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ABSTRACT

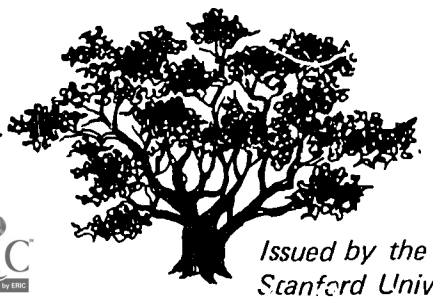
Abstracts of 37 documents recently input to the Educational Resources Information Center (ERIC) are compiled in this report. These documents were selected as being among the most significant of those dealing with the effective use of media in innovative schools and because they were of special interest to district level administrators, curriculum supervisors and media specialists. Reports dealing solely with computer assisted instruction are not included because this topic has been dealt with separately in a recent publication of "The Best of ERIC: Recent Trends in Computer Assisted Instruction" (ED 076 025). The documents are grouped into the following categories: elementary and secondary education; higher education, including community colleges; adult education; and developing countries. Each annotation contains an abstract of the document and information on its author, source, ERIC ED number or journal citation, and price. Also included are some hypotheses which seek to explain the causes for the apparent decline of innovative media programs and some suggestions about how to improve the reporting of such programs. (PB)

An ERIC Paper

THE EFFECTIVE USE OF MEDIA IN INNOVATIVE SCHOOLS

by Dr. Richard B. Lewis
Emeritus Professor
San Jose State University

October 1973



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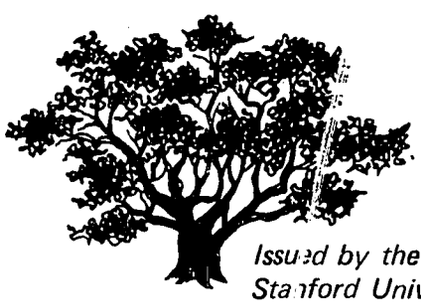

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INTRODUCTION

[Dr. Lewis is Emeritus Professor of Education and Director of Audiovisual Services at San Jose State College.]

The abstracts presented here represent the best of ERIC (Educational Resources Information Center) documents on the effective use of media in innovative schools. The focus and emphasis in choosing these abstracts has been on what is being done—and how. For that reason, research studies have been excluded unless they are directly related to an active program.

The abstracts are grouped into the following categories: Elementary and Secondary Education (12); Higher Education, including Community Colleges (16); Adult Education (3); and Developing Countries (6). This last category was included for its possible implications for educators in North America, as well as for those interested in programs overseas.

Documents were chosen especially for district-level administrators, curriculum supervisors and media specialists. However, teachers interested in the innovative use of media will also find them of value.

Reports solely on computer assisted instruction have not been included because of the recent publication of *The Best of ERIC: Recent Trends in Computer Assisted Instruction* ERIC Clearinghouse on Media and Technology, April, 1973.*

A computer search of the ERIC (Educational Resources Information Center) data bank produced nearly all of the abstracts included here. Besides descriptors on media utilization, terms concerning innovation and experimental programs were used. The 37 abstracts presented here, then, are the best of those classified as innovative or experimental by the ERIC system.

Undoubtedly, there are many more examples of effective use of media in education throughout the country. If so, there is great need for sponsors of such programs to insure that reports are published which can be of encouragement to teachers and administrators and which can provide guidelines based upon practical experiences in the uses of media in instruction.

To improve reporting of such programs, we suggest the following:

- The national government might sponsor limited programs to seek out and report innovative programs with media; means may be regional centers or college and university programs in instructional technology or librarianship.
- Graduate study programs in colleges and universities could design and conduct area surveys and prepare or encourage preparation of reports.

As it stands today, however, if the ERIC data banks are any indication, there are few innovative programs in progress in this country. This may mean that the many projects started with vast amounts of money invested by governments and foundations during the 1960s caused scant carryover to permanent programs when helping hands were withdrawn.

Or it may mean that, as discussed above, innovative projects are simply not being reported upon. There is some indication that numerous programs are being initiated in the United States and Canada. Two rather extensive programs are, for example, the Hawaiian English Program and the Province of Alberta Videotape Duplication and Circulation Project. And numerous school districts as well as institutions of higher education ARE adopting or adapting innovative approaches to instruction using media.

The sparsity of references available today may be from several causes, including:

- Economic and social pressures on institutions and school systems have diverted attention from innovative practices, especially those with costly media.
- Because of fears of far-reaching changes in organization for instruction and implied changes in personnel roles—many of which may seem unattractive to incumbents—permanent adoption and adaptation of innovative approaches to instruction have been frustrated or ignored.
- Many innovative projects may have been instituted and may now be in progress, but lack of time or confirmed results, or other concerns, may have discouraged project reports.
- And perhaps publications of important and useful programs may exist in some form, but have not found their way into sources used by ERIC.

It is hoped that sponsors of innovative programs involving instructional media who read this publication will consider adding their reports to the ERIC system as well.

* * * *

This paper was commissioned and published by the ERIC Clearinghouse on Media and Technology, located in the School of Education's Stanford Center for Research and Development in Teaching.

*Available for $1.50 from: Box E, School of Education, Stanford University, Stanford, California 94305. Checks must be included with orders. Also available from the ERIC Document Reproduction Service as ED 076 025

ORDERING INFORMATION

To order documents from the ERIC system, note the listed price and enclose a check for that amount to ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. Always order by ED number. Individual Clearinghouses cannot fill these requests.

In the case of documents not available from ERIC, ordering information is included, where possible.

