

DOCUMENT RESUME

ED 066 901

EM 010 232

TITLE Case Study of the Instructional Resources Center;
Iowa State University.
INSTITUTION Iowa Univ., Iowa City. Coll. of Education.
PUB DATE 26 Nov 71
NOTE 35p.; See also EM 010 231

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Case Studies; College Buildings; *Instructional
Materials Centers; Instructional Media; *Media
Specialists; Methods Courses; *Resource Centers;
*Teacher Education; *Work Study Programs

IDENTIFIERS *Iowa State University

ABSTRACT

A comprehensive view of the instructional resources center at Iowa State University is presented. The center is used primarily for students in teacher education, who design multi-media teaching packages as part of their course work. This paper includes information on the center's staff, which includes a director, an instructor, graduate assistants, and work-study students, the facilities, and procedures for evaluating the program. A photo-essay describes the work of one student in using the center and designing a multi-media package. Also included are the titles of some students' teaching packages, miscellaneous operating data about the center, a year's budget, the floor plan, samples of a news bulletin about the center sent to faculty members, and information for work-study students about the center and their tasks there. (JK)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

ED 066901

CASE STUDY OF THE
INSTRUCTIONAL RESOURCES CENTER

Iowa State University

November 26, 1971

At Iowa State University, the organization of human and technological resources into a program that focuses on student-centered individualized study is a central objective for the Instructional Resources Center at Iowa State University. This philosophy is implemented through a media center.

The program overview, the differentiated staff, and the facilities are outlined in the next few pages. However, descriptions of this sort often fail to communicate the climate in which the components mesh to make ideas come alive. We have concluded this case study with a photo essay, featuring a student in Teacher Education. By tracing her progress the process of student-determined study will become more visible.

PROGRAM The educational media program is designed to
OVERVIEW provide experiences to students in the latter
 part of their preparation in Teacher Educa-
 tion. All students in Teacher Education take the intro-
 ductory media course, Education 305B. Classes are small,

with a limit of 20 students in each section. Over 1,200 students are served each year.

With a basic media course as background, students are prepared to use the Resource Laboratory in a variety of ways, determined by their interests and the type of projects suggested by teachers of other education courses. For example, since each student completes courses in the teaching of his special subject area, further opportunity is afforded for him to build specific resource units, complete with teaching material. A special topics course is also offered to students who show special promise in the media course. Each student is assigned to a public school teacher to develop teaching materials for a specific unit in an ongoing course at the elementary or secondary level. Working jointly with the cooperating teacher and an instructor in the Instructional Resources Center, the student designs and produces a multi-media teaching package. Frequently the student is enabled to participate in classroom teaching, using the materials he has developed.

With student teaching as the terminal activity for students in the Teacher Education program, there is further opportunity for them to use the Center. Ideas explored in any of the prior education courses may be worked up into teaching materials for use in student teaching. A number of students return for late afternoon

or Saturday morning work in the Center to develop media packages for individualized instruction or presentations they wish to make to their target audiences.

THE DIFFERENTIATED STAFF In order to provide for maximum flexibility and individualization, the Instructional Resources Center is staffed by several levels of professionals and near-professionals.

The Director. The staff is coordinated by a Director, who responds to needs of the Teacher Education faculty and students in the program. For example, special instruction in the use of the Center is conducted every quarter for special methods classes who are building resource units, lesson plans, or a particular type of media production. Any materials a faculty member feels are important and vital for his classroom instruction, which students would then use in preparing assignments, are procured for the Center. A quarterly publication, "THE 4TH R", is sent to all College of Education faculty. It contains announcements of new activities the Center is involved with, as a means of updating faculty. Feedback from the 4TH R assists in establishing priorities for ongoing projects.

Instructor. An instructor in education serves as a liason between the Center's program and special methods

teachers. He operates a continuing program of mailings, feeding fresh incoming materials to special methods teachers. These typically include pamphlets, brochures, and catalogs describing specific teaching materials in selected subject areas. Teachers are encouraged to recommend significant items for purchase and use in their courses. The instructor also manages the work-study students, and operates a training program for them. In addition, he has control over the equipment pool, and works with all of the students who check out equipment for media production outside the Center.

Graduate Assistants. Several graduate assistants complete the Central Staff of the Center. While their first responsibility is to the teaching and individual counseling of students in Education 305B, they have several additional assignments. One of the most important is concerned with the quarterly production of the GUIDEBOOK, the text for Education 305B.

In addition to the above activities, graduate assistants continually carry out their own production of teaching materials for Education 305B. Generated in the weekly staff meeting, ideas for production of new slide sets, transparencies, films, and videotapes are executed. A fluid curriculum in media, responsive to changing demands of students, faculty, and teachers in the field, is the result. Specific assignments are made to carry out internal projects, such as updating

the collection of texts, free materials, curriculum guides, and catalogs. Self-instructional photo essays are continually being created for students using the Center. Minor shifting in work stations, so that production sequences can be more efficient, is another continuing internal project.

Work-Study Students. In addition to the Director, instructor, and graduate assistants, a fourth staff level is used. This is the work-study program. A number of undergraduate students, all of whom are in the Teacher Education program, form a cadre of student assistants. Their function is to carry out internal projects under the supervision of the Central Staff. This involves a wide range of media production, as a part of the continual updating of teaching and self-instructional materials used in the Center.

Daily maintenance of Center collections is also a responsibility of the work-study students. They reshelve books, organize free materials that are given to students, and assist students who need help in carrying out production. While the Center does not produce materials for students, we do need to offer suggestions and advice continually. Work-study students act as "trouble-shooters" in cases where a client has difficulty operating equipment or producing software.

