[1] [2] The greater problem is pointed out by Neal Miller, who states that only 20 per cent of practicing teachers have had a course "in the media and materials of instruction."[3] William Trow certifies ". . . teachers are habituated to procedures which have continued long after their usefulness has ended and obsolescence has set in."[4]

Wittich and Schuller contend that teachers are not qualified to use audio-visual materials; maintaining that the teacher who was trained more than ten years ago rarely had an opportunity

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[1] Donald Ely (ed.), "The Changing Role of the Audio-Visual Process in Education," Audio-Visual Communication Review, Vol. II, No. 1 (January-February, 1963), p. 10.

[2] Neal E. Miller et al., "Graphic Communication and the Crisis in Education," Audio-Visual Communication Review, (December, 1957), p. 41.

[3] Ibid.

[4] William C. Trow, Teacher and Technology, (New York: Appleton-Century-Crofts, 1963), p. 2.

for the study of media and materials.[5]

Educators have long recognized the problem of obsolescence and have advanced the "inservice" programs of education and retraining. Erickson quotes Hass' study, ". . . continuous inservice education is needed to keep the profession abreast of new knowledge and in line with contemporary teaching methodology."[6]

The Audio-Visual Education Association of California has provided a "Checklist for Inservice Teacher Education."[7] It lists and defines the duties of a coordinator:

1. Give demonstrations on the use of materials and equipment before teacher groups or at faculty meetings.

2. Supervise the use of materials within the classroom.

3. Permit teachers to observe other teachers who use audio-visual materials well in your school and elsewhere.

4. Keep teachers informed concerning new materials, equipment, and new ways of useage. Give supplementary materials such as guides and manuals to teachers in the different areas.

5. Preview materials in groups together and discuss their worth and possible use.

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[5]Walter Wittich and Charles F. Schuller, Audio-Visual Materials, Their Nature and Use (New York: Harper Bros., 1957), pp. 529-530.

[6]Carlton Erickson, Administering Audio-Visual Services (New York: MacMillan Company, 1959), p. 76.

[7]Setting Up Your Audio-Visual Program, Audio-Visual Education Association of California (Palo Alto: Stanford University Press, 1950), p. 25.

6. Encourage the teachers to join professional groups and organizations.

7. Train teachers to use equipment with confidence.

8. Encourage teachers to take summer session classes and attend workshops and institutes in audio-visual education.

9. Encourage the production of slides, photographs and other simple aids.

10. Help individual teachers by telling them about the materials they can use and suggest ways of using them.

11. Bring in experts who can inform and stimulate teacher interest.

McMahon in Michigan, with the following results:

Three hundred and eighty-one coordinators figured in the return questionnaires; of these 87 per cent had no released time, 12 per cent had one or two hours of released time and one per cent were released half-time for audio-visual duties. Only one coordinator out of 381 worked full time on audio-visual duties.[8]

Roger Garrison, in his study of junior college faculty found that "time" was a sincere and concerned problem.[9] A media coordinator is fighting several problems. Two of great importance are training a teacher in the use of media, and providing support staff for the development of materials. Both functions are time consuming in nature.

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[8]Marie McMahon, "Building Coordinator: Professional Partner?" Audio-Visual Instruction, (November, 1963), pp. 560-562.

[9]Roger Garrison, "The Teacher's Professional Situation," Junior College Journal, (March, 1967), Vol. 37, pp. 15-18.

The more contemporary literature reflects a change in emphasis from the preparation of the teacher in development of audio-visual skills to the sophisticated systems of today.

James Finn, in his description of "The Emerging Technology of Education," predicts the most striking innovations in education will occur at the college level.[10] Unprecedented commitments to instrumentation of instruction are appearing on campuses: closed-circuit television; video-taping; motion picture production; information storage and retrieval; tele-lecture; multi-media presentation facilities and automated student-response systems. New federal legislation now gives support to media programs in higher education and provides opportunities to teach college faculty members how to use the new technology.

Mager, relative to objectives, has stated, "If you're not sure where you're going, you're liable to end up someplace else."[11] This statement poses a problem of interpretation in the minds of media coordinators. If innovation is to become a reality, then there must be a total commitment of staff-faculty and administration.

A coordinator is facing the dilemma of facilities, hardware and conceptualization of modern instructional methods.

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[10]James D. Finn, "The Emerging Technology of Education," Educational Implications of Technological Change. Washington: National Commission on Technology, Automation and Economic Program, February, 1966.

[11]Edward W. Beaubier, "Goals-Process-Product," California Elementary Administration, (November, 1968), p. 23.

Beaubier contends that

> . . . educators who are analyzing existing programs and developing new curriculums will need to have intellectually internalized the work of such leaders as Bloom, Goodlad, Mager, Glaser, Popham, McNeil and others. These researchers have been cajoling and demanding specificity in curriculum development and implementation.[12]

Gerald McVey, in describing a Multi-Media Instructional Laboratory at the University of Wisconsin, identifies the support staff to include a program designer, programmer, technician, artist, photographer, clerk-typist and research and production assistants.[13]

Gene Steffen, director of the Instructional Resources Center at New York State University cites a support staff of 35 and another 10 for administration, media and instructional staff. An I.R. staff of more than 70 will be needed by 1970 to adequately serve this campus and its estimated enrollment of 8,500 students.[14]

Dr. Richard B. Lewis, in a presentation to the Pacific Coast Association of Physical Plant Administrators of Universities and Colleges listed as items of concern to a media coordinator such considerations as lecture hall design for

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[12] Ibid.