Citations with EJ numbers are from various journals. They are in the ERIC system, but not available through ERIC. Further information can be obtained directly from the journal citation.

ELEMENTARY/SECONDARY SCHOOLS

An Experiment in Independent Foreign Language Study. ED 037 135.

John F. Bockman, Arizona University, Tucson, Department of Romance Languages, 1970, 4 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

A two-part experiment seeks to determine the practicability of independent foreign language study using programed materials as a mode of instruction for a limited number of secondary school students of high ability. Discussion of additional objectives, methods, materials, and student attitudes reveals that the process of programed learning combined with the process of self-evaluation provides sufficient motivation to merit the continuation of the program. Modified objectives for part two are discussed.

"Countdown to the 70's." Occupational Information for Upper Elementary and Middle Grades. ED 059 364.

Florida State Department of Education, Tallahassee, Division of Vocational, Technical and Adult Education, 1971, 179 pages. EDRS price microfiche 65c, Xerox hardcopy $6.58.

An innovation approach to teaching elementary and secondary students about the world of work was developed under ESEA Title III funds in Atlanta using 39 television programs. This program guide was adapted from the Atlanta program for use in Florida schools. Although it is built around the 39 films, most of the information will be useful to the teacher or curriculum writer in the present form. Each unit represents an occupational area, such as employment opportunities in hospitals, education, banking, or major industries such as petroleum, textiles, or newspapers. For each occupational area, specific jobs are defined according to duties, personal qualifications and training. Thus for the unit covering education, the specific jobs of principal, teacher, teacher aide, custodian, cafeteria manager, secretary, counselor, librarian, library aide, maintenance mechanic, and statistician are outlined. Suggested supplementary activities, a glossary of related vocabulary terms as listed in each unit, and recommended references are included.

Computer-Assisted Instruction: Status in Pennsylvania. ED 049 610.

Keith A. Hall, Pennsylvania State University, University Park, Computer-Assisted Instruction Laboratory, 1970, 18 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

Three characteristics of computer-assisted instruction (CAI) make it suitable for individualizing instruction: adaptive response by the student, continual evaluation of the student's responses, and adaptability of instruction to the individual's responses and his achievement levels. CAI systems are being used for laboratory computing, record keeping and retrieval, simulation, and tutorial instruction. CAI is difficult to compare with traditional instruction because of differences in objectives and techniques. Still, CAI has been shown to teach a comparable amount of material with a considerable time saving. However, use of CAI requires quantities of suitable curricular materials which have not been available. Cost effective use also requires after school use of facilities for adult or inservice teacher education and administrative applications which would utilize night hours. Five institutions in Pennsylvania have been concentrating on various aspects of CAI research and development. The Learning Research and Development Center (University of Pittsburgh) has focused on systems software and student terminal development, while Pennsylvania State has been concerned with curriculum development and implementation. Three school districts in the state are oriented toward the classroom application of computers.

More About Creative Education in the Early Years—Film Presentations. EJ 057 048.

Journal of Creative Behavior, Vol. 6, No. 1, pages 31-40, 1972.

This article describes several film series on British Creative Education made by Eileen Molony for the BBC. These series are available from Time Life Films, BBC Educational 16mm Section, 43 West 16th Street, New York, New York 10011.

Instructional Technology and the School Administrator. Final Report. ED 044 789.

Stephen J. Knezevich and Glen G. Eye, editors, American Association of School Administrators, Washington, D.C., 1970, 143 pages. EDRS price microfiche 65c, Xerox hardcopy not available. Available in original form from American Association of School Administrators, 1201 Sixteenth Street N.W., Washington, D.C. 20036 for $6, with quantity discounts.

A special committee on technology and instruction, appointed by the AASA in 1967, reviewed the literature on instructional technology and visited the experimental and developmental work being done in the area. This document presents the committee's report to the profession on

the promises and immediate possibilities of the new technology. The contents focus on technology as a systematic approach to practical problems. Seven chapters incorporate a review of interesting and meaningful issues in instructional technology, provide a description of its current status, identify recent and significant innovations in the teaching or learning process, examine the existing evidence based on research or experience that supports newly developed techniques and approaches to instruction, and appraise the validity of claims for instructional innovation.

A Multi-media Approach to Humanities. **EJ 047 557.**

Norma Montemuro, *English Journal*, Vol. 60, No. 9, pages 1228-1230, December 1971.

This article discusses the growth, development, and problems encountered in a high school English Department pilot project set up to teach three eight-week humanities units, without the aid of outside resource people, or music and art teachers. A wide variety of media and activities was used.

News from NCET (National Council for Educational Technology). Summer 1969.

National Council for Educational Technology, London (England), 1969, 18 pages. Available from Director, NCET, 160 Great Portland Street, London W1 (England) for 25c.

The National Council for Educational Technology prepared this booklet to familiarize teachers with the Council and some of its work. Very briefly described are some of the projects of NCET dealing with: young children from deprived homes, mathematics, a comprehensive catalog of instructional materials, a subject catalog for physics, information organization, copyright difficulties, computers and other educational equipment, finance, and resource centers. The Council is also working on courses in educational technology and the use of audiovisual aids in colleges of education. The booklet lists the Council members and sources of further information.