THE GUIDEBOOK - An Aid to Liason Between Students
and Instructional Resources Center

This locally-produced instruction manual is used by each student in the media course. Organized by chapters corresponding to each unit of instruction, it contains all of the information needed to complete the course successfully.

While production techniques are a part of the GUIDEBOOK, it has two more important features. One is an explanation of the contract system we use in the course. Students choose an area of interest and contract with their instructor to produce materials in that area, for a predetermined course grade. This system maximizes individualization, and causes the student to plan carefully and produce teaching materials he feels will be of utmost value to him. Individual counseling with each student by his instructor further assures that the projects will be on target and properly executed.

The second significant feature of the GUIDEBOOK, is the emphasis on planning. We feel that much media production, without proper establishment of behavioral objectives and careful scripting procedure, ends up as an audiovisual aid. To insure that students create new modes of instruction, based on skills they expect their students to exhibit when the instruction is over, the planning stages for any media project are emphasized

early in the GUIDEBOOK.

While the Central Staff of the Center as a group is responsible for production of the GUIDEBOOK, revision is based on feedback from other teachers in the Teacher Education program. For example, we have seen less need recently to emphasize behavioral objectives, because our students are encountering the concept in prior education courses.

FACILITIES TO IMPLEMENT THE PROGRAM A complex of ten rooms is organized as a laboratory for students to carry out any project involving teaching or learning related to elementary or secondary education. A map of the Instructional Resources Center identifies work areas. In organizing the laboratory, several guidelines have been followed. These are:

1. Portrayal of resources as all things from which people learn

Print and non-print software, as well as production equipment, is found in the Center. While the traditional curriculum laboratory is sometimes separate from the media center on some campuses, at Iowa State these are fused into one. A student can search curriculum guides, texts, and other printed resources for ideas, then step into an adjacent area and produce a teaching package. Most of the items needed for production are available for sale in the Center.

2. Operation of the Center as a model for elementary or secondary schools

Not only is the Center functional for our own program, it is a dynamic example of how a typical media center should be organized and function in schools we are training students to teach in.

3. Commitment to hands-on activities wherever possible

A do-it-yourself atmosphere prevails, so that students become involved in the entire process of designing instructional systems. In many schools it is necessary for teachers to carry out their own production. Even if this is not the case, it is important for teachers to be able to communicate with production specialists. They can do so more effectively if they have done the work themselves at one time.

4. Reliance on distributed service points manned by Central Staff

Instead of a central office complex, each staff member is located in a different room in the Center. He is available for consultation on a continuing basis whenever a student needs help.

As the map indicates, each work area is organized around a theme. Printed materials comprise the starting point. From there students may move into a software preview area, to look at examples of commercial materials. Areas for photographic production and copy stand work, dry mounting, pickup of free materials we give to students, graphics production, audiotape, videotape, and film production are organized into work stations. The final station in the sequence is the Equipment Pool, where

students may check out cameras, tape recorders, and portable television equipment for completing projects.

Facilities are also available for microteaching, carried on under the supervision of special methods instructors, with the cooperation of the Center. Use of any resources, either student-made or commercial, is integrated into the microteaching programs. The close proximity of the Center to microteaching permits the close support vital to this activity.

EVALUATION OF THE PROGRAM Several evaluation procedures are used to identify strengths and weaknesses.

The most frequent occurs each week, when the Central Staff meets to discuss the past week's work, and look ahead to the coming week. While the meetings are informal, the agenda always includes an evaluation of the topics just covered in Education 305B, with suggestions for modification. These suggestions are incorporated into revision of the GUIDEBOOK. Discussion of miscellaneous activities in the Center, including shifts in work spaces, addition of new equipment, or changes in policies and procedures leads to refinement of the role the Center must play in the overall Teacher Education program. Specific examples growing out of this type of evaluation include the contract grading system and Education 490E, the special topics course in teaching through media.

A 38-item evaluation, designed for computer scoring, was developed by the Central Staff for use in Education 305B. Each of the six instructors uses this almost every quarter to monitor student attitudes and suggestions for improvement.

A visitation program, started two years ago, consists of personal interviews with special methods instructors. We use a standard form that we designed to identify areas the special methods teachers feel should be strengthened in the Instructional Resources Center.

A number of statistics are summarized in our Monthly Report to provide a profile of Center activities. For example, the record of number and types of equipment checked out, the kinds of raw materials sold for production, and quantity and types of printed materials used is helpful in determining the scope of the Center's program. The data is summarized in following pages.

- - - - -

The foregoing description may not reflect a dimension of our program we feel is most significant. Facts and figures frequently fail to convey the psychological and educational atmosphere so important in a program like ours. For this reason we'd like to introduce you to Kathy Nelson, a senior in Teacher Education. By looking at her program and activities,

and the part the Instructional Resources Center played, perhaps a more vivid picture will emerge.



Kathy, an elementary education major, got involved in a project of her own choice when she took education 204, the first course in the Teacher Education sequence. One of the assignments was to do a project on means by which local schools meet needs of their students. Kathy chose to focus on project ECCO, an enrichment program in science,



emphasizing field work. Armed with an outline of what she wanted to do, Kathy went to the Instructional Resources Center for advice in scripting the story so that she could prepare the report, for class. It seemed a natural for a tape/slide set. Using an Instamatic camera and

cassette tape recorder she interviewed the project director, took pictures of students at work, and finished with some of her own interpretations of the effectiveness of the

of the project. When it was time to present the report, Kathy used her tape/slide set in Education 204, Social Foundations of Education. Since she was especially interested in science teaching at the elementary level, Kathy kept the project intact for later use in teaching.