[13] Gerald McVey, "Equipping a Multi-Media Lab for Action," AS&U, (November, 1968), pp. 38-40.

[14] Gene Steffen, "Multi-Media Mecca for Instruction," College and University Business, (October, 1967), Vol. 43, No. 4, pp. 38-41.

for large groups, classrooms, seminar areas and laboratories for interaction procedures for teaching and learning; for small groups, independent study stations and unique but typical factors of room darkening, screens, lighting, conduits, lecterns, T-V receivers, shop areas for equipment support and noise on wires.[15]

The formidable task of support by a media coordinator has developed into many facets, with a multi-purpose function. A media coordinator should report directly to the Dean of Instruction in a community college and be prepared to augment the following program:

1. What is or what should be, the philosophy of a local instructional media center?
2. How is administrative and faculty support obtained?
3. How is facility acceptance and desire for service inspired?
4. Who is involved in planning and producing materials?
5. How are production activities related to curricular and facility needs?
6. What activities should be carried on by - professionals, technicians, teachers and students?

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[15]Richard B. Lewis, "College Facilities for Instructional Media," an address given on October 15, 1963 to the Pacific Coast Association of Physical Plant Administrators of Universities and Colleges, (mimeographed).

CHAPTER III

INTERVIEWS

The following statements are drawn from an interview with Dr. Bill Shaw, Dean of Instruction at Golden West College in Huntington Beach, California. Dr. Shaw was directed to respond as he saw fit, in general or specific terms to the following key points.

A. Faculty preparation and involvement in the development of instructional materials.

B. Items of innovation regarding facilities of instruction which he considered unique.

C. The role of the media center in the development of instructional materials and support.

. . . the library houses all of our support facilities including books, the Instructional Media Center, the graphics area and the Multi-Media area. This allows the consolidation and utilization of support personnel to the faculty, answering their needs for media-typing, duplication and reproduction. We have an IBM MTST 'phone line where the faculty can dial 8 and dictate tests, letters, lesson plans and rough drafts of all kinds. We don't want the faculty to waste their time by doing their own typing.

. . . the Multi-Media Center has portable video-tape and a planned broadcast center to handle four programs simultaneously; it has 32 audio decks and 9 computer-respond terminals hooked up with the IBM 360 at Orange Coast. There are also facilities of audio - video-response decks in a single carrol to be further developed.

. . . everything has been "increments" as far as development and acquisition of programs and materials are concerned. Expansion has been on the "increment" scheme. We started with audio facilities and added a ½" portable video tape recorder.

. . . consider software "the major component of innovation" and firmly believe in released time and summer retention for developmental endeavors by the faculty.

. . . essential to have key back-up personnel in computer programmers, graphic artists, pressmen, photographers and service technicians.

. . . must have faculty backing.

. . . extensive development and positive achievement with our biology programs. We started with 36 stations and now have 150 deck-carrols servicing 360 students per semester.

. . . commercial instrumentation equipment was initially prototype and created much grief. The third unit has been reliable in use. Much manufacturing interest in educational equipment; i.e., audio-decks and the Technicolor 8 mm. cartridge projectors have created interest on the part of field representatives for reliability - changes that are desirable, etc.

. . . constant interplay between manufacturers and the school to see instructional facilities and on-site mock-ups of study carrols.

. . . there exists an infectuous relationship between those developing materials and programs and those who do not. It is interesting to subjectively view the resultant interest and initial efforts of those undertaking the development of a media concept or a materials program concept and the subsequent revision and interrogation of teaching-learning objectives. A teacher who decides to try something new has a tendency to completely abandon old methods and finds himself totally committed to behavioral criterion measures.

. . . it is hard to get faculty to innovate unless you have a constant follow-up public relations approach. I have 60 out of 114 full time faculty currently working on media of various forms - all in a working relationship with our media director.

In an effort to get a cross-section of opinion, the next interview was with a staff support member, Charles Freeman, again at Golden West. Mr. Freeman operates in the capacity

of teacher-assistant and resource member for the faculty in duplication and printing problems. Mr. Freeman does very little direct printing for the faculty, but is in a position of advising and guiding faculty members with lay-out, design and photography of graphics and media for instructional purposes.

Mr. Freeman responded to the following points:

A. What is the major function you serve?

B. Would you describe this faculty as innovative-oriented?

C. What item in your area could be changed so you could function better?

. . . primarily - a laboratory technician assisting the instructor in the proper methods and procedures to help him develop his ideas and media. My job is not to be a printer for the instructor.

. . . the best statement I can make about the faculty is they are very relaxed and as professionals are interested in doing a good or outstanding job.

. . . none - the professional attitude of the faculty and staff is such that we have no problems.