Innovative Practices in New England Schools. **ED 044 331.**

New England Educational Assessment Project, 1969, 64 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

The New England Educational Assessment Project was designed to conduct assessments of activities which provide resources for decision-making focused upon current state and regional problems in education. Nine innovative practices that may indicate the nature of educational change in the 1970's were selected from the many excellent projects in New England. Each State Department of Education was requested to submit projects for consideration. The criteria for selection by the assessment committees included: evidence of deliberate planning, an awareness of existing programs, utilization of resource people, efficiency, nature of the change, potential impact of the strategies on the recipients, and the probability of adoption. These have been carefully examined by qualified teams. On-site project visitation and intensive group and individual interviews were used to gather data on each project from project directors, administrators, teachers, and pupils in each school visited. Studies by Richard Carlson and Owen Kieman, and Henry Brickell on educational change processes were used as guides. The projects are described and evaluated in this report as a resource for those concerned with innovations in school administration and organization, curriculum, and the use of technology in the classroom.

A Consumer's Guide to Educational Innovations.

Mortimer Smith and others, Council for Basic Education, Washington, D.C., 1972, 99 pages. Available from the Council for Basic Education, 725 Fifteenth Street N.W., Washington, D.C. 20005 for $2.50.

Over 35 educational innovations—instructional, organizational, and financial—that have been proposed for American elementary and secondary schools in recent years are briefly reviewed. Innovations are listed in alphabetical order, described, and, where possible, evaluated. A few significant titles are provided for those who wish to explore a subject further. The innovations examined range from accountability, alternative schools, and Black English, to Individually Prescribed Instruction, open classrooms, merit pay, and middle schools. The book is addressed primarily to parents, but should also be of help to school board members, teachers, and administrators.

The National Program in the Use of Television in the Public Schools—Revisited. **EJ 057 079.**

Robert R. Suchy, *Educational Television*, Vol. 3, No. 12, pages 12-14, December 1971.

The directors of 14 of the institutions that participated in the national program in the Use of Television in the Public Schools answer questions designed to determine if the project still has any significance and whether the project's effects are still being felt in each institution.

The New Instructional Technologies: Are They Worth It? **ED 058 498.**

Sidney G. Tickton and Sherwood Davidson Kohn, Academy for Educational Development, Inc., Washington, D.C., 1971, 110 pages. EDRS price microfiche 65c, Xerox hardcopy $6.58.

Two authors discuss educational technology innovations, costs, and effectiveness. Sidney Tickton summarizes the Commission on Instructional Technology report of 1969-70 and new data highlights from the present study. He recommends that government agency sponsors of technology projects demand cost and result information and comparative studies with other systems presenting identical offerings. Sherwood Kohn sets forth the study objectives: (1) probe further into educational technology cost, and (2) attempt to assess potential benefits and costs of educational technology innovations. Mr. IKohn relates that the costs of educational TV, computer teaching techniques, and audiovisual aids were reviewed; the results of technological innovation in "con-

trolled" environments and in disadvantaged and experimental schools examined; and the effect of new educational tools and techniques on productivity determined. Data were gathered from consultations with over 50 authorities, polls of 90 educational TV stations and 50 State education departments, searches at ERIC centers for new reports on instructional technology, and from analysis of reports published by local school units. Data revealed that TV and computers, because of their cost effectiveness promise, are being accepted as teaching tools in crucial areas, and that there exists a deeper understanding and a greater use of technology by educators with a corresponding change in emphasis from teaching to learning and from mass to individual instruction.

Thinking Before Language? A Symposium: 2. A School For Thinking. EJ 050 200.

Harry Wachs and Hans G. Furth, *Childhood Education*, Vol. 48, No. 5, pages 252-255, February 1972.

The authors challenge proponents of informal "open classrooms" as well as of traditional school organization.

COLLEGES AND UNIVERSITIES

Current Trends in Computer-Assisted Instruction. EJ 066 341.

John R. Allen, *Computers and the Humanities,* Vol. 7, No. 1, pages 47-55, September 1972.

This article lists major developments in the use of computer programs that apply to education and presents computer methods that will supplement teacher instruction.

Evaluation of General Chemistry Slide/Audio-Tape Programs. ED 066 124.

Roger D. Barry and Robert A. Carter, Northern Michigan University, Marquette, Institutional Research Office, 1972, 10 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

This document presents an evaluation of an instructional system to assist students in the general chemistry course. The materials include a series of 16mm sound motion picture films that outline the required laboratory experiments, slide/tape programs for individual student use designed to teach the student how to analyze and draw conclusions from the laboratory data for each experiment, similar slide/tape programs covering many of the lecture topics, and an instructional booklet that contains sets of problems and learning exercises related to lecture topics and an outline of each laboratory experiment. Four major points can be cited as a result of the evaluation study: (1) the achievement of students who used the slide/tape programs was superior to the achievement of those who chose not to use them; (2) for those students who used the materials, achievement tended to increase slightly as the amount of time devoted to the slide/tape programs increased; (3) a slightly higher proportion of low than high ability students chose to use the slide/tape materials; and (4) lower ability students who chose to use the materials tended to spend slightly more time on them than did high ability students.

Maine Tries A New Way. . . . EJ 057 052.

Philip J. Brockway, *Journal of College Placement,* Vol. 32, No. 4, pages 52-57, April-May 1972.

The article describes an experimental approach to the use of video tape, making it a prescreening tool for employers who don't visit the campus.

Simulation in Preparing School Personnel. ED 036 470.