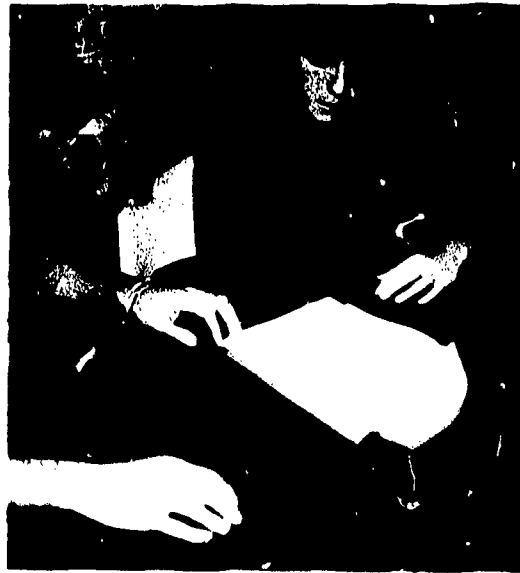


When she was a junior, Kathy took Education 305B, the introductory media course. The overall objective, she learned was to "design, produce, and present a small unit of material" in her subject area. Because of her interest in science, and previous work with the ECCO project, Kathy chose to produce a series of self-instructional audiotapes that elementary students could use in selected field projects. The tapes were designed to help students learn tree identification. By making the recordings in the field, near certain trees, she could discuss the characteristics of the trees. When students used the tapes near the same trees, they could hear Kathy discuss the characteristics, and then respond to questions



about them.

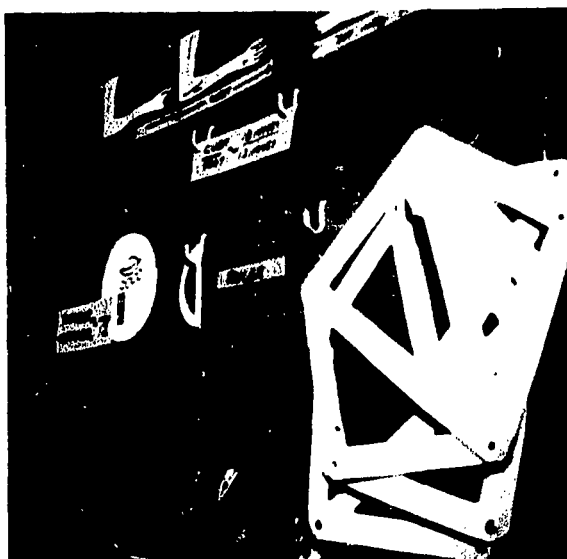
After Education 305B, Kathy elected a special topics course in methods of teaching. This gave her the opportunity to work closely with a teacher in an elementary school. A three-member team comprised of Kathy, her cooperating teacher, and a



media supervisor, worked together. The special course, Education 490E, was designed to provide the opportunity for her to identify a specific teaching/learning situation for which she would produce materials.

When she became acquainted with the teacher and class, Kathy began her diagnosis. The elementary students were studying sets in mathematics. As the teacher progressed through the unit, Kathy noticed that much of the explanation was verbal, with occasional blackboard work. Little was done to provide examples the students could see. And there seemed to be a need for additional materials, because some of the students had difficulty completing work the teacher assigned in class. Kathy and her cooperating teacher, decided to work out a set of manipulative materials the students could work with. Patterned after commercial materials,

a small pegboard, golf tees, and rubber bands were assembled as a "mini-math lab." By working out a series of audiotapes and a guide sheet to help students use the pegboard, the lessons became self-instructional. The cooperating teacher gave advice on building diagnostic pre-tests to determine which students should work on certain projects. And post-tests provided a measure of success--not only of the student's work, but of the lesson.



To make a final report on the 490E project, Kathy decided to produce a videotape of the students using her math packages. The 10-minute tape, she felt, represented more accurately the impact her materials made on the target class.



The next year, as a senior, Kathy enrolled in one of the elementary education special methods courses, El. Ed. 445. The content of this course is concerned with the teaching of social studies and language arts.

Because one of the assignments is the building of a resource unit, Kathy had a wide range of choices. In fact, the possibilities were so broad she had trouble narrowing the topic. Like many students, she found it helpful to visit the printed materials area of the Instructional Resources Center to get some specific ideas. As the locator chart indicates, a resource unit can be approached in a number



of ways. Checking curriculum guides, other resource units, and texts Kathy was able to identify the area she felt was most valuable. Not stopping with a lesson plan, she included a variety of media for teaching and learning. By checking the catalog collection, Kathy



was able to build an extensive list of films, filmstrips, tapes, and programmed instruction that her students might use in the unit. A small student manual, made with the dry mount press

and spirit duplicator, completed the materials.

With these experiences as background, Kathy felt well prepared for student teaching.

Although she returned to the Instructional Resources Center for occasional work during student teaching, she found support facilities in her school's media center to carry out projects similar to those she had completed in university courses.



Instructional Resources Center

TITLES OF SOME STUDENT'S TEACHING PACKAGES

<u>Subject</u>	<u>Grade Level</u>	<u>Behavioral Objectives</u>
Mathematics	12	Given the Pythagorean theorem, the distance formula and basic information about trigonometric functions, the student will be able to derive the laws of cosines and apply them to ten assigned problems with 85% accuracy.
Indian Warriors	6	Having heard the audio tape and seen the slide presentation, the student will write an essay on how the American Indian chiefs felt as a whole about being put on reservations and having their land taken away. In this essay he must show the negative feelings of the warriors toward their situation. The purpose of the presentation is to initiate thought on the Indian's view of his history.
Pedestrian Safety	2	After the students have been shown the stop lights and the traffic signs in class they will be able to do the color quiz accurately and should be able to recognize and respond correctly to four out of the five signs we will pass on our walk.
Home Economics	9	After presenting the lesson on retail cuts of beef, the student will be able to identify them by shape and appearance with 85% accuracy.
Agriculture	10	After discussing four ways to distinguish between kinds of weeds, the student will be able to name all four and apply them to explain the differences between any two weeds on a field trip tomorrow.
Geometrical Figures	3	Given a lesson on different Polygons, the student will be able to identify six geometrical figures with 90% accuracy.