Nick Papaioanu of Ward/Davis Associates described the ITV Center for the University of California at Santa Cruz as an "electrician's nightmare - they have two rooms of patch panels! It'll be two years before the unscramble it all. The ITV facilities at Ambassador College in Pasadena contain four studios and two master control-switching areas. The facility is equipped with Phillips-Norelco Plumbicon T.V. cameras and is

superior to many of the major commpercial T.V. stations."

Marshall LaCour, photography teacher at Cypress Junior College held that the facility planning of the "'instant college' had a few hang-ups, but totally must be considered a master-piece." LaCour commented on the interest recently displayed by Eastman Kodak Company in helping to design curriculum, provide methods, films, aids and technical assistance to educators in the Audio-Visual, Photography and Graphic Arts fields. He further informed the writer that EKC is conducting surveys of photographic teachers to find out the extent, direction and methods that could be implemented by Eastman to be of the most service to educators.

A group of eight junior college teachers enrolled in courses at California State College at Long Beach responded to the following questions:

1. What innovative teaching practices are you currently involved in or considering for your instructional program?

. . . I need classroom graphics, but just don't have the time to do them!

. . .if I knew how to work with the media I would consider several changes.

. . . where do I get the support I need to do these things?

. . . last semester I made a batch of overheads, but it's too much of a problem to get the equipment - you know - a plan ahead thing - and that doesn't help my classroom pacing.

. . . I could use a computer for my drafting area, but man - who knows how to run a computer?

. . . I tried a portable VTR - a complete disaster. I didn't know how to apply it.

. . . I'm interested in these single concept films, but I'm no photographer and couldn't run a movie camera if I tried.

2. How could a media center help you undertake an initial venture - what services do you need?

. . . "how-to" techniques.

. . . show me some examples that would let me get some ideas of what I could use.

. . . some <u>professional</u> cooperation rather than some punk kid fresh out of high school showing me how to make a duplicator work.

. . . how about a guy with ideas - I know my subject, but I don't know media very well.

. . . I don't need help - I just drop my stuff off and they do it for me.

. . . probably some kind of training course on those deals that Mager is pushing.

3. How do you plan to teach in 5 - 10 years?

. . . same old way - it works for me and I'm comfortable with it.

. . . never gave it much thought. Interesting to consider, isn't it?

. . . I figure my field will be so advanced technically (automotives) I'll have to go back to school myself!

. . . with all these "new ideas" in teaching - I oughta be able to sit back, laugh and scratch. More likely, I'll cry a lot 'cause I haven't the time to keep up. I really don't know what's going on.

. . . it depends - I need lots of new equipment, supplies and support. The administration is so balled up in the

> students they forget about us. In ten years maybe they'll give us the support we need - after all, they don't do the teaching.

Obviously, these abstracted statements prove little or nothing since the sample is small. They do reflect a concern about support, additional training and sincere guidance by administration and professional support functions.

CHAPTER IV

RECOMMENDATIONS AND CONCLUSIONS

The intent of this paper was to investigate the problems relative to the development of innovational teaching practices and the subsequent role of a media coordinator in relationship to the teacher. Subsequent review of the literature and interviews with people ranging from a dean of instruction to teachers to a support technician revealed an acute problem in lack of understanding of media principles on the part of the teachers. The range of enthusiasm was highest at the administrative level and lowest at the teacher level.

Conclusions:

1. Teachers are generally unprepared to undertake the design and development of instrumentation media.

2. If innovative practices are to become universally accepted, a dedicated program of support from administration, faculty and technical media facilities must be a reality.

3. An intensive developmental program must be initiated to inform faculties and interested parties about the advantages of working with innovations in education.

4. A clarification of the systems approach, instrumentation, conceptual learning and programs needs to be made in the form of "descriptors" as employed by the Eric Clearinghouse. The function of terms needs intense clarification.

5. The media coordinators are not doing all that could be done in promoting, with the deans of instruction, the support function of a media center.

Recommendations:

1. Development of extensive in-service workshops to investigate and prepare instructional media at the primary level - the teacher.

2. A display of and indoctrination into support functions available at a media center.

3. Design at the local level a plan to initiate pilot programs involving media, and support this function with research. The results should be published.

4. Make available for on-campus viewing such items as the four one-half hour programs on "Media, Innovation and Higher Education" developed by KCETV and produced by the USOE under Title VI-B.

5. Give ample consideration to augmenting the staff with a "Director of Heresy" as defined by B. Lamarr Johnson.

6. Encourage the development of professional curriculums in educational media similar to those at California State Colleges at San Jose and Long Beach; Universities: Colorado at Boulder, Syracuse, Ohio State, Indiana, Southern California and Western Washington State College at Bellingham. These programs lead to Masters and Doctorate degrees in Education, and are directed toward the development of media specialists.

7. The administration should identify the role of a media coordinator and delegate adequate authority to allow active rather than passive association with the faculty.

8. Conduct an extensive research project involving the analysis and identification of the role of the media coordinators in the junior colleges.

9. Develop an internship program for media coordinators to facilitate the entrance of contemporary educationally-oriented persons into key staff positions in the junior colleges. The precedent of this program is displayed in the UCLA Leadership Program.

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