Donald R. Cruickshank and Frank W. Broadbent, ERIC Clearinghouse on Teacher Education, Washington, D.C., 1970, 51 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

The purpose of this state-of-the-art paper is to provide an overview of simulation ("a representation of several variables in the same arrangement as they occur in a particular natural or artificial system"), particularly as it relates to the professional preparation of school personnel. After distinguishing between "simulation" and "simulation games" (the primary, although admittedly tenuous, distinction being that the latter usually involves interpersonal or team competition), the authors summarize simulation-based practice and theory under the following headings: (1) the design and development of instructional simulation in professional education, (2) the uses of instructional simulation in professional education (which includes both general uses and specific examples), (3) some issues to be resolved (which identified 11 controversial areas), (4) advantages of simulation, (5) disadvantages of simulation, and (6) questions in need of research. Underlying the presentation is the recognition that, although the use of simulation as a training methodology is becoming increasingly widespread and has considerable educational potential if properly designed, utilized, and evaluated, a great deal of research remains to be done if the effectiveness of the technique is to be empirically validated and educationally proven. A 130-item bibliography is included.

Man and Environment and the TV College. EJ 065 955.

Betty Garnet and Maurice Thompson, *Community and Junior College Journal,* Vol. 43, No. 3, pages 14-16, November 1972.

As its first contribution to instructional television, Miami-Dade Junior College (Florida) has produced 30 half-hour documentaries on social themes for a 2-semester course.

Computer Facilities for Instruction in Small Colleges: Final Report Summary 1968-71. ED 068 065.

John W. Hamblin and Bruce K. Alcorn, Southern Regional Education Board, Atlanta, Georgia, 1972, 94 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

In August 1970, the National Science Foundation funded a program to study the advantages and disadvantages of low-cost, mini-computers as instructional devices in ten small colleges. A case study of each institution presents: a description of the institution and its computer facilities, a year by year narrative of experiences while participating in the program, and some graphic data about use of computers on the campus. The small colleges involved in the experiment have demonstrated that a computer facility can be used to considerable advantage in the instruction process. The students and faculty alike are highly enthusiastic about the uses to which the computer can be put. The successful utilization of computer facilities on a college campus is to a great extent dependent upon the leadership, enthusiasm, and outlook of the personnel in charge of such facilities. In fact, personnel seem to be more important than size, type, or even reliability of the facility.

New Approaches in the Teaching of Psychology: An Annotated Bibliography. EJ 067 162.

James Hartley, *Bulletin of the British Psychological Society,* Vol. 25, No. 89, pages 291-304, October 1972.

Included among the new approaches to teaching and to learning are the programed courses in psychology (and other subject disciplines) currently popular in the United States and

Canada. Papers on programed courses comprise Section One of the bibliography; Section Two deals with papers offering a degree of student choice; and Section Three lists textbooks of general interest in this area.

Influencing Human Interaction. ED 065 793.

Norman Kagan, Michigan State University, East Lansing, Michigan, 1972, 206 pages. EDRS price microfiche 65c, Xerox hardcopy $9.87.

This manual implements a method which appears to be more reliable and more efficient than traditional methods for achieving some of the more complex objectives in the education of mental health workers. This study used the method of videotape instructions, demonstrations, and exercises. The general overall purpose was to help the worker become a better listener and a more effective communicator. In other words, the expectation was that the worker would become more deeply involved and respond to another in such a way as to encourage that person to go further, to explore deeper, to cooperate and to change. The program is divided into seven units. Unit I acquaints the subject with specific response modes of effective interviewer communication. Unit II provides stimulus material to help increase sensitivity to the client. In Unit III the listener reviews his/her own interview behavior. The fourth unit teaches the enquirer role. Unit V places the listener into hypothetical feedback situations. Unit VI deals with techniques for changing the counselor-client relationship. Finally, the last unit is a summary and theory unit.

Britain's Open University: A Report to the Task Force on External Studies at the University of Pittsburgh. ED 066 920.

Esther Kitzes and Helen Knox, Pittsburgh University, 1972, 97 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

The Open University (OU), an advanced multimedia instructional system, was established by the British government to provide university and professional education to those with the ability to continue their education by study in their own time, and particularly to those who could not otherwise obtain education at a university. This overview describes the purposes and methods of the OU in its introduction, and then concentrates on individual aspects of the university in subsequent sections. The first section describes the responsibilities and philosophy of the vice chancellor of the OU and provides more details about the students and administration. A chapter on television and radio discusses the OU's fairly extensive use of these media for instructional purposes, providing information on expenses, broadcasting schedules, and how students and faculty use these media The objectives of the OU are defined in the next section, and then a section on course production in conjunction with the specified objectives is presented. The OU's study centers, library facilities, summer sessions, testing procedures, and costs are discussed in the next few sections, and a chapter on OU's students concludes the report.

Test Pattern; Instructional Television at Scarborough College, University of Toronto.

John A. Lee, 1971, 124 pages. Available from University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 for $7.95.

Scarborough College of the University of Toronto was the first North American college planned from its inception for television. Closed-circuit television was fully integrated into its physical fabric and academic program. Videotaped lectures, backed up by small group discussions, were to replace many live lectures. The plan was calculated not only to bring the best lecturers available to all students, but to save the taxpayers about one million dollars a year. The savings have not resulted; new questions of academic rights and copyright have been raised; and the value of television as a replacement medium is left in doubt. Among the reasons for the lack of success of this experiment were: insufficient enrollment for the program to be cost-effective, poor planning in many areas, increasing doubt about the lecture as a tool of education, and personal conflicts. Especially important was the failure of professors to realize that television made new demands on them; they could not simply recite their lectures to a camera. Teachers' and students' attitudes towards the experiment are summarized.

The Office of Educational Development: A Case Study in the Coast Community College District. ED 051 811.

Bernard J. Luskin, Coast Community College District, Costa Mesa, California, 1971, 23 pages, paper presented at the National Conference on Educational Development in the Community Junior College, University of California, Los Angeles, July 1971. EDRS price microfiche 65c, Xerox harecopy $3.29.