Instructional Resources Center

MISCELLANEOUS OPERATING DATA

11/26/71

- Each year over 1200 students take Introduction to Educational Media, Ed. 305b
- 62 sections of the course were taught last year
- Over 5000 people each month pass through the Center
- Nearly 2500 elementary and secondary texts are available for student use
- All significant free materials found in Educator's Progress Service (over 3000 items) are on hand
- Catalogs from all publishers and media suppliers are on hand--about 3500 of them
- All major media locator services are used by students to identify media for teaching (Westinghouse Learning Directory, Educator's Progress Service, NICE Indexes, etc.)
- In a typical quarter --
 - about 75 students check out still cameras
 - over 200 slide sets are produced
 - about two dozen videotapes are made by students
 - every student makes at least one transparency, and produces material with the dry mount press and spirit duplicator
 - about 60 reams of paper are consumed as students prepare resource units and handouts for teaching
 - each student designs, produces, and presents a short lesson in his subject area, using at least 2 forms of media
 - about 1000 pamphlets and brochures are given away to students building teaching files

Instructional Resources Center

PROPOSED BUDGET

July 1, 1971 - June 30, 1972

Work Staff

100 hours per week	\$8000.00 total	
52 weeks	IRC 20	-----\$1612.00
\$1.55 per hour		

Service on Equipment

Air Conditioners-----	\$ 67.00	
Amplifier-----	234.00	
Thermofax-----	40.00	
"107" Copier-----	40.00	
A.B. Dick duplicator-----	90.90	
Elektrifiers-----	231.00	
Typewriters-----	70.00	
Miscellaneous (tape recorders, projectors, cameras, VTR's)-----	1200.00	-----\$1972.90

Office Supplies and Consumable Materials for Students

Stamps	
Letterheads	
Typewriter ribbons	
Marking pens	
Manilla folders and envelopes	
Cards for card catalog	
Book marking supplies	
Internal media - signs, etc.	
Ink, rubber cement, masking tape	
LeRoy pen replacements-----	\$2000.00

Permanent Software

Filmstrips	
Record-filmstrip kits	
Recordings; disc and tape	
Texts, workbooks, other non-free materials	
Curriculum guides	
Transparency originals-----	\$3500.00