The Office of Educational Development at Coast Community College District (California) is a unit in the administration to facilitate and motivate the improvement of instruction in the several colleges. The Office provides a service function while the colleges of the district remain autonomous in the program development. Technical expertise is provided by the Office in obtaining information and in counseling. It supports the development and evaluation of instructional programs, and encourages faculty who are undertaking innovative projects. Although specific responsibilities of the Office and the various personnel are given, it is stressed that overlapping responsibilities and sharing of work load are part of the operational pattern. Activities of the Office include: program exploration and development, in-service training, institutional research, reimbursed projects, communications, creative relationships, special programs, and coordination of instructional technology.

Simulation in Counselor Education. ED 056 329.

Thomas V. Miller, Toledo University, Ohio, 1971, 8 pages, paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, New Jersey, April 4-8, 1971). EDRS price microfiche 65c, Xerox hardcopy $3.29.

Simulation should be a principal feature of a counselor education program. Simulation is a controlled representation of a real situation. In a systematic counseling training program, emphasis is placed on the establishment of instructional objectives and the use of simulation experiences to reach these goals. Instructional objectives are prepared following Mager (1962) which include conditions, terminal behavior, and criteria. The levels of simulation of reading and listening, modeling, practice experiences and role playing, and supervised experience are used to develop each of these counselor skills. The use of simulation in a systematic training program is carefully planned and presented to the trainee as an instructional package for the mastery of a specified counselor skill.

Instructional Technology in an Innovative Program of Preservice and In-service Laboratory Experiences. ED 067 376.

Northeast Missouri State College (Entry for the American Association of Colleges for Teacher Education 1972 Distinguished Achievement Award), 1971, 81 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

A Teaching Skills Center, developed at Northeast Missouri State College, provides a program of early professional laboratory experiences for all elementary and secondary education majors. The program includes four components: audiovisual utilization, instructional materials preparation, microteaching, and actual school experience. Each training component includes a sequence of low-risk, performance-oriented experiences designed to heighten the prospective teacher's readiness for the high-risk challenges of student teaching. The audiovisual laboratory provides training to enable students to use audiovisual equipment skillfully. The training sequence of the microteaching laboratory stresses performance competencies in specific teaching skills such as motivating and reinforcing, introducing and closing lessons, developing lessons, obtaining and maintaining attending behavior, analyzing and managing interaction, and making assignments. Description of the facilities for the program as developed and operated, and evaluative remarks are included.

Audio-tutorial Equipment in a Beginning Chemistry Laboratory. EJ 064 285.

Elizabeth P. Rogers, *Journal of College Science Teaching*, Vol. 2, No. 1, pages 45-46, October 1972.

This article describes briefly the auto-tutorial instructional program for beginning chemistry students who do not have sufficient backgrounds in the subject. The program has become a part of the laboratory course and supplements lecture materials.

A Time of Change—Three Years Later. EJ 065 956.

Ron Slawson, *Community and Junior College Journal*, Vol. 43, No. 3, pages 19-20, November 1972.

The proficiency of Santa Fe Community College (Florida) in multi-media presentations is discussed in terms of their facilities, equipment, instructional use, and course offerings for media specialists.

Lower Columbia College Mathematics Laboratory. EJ 040 999.

Richard Spangler, *Two-Year College Mathematics Journal*, Vol. 2, No. 1, pages 27-31, Spring 1971.

Since the lecture-discussion method is considered to have numerous shortcomings for teaching mathematics to groups of individuals, a Mathematics Laboratory at Lower Columbia College (Longview, Washington) provides independent study, programed mathematics courses. Use of teacher substitutes (programed texts, filmstrip viewers, tape recorders, audio-scan projectors) permits teachers to help students as required on an individual basis. Students work each at his own rate of speed and take time as required to complete courses. Mini-courses are provided for remedial work. Increasing numbers of students are accommodated with limited increase in staff and facilities. Courses, procedures, and results are described.

ADULT EDUCATION

Management Training Using Telelectures. EJ 045 418.

William F. Glueck, *Training and Development Journal,* Vol. 25, No. 11, pages 12-16, November 1971.

This article reports on a training program for hospital administrators and managers that used the medium of the telelecture. The method is evaluated and shortcomings and possible future uses considered.

Development and Evaluation of an Experimental Course in Applied Mathematics for Group 4 Personnel. ED 040 048.

Ray E. Main, Naval Personnel Research Activity, San Diego, California, Navy Training Research Laboratory, 1969, 30 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

This document reports on research aimed at establishing effective methods for training Navy marginal personnel designated as Group 4. Preliminary investigation of training in mathematics showed that Group 4 personnel needed to improve in basic arithmetic skills and that they varied widely in their ability to acquire such skills. An experimental course covering basic arithmetic operations was developed to provide a standard set of training conditions which could be systematically modified. Results indicated that, in general, Group 4 personnel can benefit from instruction in all types of basic arithmetic operations. Also these students have the potential to use programed mathematics materials for self-study effectively if class motivation is maintained at a high level.

Project Multi-Media: Grass Roots Adult Education. EJ 050 145.

Mark W. Waldron, *Adult Leadership,* Vol. 20, No. 7, pages 249-251, January 1972.

An account of the recent televised mass adult education project, "Project Multi-Media," in Quebec, Canada. Experience in one area of Quebec indicates that it works. Whether the program will work on a province-wide scale is yet to be seen.