Permanent Hardware----- \$150.00

Printing----- \$250.00

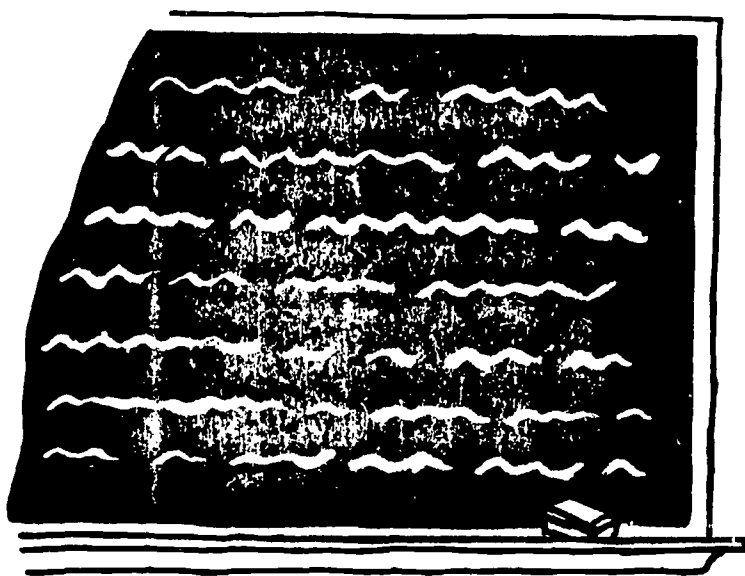
Travel----- \$165.00

Telephone----- \$300.00

THE EXPANDED INSTRUCTIONAL RESOURCES CENTER

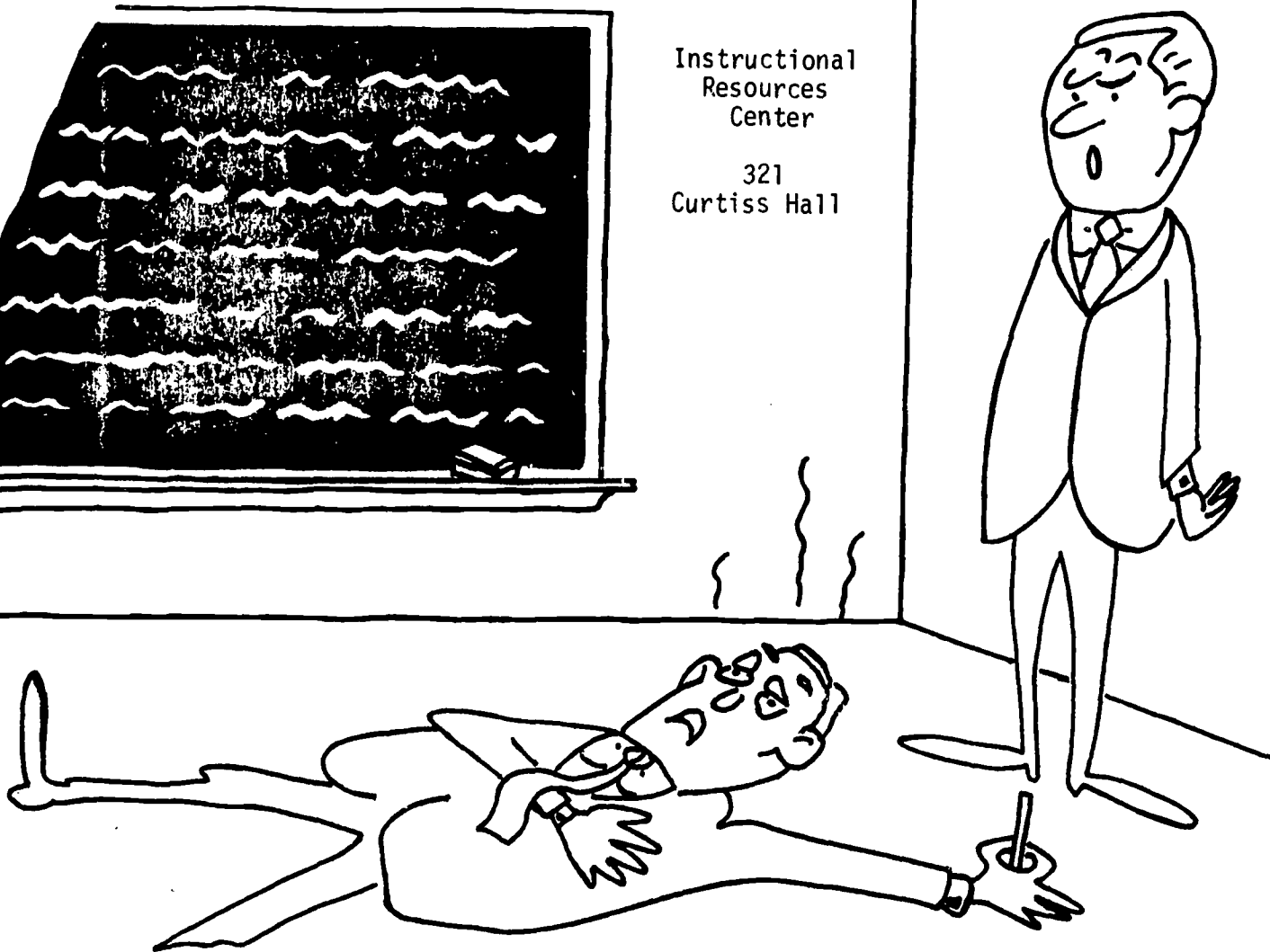
Room 319 DARK ROOM SLIDE COPYING COPY STAND	Room 320 DRY MOUNT PREPARATION	Room 321 FREE MATERIALS GIVE-AWAY SERVICE DESK	Room 322 GRAPHICS AND TRANSPARENCY PRODUCTION
Room 318 SOFTWARE PREVIEW CARRELS NON-PRINT SOFTWARE		Room 323 SELF INSTRUCTION AND PROJECT BOOTHS	
Room 317 PRINTED MATERIALS TEXTBOOK EVALUATION CURRICULUM GUIDES		Room 324 EQUIPMENT CHECK-OUT	
		Room 325 MICROTEACHING	
		Room 326 MICROTEACHING	

THE FOURTH R



Instructional
Resources
Center

321
Curtiss Hall



"EVER THINK ABOUT USING THE OVERHEAD, FRED?"

INSTANT FILM

Just add felt pen markings to a strip of clear 16mm film and you'll get something like this:



People of all ages seem to enjoy making films like these. They're used mainly to illustrate--visually--an abstract idea. Two vertical lines slowly closing in on a red dot, for instance, suggest the environment being encroached on by man. Or the cost/price squeeze. We've found creativity comes out of the woodwork all over the place when students get a chance to express themselves with instant film. Those who want to go "audio-visual" can add sound on the margin by applying black dots. For projection we tape the two ends of a 6' strip, making a loop. It'll play over 'n over that way. If you've got the students, we've got the film.

L--O--N--G TERM RETENTION

Learning it is one thing. Remembering it is something else. It's something else the IRC got involved

with when a recent team research proposal was funded. We're getting four study carrels and cassette/filmstrip units so that we can build audio-tutorial lessons. Subject: Tort liability. Subjects: Students in Industrial Education and Safety Education. Bill Wolansky, Lillian Schwenk, A. J. Netusil, A. Sherick, and Roger Volker make up the team.

FREE HELP

If you're running a summer workshop, special program, or just want your clientele to get tuned in on what's new in educational media, we'd be happy to help. The

IRC already has several "guest" appearances scheduled this summer for various teacher workshops. We're happy, too, to have these people use the IRC to make goodies.

INSTANT UPDATE Instead of hoarding all the notices of new hardware and software, we've been sending them to interested staff members. But we're sure we've missed some of you. If so--please give us a call. We want to be on the lookout for anything that might be of interest.

MEDIA AND MATRICULATION This spring we're selecting 10 students who might be interested in taking Education 490E, a special topics course in Methods of Teaching. They'll work with public school teachers, designing media packages that can be tried out within the quarter. It's a 3-credit course, and if you have any students who are interested, let us know. We've had a lot of enthusiastic response already.

PRINT--AFTER ALL Even though you may have heard that educational media is heavy in machinery and visual material, the fact remains that books are often the basis for all of it. That's why we're engaged in a massive effort to update the Library's holdings in media. Journals, reference works, and technique books are on our list. We also will start a vertical file in the Library for unbound materials. If your students have been asking for sources like these, they'll soon be satiated with all kinds of nice things. The IRC will continue to collect elementary/secondary texts, curriculum guides, etc.