DEVELOPING COUNTRIES

Sources of Information and Assistance on Educational Technology for Development: A Directory. **ED 066 900.**

Academy for Educational Development, Washington, D.C., Information Center on Instructional Technology, 1972, 38 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

Sources of assistance for using educational technology in developing nations are listed in this 33-page catalog. Each catalog entry includes the name and address of a group or organization and a 30-100 word description of the services they offer. The catalog is divided into five parts: sources of general information and technical and training help, sources of educational software, sources of information about hardware, professional and trade associations, and sources of financial assistance.

Educational Technology and the Developing Countries, A Handbook. **ED 062 812.**

Agency for International Development (Department of State), Washington, D.C., 1972, 194 pages. EDRS price microfiche 65c, Xerox hardcopy $6.58.

A survey, presented in looseleaf handbook format, reviews a number of ideas about educational development, technology, change, and the improvement of learning. Its primary focus is on the situation in developing countries. The materials presented are largely descriptive—going from theory to planning, and then on to case studies of educational technology in action today. The case studies are of El Salvador, Niger, American Samoa, and more briefly Mexico, Colombia, and Singapore. The results of El Salvador's experience in educational reform using instructional technology are the basis of some projected cost estimates. Sources of information and assistance on educational technology in many countries are listed, and an annotated bibliography of books and periodicals is also provided.

Television and Educational Reform in El Salvador. Report on the Third Year of Research. **ED 062 779.**

Robert Hornik and others, Stanford University, Institute for Communication Research, 1972, 124 pages. EDRS price microfiche 65c, Xerox hardcopy $6.58.

Educational Reform in El Salvador is an intensive effort to upgrade and expand the seventh, eighth, and ninth grades. It is built around instructional television, but also includes curricular revision, the retraining of teachers, new classroom materials, and other important elements. 1971 was the third year of the reform. Two developments made 1971 an exceedingly abnormal year for educational reform—the elimination of tuition for grades 7, 8, and 9 increased the school population by 35% and a teachers' strike disrupted schools for two months. To the extent possible this report attempts to compare the third year with previous years of the reform and to discern the effects of the broadened school population and the strike on the reform. The effects on students, teachers, and on parents' aspirations for their children are reported, along with a brief administrative history of the reform.

Seminario Latinoamericano de Didactica de los Medios Audiovisuales (Latin American Seminar on Teaching with Audiovisual Aids). **ED 067 919.**

Ministerio de Educacion, Caracas (Venezuela), Centro de Documentacion y Informacion, 1971, 8 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

This seminar on the use of audiovisual media reached several conclusions on the need for and use of such resources in Latin America. The need for educational innovation in the face of a new society, a new type of communication, and a new vision of man is stressed. A new definition of teaching and learning as a fundamental process of communication is needed. The recommendations here cover various aspects of audiovisual media implementation: centralized creation of audiovisual material, material packages for specific courses, the role of programed instruction, teacher preparation, and international cooperation.

Television and Educational Reform in El Salvador. Complete Report on the Second Year of Research. **ED 067 895.**

Wilbur Schramm and others, Stanford University, Institute for Communication Research, 1971, 213 pages. EDRS price microfiche 65c, Xerox hardcopy $9.87.

Research conducted on El Salvador's educational reform program during the 1970 school year is summarized. The primary focus is on the effect of instructional television on that reform. The administrative history of the 1970 school year is briefly reviewed. Learning patterns in the seventh- and eighth-grade television classes are compared with those in traditional classes. An attempt to isolate the contribution of television instruction to student learning and an analysis of the effect of television instruction on certain disadvantaged groups are described. An attitude survey to determine the effect of the reform program on teachers shows a generally favorable attitude toward televised instruction. Surveys of student attitudes and of student aspirations are presented in terms of El Salvador's overall economic development. The longitudinal data obtained over the past two years, four different student surveys, and an interview study of parents are summarized. Two special projects—one to measure the changes in classroom teaching behavior and the other to obtain quick feedback on student learning in television classrooms—are reported. The text of the report is extensively supplemented by charts, graphs, and data tables.

Recent Developments in Instructional Technology in the Developing World. **ED 063 735.**

Sidney G. Tickton, Academy for Educational Development, Inc., Washington, D.C., 1971, 14 pages, paper presented at the Educational Technology Workshop of the Council on Higher Education in the American Republics (Salvador, Brazil, May 26-29, 1971). EDRS price microfiche 65c, Xerox hardcopy $3.29.

Brief descriptions of the use of television as an integral part of educational reform in El Salvador, Niger, and American Samoa are presented, along with plans for a new project in the Ivory Coast. In these case studies, television is primarily a catalyst for reforms that would not otherwise be likely to occur. These reforms include curriculum revision, new

teaching methods, new subject content for educational programs, retraining of teachers, production of new teaching materials, and, in addition, an organized attempt at feedback and evaluation. Looking ahead, it is noted that communications satellites will be the next vital medium of educational reform. This brochure is a short preview of a larger handbook on this subject which is currently in preparation.

SUPPLEMENT: Most Recent Documents

These most recent additions to the ERIC system have been added by the Stanford Clearinghouse staff to Dr. Lewis's paper to bring it as up-to-date as possible. Because this is a supplement, documents have not been arranged into Dr. Lewis's categories, nor do they necessarily conform to his screening processes as outlined in the Introduction.

A N.A.M.E. Report: Better Teaching—Electrically. EJ 071 114.

Don Allen and H. T. Spetagel, *Media and Methods*, Vol. 9, No. 6, pages 12, 104, 107, February 1973.

A Denver high school teacher and a Denver University professor report on a two-week teacher training workshop at the University of Denver on film study—"The Electric Humanities Workshop."