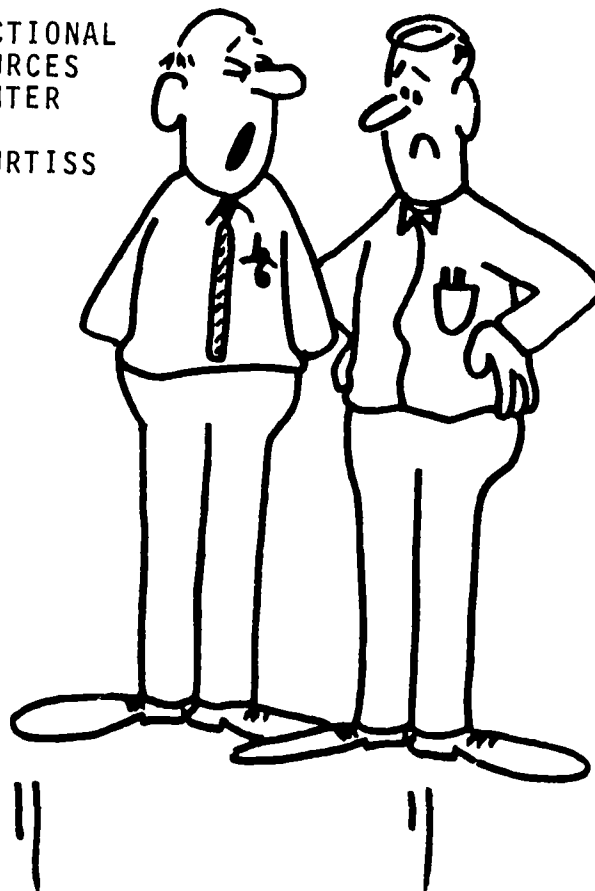
VISUAL LITERACY Kodak has produced a set of excellent filmstrip/record packages in the area of visual literacy. Good for both elementary and secondary teacher education students, these sets are in the Center, ready for critical appraisal:

- Making Sense Visually
- How Does A Picture Mean
- A Visual Fable
- A New Excitement in School Pictures

THE FOURTH R

INSTRUCTIONAL
RESOURCES
CENTER

321 CURTISS



"Maybe we're injecting a little too
much humor into this lesson?"

SEE-THRU MAGAZINES

A new piece of equipment we acquired recently produces transparencies like the sample at right. Practically any magazine picture will work, and this method is the only practical one, at present, to make full-color transparencies. We have instructions in the IRC for any students in Teacher Education who want to make transparencies for the overhead using this new method. If you're interested, stop in and we'll give you a free demonstration.



THE CHARTS

Our large chart rack, located near the service desk, has over 100 charts, posters, and large bulletin board-type items. These are classified in subject areas, so that students can see at a glance the gorgeous goodies they could use in teaching. Many posters have the address of the company that produces them. Your students can send for these free materials for the cost of a 6¢ postcard. Cheap!

Idea: Why not encourage some of your students to make a bulletin board display from materials like these. Might spark up your classroom, besides giving Teacher Education students practical experience in carrying out an activity that is vital in teaching.

WISH BOOKS

That's what you may call the ol' Sears 'n Roebuck Catalog but the term applies to media catalogs too. Our collection enables students to find out about practically every company and its educational products. Numbering over 3000, these catalogs must be used with a series of guides which we have. Without indexes, you'd spend hours trying to locate specific media at a particular grade level, in a certain subject area. Indexes? Read on, in the next section.

GUIDES TO THE WISH BOOKS

The main one is the EDUCATOR'S PURCHASING MASTER, a thick 2-volume set that indexes all major media and the companies producing it. Organized by subject and grade level, it tells you which catalog to peruse. Other guides we'll have soon include the WESTINGHOUSE LEARNING DIRECTORY (7 volumes) and the NICEM INDEX (National Information Center for Educational Media).

Idea: Assign students to the IRC to build resource units incorporating materials described in the catalogs.

GUIDES TO THE GUIDES

This is a commercial -- a pitch for our customized guided tours. Simply call us at 4-6840 to arrange a guided tour for your class, so we can point out how to use the indexed and catalog system. Takes us about 20 minutes to do the job. Your students will be grateful.

THE TEXTBOOK QUESTION

That's what we're asking these days. To bookmen: "Have you any texts?" To special methods instructors: "Which texts should we have?" Samples aren't free, as they once were. We'll either beg or buy, but we earnestly solicit your help because a number of our texts are getting out of date. If you know of some we should get, jot 'em down and send 'em over.

THAT OTHER PLACE

There is one, right here on campus. The name sounds similar, the functions are parallel, but they serve the entire faculty. We serve only students in Teacher Education. We're talking, of course, about the MEDIA RESOURCES CENTER in Pearson Hall. One of the nice things they've done is create a number of satellite centers where you can get an overhead, 16mm projector, or other hardware without having to traipse all the way across campus. If faculty members need help or equipment to facilitate instruction, their thoughts might well turn to MRC, at 4-1540.

MARKET FOR YOUR MAGIC

The Lansford Publishing Company, 2516 Lansford Avenue, San Jose, California 95125 makes this bold invitation:

"To encourage excellence in higher education, our company invites professors who have developed curriculum materials to submit them for review and possible selection for widespread offering to more than 250,000 professors in colleges and universities in the United States and Canada. A royalty is paid for materials accepted." Examples include:

- An illustrative model, with suggestions for classroom use.
- A series of transparencies for use with an overhead projector, with accompanying explanatory notes for each transparency.
- A series of slides, with accompanying explanations.
- A cassette or series of cassettes, with suggestions for classroom use.

INFORMATION FOR WORK STUDY STUDENTS

A WORD ABOUT THE CENTER---

Established in 1967, the INSTRUCTIONAL RESOURCES CENTER serves students in the Teacher Education program at Iowa State. Most of the students using our resources are juniors enrolled in the undergraduate media course, 305B. About 300 students take the course each quarter, and each produce about half a dozen projects in the CENTER. Nearly 1,000 students use the CENTER each week.

Our facilities include a collection of printed materials, such as texts, laboratory manuals, brochures, curriculum guides, student-made resource units (from 305A and 305B), transparency originals, atlases, encyclopedias, and catalogs.