Learning Systems for the Future. Fastback Series, No. 9.

Ron Barnes, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1972, 38 pages. Available from Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 for 50c, prepaid, for individual fastback and $2.00 for set of six (quantity and membership discounts).

The ideas for innovations in learning systems in this report are based on a scenario being developed for the Minnesota Experimental City. The primary function of the new system being developed in Minnesota is to assist the individual learner to discover his interests, assess his needs, set his learning objectives, and pursue these objectives. The report describes the characteristics of the Minnesota learning system, discusses procedures for orienting learners to the new system, identifies the people involved, and discusses the tools, resources, and facilities to be used.

Innovative Instructional Strategies for Speech Communication. ED 068 996.

William D. Brooks, 1972, 18 pages, paper presented at the Convention of the Speech Association of the Eastern States (Boston, Massachusetts, 1972). EDRS price microfiche 65c, Xerox hardcopy $3.29.

The author discusses three instructional strategies—minicourses, games and simulations, and learning environments outside the classroom—which are currently being employed in speech communication education. The three strategies embody the well established learning principles that students learn better when they: (1) know what it is they are trying to learn; (2) value the objectives toward which they are striving; (3) are actively involved rather than being passive; and (4) receive feedback and confirmation of learning. After outlining the strengths and weaknesses of the three strategies, the author emphasizes that these methods are not panaceas but require greater teacher efforts than what might be required for traditional teaching. The article concludes with a bibliography of materials available for study and implementation of these strategies.

Look, Mom, Here's My Video Report Card! EJ 067 567.

Don W. Brown, *Audiovisual Instruction*, Vol. 17, No. 10, pages 20-22, December 1972.

Speech students at Sehome High School, Bellingham, Washington, present their parents with videotaped report cards.

Study and Evaluation of the Student Response System in Undergraduate Instruction at Skidmore College. ED 076 135.

Yu-kuang Chu, Skidmore College, Saratoga Springs, New York, 1972, 20 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

The Student Response System (SRS) is discussed and evaluated. This is an electronic system whereby an instructor receives instant feedback from students by asking questions each with up to five multiple choice answers. The report covers a description of the SRS, a review of the Skidmore College project on computer applications, and a review of the grant from the National Science Foundation, physical setup for the project, common uses of the SRS, uses of the SRS at Skidmore, combined uses of the SRS in class, uses of computer analysis, individualized uses of the response system, a small statistical evaluation, and a summary of evaluation.

The Process of Innovation in Education. The Educational Technology Reviews Series. Number Two.

Educational Technology Publications, 1973, 135 pages. Available from Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 for $3.95.

Composed of articles published in recent issues of *Educational Technology* magazine, this volume focuses on the process of innovation in education. Included are articles on needs and criteria for change, accountability, modes for adaptation, educational management, teacher roles and attitudes, educational planning, and strategies of organizational development.

Instructional Systems. The Educational Technology Reviews Series. Number Eight.

Educational Technology Publications, 1973, 138 pages. Available from Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 for $3.95.

Composed of articles which appeared recently in

"Educational Technology" magazine, this volume in the review series considers instructional systems. Topics covered include systems models for instructional design and management, the design of simulation systems, informal and vocational education, individualized instruction, operational learning systems, methodological issues, systems approaches to early education, instructional modules, cybernetics, reinforcers and motivators, teacher education, faculty development, instructional products, training systems, costs, and communication.

On Education. Kaiser Aluminum News.

Don Fabun, editor, Kaiser Aluminum and Chemical Corporation, Oakland, California, 1967 (Vol. 25, No. 1), 31 pages. Available as free single copies from Kaiser Aluminum and Chemical Corporation, 300 Lakeside Drive, Oakland, California 94604.

Education in America is still dominated by anachronisms, including the fixed 8:30 to 3:00 day, the lock-step grade level, the use of grades, the belief that students must learn from adults rather than students, that students and adults learn together, and especially a concern with the quantities of education rather than the qualities of education. However, several hopeful signs of change have appeared, such as the modular schedule, the non-graded classroom, computer-assisted instruction, an emphasis on cooperation instead of competition, and humanistic, affective education, such as that developed at Esalen Institute. These and other innovations may yet bring about an individualized education, in which each student has his own curriculum. Business and industry have a substantial stake in the improvement of education, since their future employees and customers come from schools and colleges. In fact, a merger of industry and education would benefit both parties.

The Costs of Information Retrieval Television. A Case Study in the Cost-Effectiveness of Educational Media.

Maris M. Gailitis, Ontario Institute for Studies in Education, Toronto, 1972, 87 pages. Available from the Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada.

The Information Retrieval Television (IRTV) system was a unique experimental media program initiated in several Ottawa, Canada schools in the fall of 1968. The program allowed teachers to select televised audiovisual programs for their classes at any time. This arrangement freed them from having to adapt to broadcast schedules or to the rigidities of existing film distribution methods. The IRTV system was tested for nearly three years and detailed records of the costs of the system were systematically kept. This report shows the type of consideration that must be taken into account by administrators and planners when organizing an efficient media system. Comprehensive in scope, the report concluded that it is unlikely that IRTV can ever be cost-efficient until it becomes a self-contained mode of instruction in some part of the learning environment. Though the conclusions about IRTV were not favorable, the methodology used to develop a cost-effective rationale should be of lasting value.

Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 028.

Dennis D. Gooler, editor, Syracuse University Research Corporation, New York, Educational Policy Research Center, 1972, 156 pages. EDRS price microfiche 65c, Xerox hardcopy $6.58.