We also have a number of production machines, for making transparencies, film loops, and dry-mounted materials. Students are encouraged to check out movie and slide cameras for producing teaching materials. They also use tape recorders, overhead projectors, and slide and film projectors for classroom presentations in other courses in the Teacher Education sequence.

While we have a number of requests from faculty members, the CENTER is primarily for the students in the College of Education.

THE NATURE OF YOUR WORK---

Jobs in the CENTER are many and varied. The printed material collection is continually upgraded. Cards for the card catalog are typed, and the books are spine-lettered with classification numbers. Pamphlets and brochures are stapled into manilla folders for the Lektrifiers. Some graphic work is done for charts, signs, and labels for our materials.

Supplies are sold to students in the CENTER. The Service Desk, just inside the door, is operated by our employees for this purpose. Also, this is the book-checking station, similar to that in the University Library. All outgoing students must present their notebooks, texts, and other carry-out belongings so that loss of CENTER printed materials is prevented.

Perhaps the most important aspect of your job is that of helping others. You may have noticed the photo essays and flow-charts posted near the equipment. These aids are designed to allow beginning students to make teaching aids with a minimum of extra help or instruction. But often students need assistance, especially the first time. Those who work in the CENTER must be able to assist students who have difficulty using the equipment. One of your first tasks, then, will be to learn about the equipment yourself, so

Work Study Information - cont.

- 2 -

that you can help others. Evaluations of your effectiveness on the job will be based partly on your ability to work with students who use the CENTER.

YOUR ROLE AS "RESOURCARIAN"---

Since we have several thousand items of printed material, in addition to a number of production machines, students often have trouble finding the appropriate materials. The creation of a teaching unit in English, for example, might draw on texts, brochures, catalogs of teaching materials, film lists, transparency originals, and audio tapes. Students may wish to use these resources to make transparencies, slide sets, film loops, or video tape recordings. Although we have a card catalog, a guidebook to the INSTRUCTIONAL RESOURCE CENTER, and a room map, these sources often do not have all the answers. It becomes the task of the work-study student to help students find materials appropriate for constructing units.

One of your early responsibilities, will be to learn where these resources are located. In addition, you will need to learn how to operate the production equipment listed below. The full-time personnel in the CENTER will help you.

1. LeRoy lettering set
2. Dry mount press
3. VariTyper headliner
4. Thermofax machine
5. 3M "107" machine
6. Audiotutorial lessons
7. Sawyer Rotomatic slide projector
8. Movie projectors
 - a. Kodak M100 Super 8 projector
 - b. Kodak Analyst
 - c. Graflex 16mm
 - d. Bell & Howell
 - e. Kodak Ektagraphic Super 8
 - f. Technicolor 810 film loop projector
 - g. Bolex Super 8 projector
 - h. Kodak Pageant
 - i. Moviola film reader
9. Overhead projectors
10. Opaque projector
11. Record dubbing station
12. Ditto machine
13. IBM Selectric typewriter

THE CHECK-OUT POLICY---

Hard-bound texts may be checked out overnight, from 4:00 PM to 10:00 AM. Our philosophy is such that we believe the printed materials are most useful when they can be laid out for comparison and evaluation. If large quantities

Work Study Information - cont.

- 3 -

are checked out for extended periods of time, it would not be possible for anyone to make an across-the-board comparison.

The current check-out policy for printed material is posted above the check-out slips, on the card catalog. The fine schedule for late materials is similar to that of the University Library.

Lektriever material, transparency originals, and other loose materials may not be checked out.

Equipment such as cameras, overhead projectors, and other miscellaneous items are to be checked out **ONLY** by full-time personnel. Work-study students can not accommodate anyone who wants to check hardware in or out.

STUDENT HELP INFORMATION

Fall 1971

Hours

Sign up for only as many hours as you know you can work. Fifteen is the maximum number of hours and we try to stick to 10 hours as the minimum. Write on secretary's calendar if you are absent. Be sure to call in and let us know if you can't make it to work for some reason. You will not be able to make up hours that you have missed. The time you are expected to arrive and leave will correspond with the times the classes start and end. If you work for more than one hour at a time you are entitled to a ten minute break per hour. Do not use your breaks to leave early or come late. If you are working during the noon hour, take a 10 minute break to eat your lunch.

Working Vacations, Quarter Breaks, or Holidays

You will be notified whether or not you can work during these times. Sometimes you may be able to work as much as 40 hours per week during these times.

Raises

Raises will be given as seen fit and as the budget allows.

Work-Study Status

Check with the Student Finances Office at least once each quarter to be sure of your status on work-study and also to be sure your money allotted to you is not running too low.

Privileges for Personnel

May check out equipment for personal use. Any supplies used must be paid for but you may purchase them at the wholesale price.

Using the Center on Your own Time

If you are in the Center on your own time use it as any other student does. Do your studying in the library and do not disturb the other staff in the Center.

Cleaning

There will be a smock available to cover up your clothes when doing dirty work. If we anticipate a great deal of dirty work, we may advise you in advance to wear grublies.

Storing Personal Items

There is a place reserved for your books and purses to be stored while you are working.

Staff Identification

Each of you should wear a tag with your name on it. These tags are available in the Center.

Eating in Center

There is no eating, drinking, or smoking allowed in the Center of either personnel or students, except in a room so designated during your break periods.

Blue Information Book

This book contains general personnel information, the room maintenance check lists, and the instructions for processing software.

Work Priorities

Your duties here in the Center in their order of importance are:

1. Sit at the service desk
2. Assist students
3. Room maintenance
4. Special and general assignments from Mr. Braught which you will find in your pocket that has your name on it.
5. Assist staff members with special projects for IRC or associated courses

Sitting Desk

One person is assigned to sit at the service desk each hour. This person should not leave the desk for any reason. If a student asks you for help refer him to another of the Center staff, or assist him as best you can with verbal instructions.

Check each person's books and briefcases as they leave the Center.

Sell supplies. Accept checks only if made out to Iowa State University and only for the exact amount of their purchase. Each student must pay for the materials when he receives them as no charging is allowed unless a special situation is evident. In this case Dr. Volker, Mr. Braught, or Jane will notify you of such a situation. If a student has used materials and finds he does not have enough money to pay for them, hold the materials until such time as he comes back with the money. Do not record anything on the sales sheet unless you actually receive the money. Have each student initial the sheet for his purchases. We do not make any refunds. If you find that a large number of bills have accumulated in the cash tray, put some of them in the grey box that we lock the cash up in. If you are the last person to sit desk at the end of the day, make sure the cash box is locked before you leave.

Sitting Desk (cont.)

Become familiar with our check-out system for books. We do not check out Lektriever materials or encyclopedias. We accept no excuse for not having books back on time. We do not check out books before 4 o'clock unless someone needs them for a certain class and then they may keep them out only for that class period.

Processing Lektriever Materials

Staff will categorize the materials and you will be responsible for attaching them to folders and filing them in the Lektrievers.

Processing Books

Books are recorded on "Books Received Lists", cards are typed for them, and they are then lettered and stamped.

Reshelving Library Materials

Make sure books and Lektriever materials are in order as you file them away. Fill out a slip stating how many books and etc. you file away.

Room Maintenance

There is a list in the Blue Information Book of the jobs to be done in each room. When there are two workstudy members on duty simultaneously, one should remain at the desk, the other reshelve materials, do room maintenance, and perform special or general tasks.

Errands

You will frequently be asked to run errands to various places on campus.

Training on Running Machines and Equipment

After the first couple of weeks of your employment at the Center you should be able to run the following machines:

Thermofax machine	Record-to-tape dubbing equipment
"107" copy machine	Copy stand camera
VariTyper headliner	Tape recorders
Selectric and Manual typewriter	
Opaque projector	
Ditto machine	
Dry mount press	
Slide projectors	
Movie projectors	
Overhead projector	

Helping Students Run Machines

You may replace ruined materials if it was the fault of the machine or your own fault it was ruined. If it was due to the student's own carelessness they must replace the materials themselves.

Selectric Typewriters

Two Selectric typewriters are here for student use. You should change the typing heads for the student as they break easily if not put on correct.

Replenishing Supplies

Make sure folders at sales desk are always full. If you start the last box of a certain supply, leave Jane a note so she can reorder.

Uses of Library

There is to be no graphic work done in the library. No liquids may be used in there; this includes rubber cement, Applicolors, Sno-Pak, and sprays of any kind. Direct the student to a work table in one of the other rooms if he wishes to do this kind of work.

Equipment Check-out

The workstudy help should not check out any equipment for any reason. The student wishing such equipment should be directed to Dr. Volker or Loran Braught, and if neither of them are in the Center, Jane can check out equipment. Check in equipment only if Dr. Volker, Loran, or Jane are not here. Then get the person's name and keep close watch on the piece of equipment until someone comes who can lock it up in the cabinet.

Assisting Staff

You will, at times, be asked to assist the graduate assistants in projects they are doing for the Center. You are not required to do personal work for them or anyone else unless you want to do it on your own time.

Answering the Phone

Answer the phone by saying "Instructional Resources Center". Be tactful in informing the caller that the party they wish to speak with is not in. Do not say "he is gone and I don't know when he will be back." or "he isn't back from lunch yet." Simply say that the person is not in at the moment and ask if you can take a message or have the person call back. If the caller asks when the person will be back, tell them if you know, otherwise estimate a time and say "he may return before 5." or whatever time you think. Just don't make it sound like the person they are calling is running personal errands or just loafing.

Continuing Work on a Special Project

If you must leave before you complete a project that has been assigned to you, put it in a safe place so no one else will bother it. If the person who comes in next could go ahead and work on it, leave complete instructions on how to complete the project.

Work Chart

There is a chart worked out so you will know what job you are suppose to do during the hours you work. It assigns a certain person to sit at the service desk and to maintain the rooms. Those whose names do not have a specific job with it should check with Mr. Braught for any special projects he may have. Also remember the "work priorities" listed on page 2.

Suggestions

Any suggestions you may have for more efficient use of the work force and for more efficient use of the Center will be appreciated. Submit them to Mr. Braught, who is always your first contact on Center matters.

Workstudy Meetings

Only rarely will there be meetings scheduled for all workstudy personnel to attend. If such meetings are called by Mr. Braught, you will be paid for attendance and should make every effort to attend.

WORK STUDY PERSONNEL 3 BE'S

9/8/71

1. BE RELIABLE. All work study personnel are paid by the hour for an hour's service at assigned periods when the staff depends on your commitment.
2. BE SELF-ACTUATING. Although you may be given specific tasks at times, there are always many small needs (i.e. - cleaning, shelving materials, replenishing supplies, processing new software, etc.) to fill the moments.
3. BE CONSIDERATE. Students deserve a pleasant, understanding reception at IRC, and faculty have many demands on their minds both at the Center and after hours (they are not paid by the hour). Team work sometimes requires a maximum effort.

IRC has been a pleasant place to work for all of us and we have demonstrated a good justification for pride in our department. Much of this is due to the excellent service of individual work study personnel. Any time you have questions, need help, or have suggestions on how to improve the work study service at IRC, I will be available to you. This year Dr. Volker has asked me to work with work study personnel, which I consider a privilege and a pleasure. Help me keep it pleasant for you also by using my sincere offer to help when needed.

Loran