This resource guide for community college teachers and administrators focuses on hardware and software. The following are discussed: (1) individual technologies—computer-assisted instruction, audio tape, films, filmstrips/slides, dial access, programmed instruction, learning activity packages, video cassettes, cable TV, independent learning labs, simulations; and (2) programs of interest—pervasive problems (getting faculty to take advantage of resources, training faculty, the need to create incentives to facilitate the faculty's use of instructional innovations), Central Piedmont Community College, Oakland Community College, and Monroe Community College. A bibliography of additional resources is followed by a list of places to obtain more information about ongoing projects.

CARE: Computer-Assisted Renewal Education—An Opportunity in Pennsylvania.

Keith A. Hall and Harold E. Mitzel, *Audiovisual Instruction*, Vol. 18, No. 1, pages 35-39, January 1973.

A program has been developed which makes use of mobile vans equipped to utilize computer-assisted instruction.

New Approaches in the Teaching of Psychology: An Annotated Bibliography. EJ 067 162.

James Hartley, *Bulletin of the British Psychological Society*, Vol. 25, No. 89, pages 291-304, October 1972.

Case studies of various new approaches to university teaching and learning in psychology are the basis of this bibliography. The papers are divided into two main sections: programmed courses and student choice in learning approaches. A list of relevant textbooks is also included.

Tulsapac: Anatomy of a Learning Package. EJ 075 748.

Bruce Howell, *Educational Technology*, Vol. 12, No. 9, pages 49-52, September 1972.

The assistant superintendent for instruction in Tulsa describes the development of learning packages for a period of three years in that city.

Welcome to the Mathroom. EJ 068 367.

Instructor, Vol. 82, No. 5, pages 64-66, January 1973.

Two elementary teachers report on their innovative approach to teaching math concepts to second- and third-grade students, using a flexible, game-oriented, interest center program.

Electronic U. EJ 077 069.

Edwin Kiester, Jr., *Saturday Review: Education*, Vol. 1, No. 4, pages 56-57, May 1973.

The approach to teaching of California's Golden West College relies heavily on technology.

The TEVEC Case: An Experiment in Adult Education Using the Multi-Media System. Experiments and Innovations in Education, No. 1.

Raymond Lallez, International Bureau of Education, Geneva (Switzerland), 1973, 75 pages, series also published in French and Spanish. Available from UNESCO: IBE, Geneva, Switzerland for $1.00.

The first in a series of UNESCO studies entitled Experiments and Innovations in Education concerns an educational television project in Quebec. The project was conceived as the most economical and effective way of providing lifelong education for Quebec's undereducated adult population. Emphasized in the report is the importance in educational innovation of originality in the fundamental objectives and clarity in formulating them. Topics included are: (1) the choice and precise formulation of objectives; (2) from the novelty of well-informed and well-formulated objectives to the multiple innovation system—conception of the television broadcast, from television as the favored medium to the multi-media system, from the multi-media system to the participation structure; (3) innovation from the design stage to the implementation stage. Specifics of the TEVEC project are tabulated in appendices.

Educational Television on Demand. An Evaluation of the Ottawa IRTV Experiment.

Harry G. McLaughlin, Ontario Institute for Studies in Education, Toronto, 1972, 167 pages. Available from the Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada.

The Information Retrieval Television (IRTV) system was a unique experimental media program initiated in several Ottawa schools in the fall of 1968. The program was designed to allow teachers to select televised audiovisual programs for their classes when and where they choose. This arrangement freed teachers from broadcast schedules and the rigidities of existing film distribution methods. The IRTV system was tested for nearly three years, and this report discusses a variety of aspects of the system. The report is based primarily upon questionnaire surveys and media center logs. It does not attempt to validate IRTV's effect on learning, but rather it evaluates the mechanics of the system itself. The data collected revealed that the IRTV system was unlikely to do much more than double the average student's exposure to films and television. Furthermore, IRTV was predominantly used for enrichment. The most important advantage of the system was that it could insure the viewer the program in a very short time.

Educational and Career Exploration System: Report of a Two-Year Field Trial. ED 071 000.

Roger A. Myers and others, Columbia University, New York, New York, Teachers College, 1972, 130 pages. EDRS price microfiche 65c, Xerox hardcopy $6.58.

This report traces the earliest field trials and later developments of the Educational and Career Exploration System (ECES), a computer-based learning environment to be used as a part of the educational and vocational guidance services in secondary schools. ECES includes a set of experiences in which the student considers his own educationally and vocationally relevant characteristics, a series of exercises dealing with the structure of the world of work, and extensive opportunities to learn about decision making by manipulating information about potential opportunities. The initial field trial of ECES in Montclair, New Jersey, in 1969 and preliminary work done with ECES in Genessee County, Michigan, are covered briefly. These provided guidelines for the more extensive field trial conducted in 1971-72 in Genessee County, Michigan. Using the Career Development Inventory (CDI) as a measure of vocational maturity, posttest findings included the following: (1) ECES users showed larger gains than non-users both in degree of planning orientation and in choice and use of resources for exploration; and (2) Users did not differ from non-users in quality of decision making and amount of occupational career information possessed.

The Best of ERIC: Learning Resource Centers. ED 071 431.

Mayrelee Newman, Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1973, 14 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29. Available in original form from Box E, School of Education, Stanford University, Stanford, California 94305 for $1.50. Checks must be included with order and made payable to "Box E."

Some 50 titles have been selected, abstracted, and categorized for this bibliography. They have also been divided into five educational subject areas: general topics; public school/early childhood; community/junior college; college/university; and adult education. The bibliography was designed specifically for learning lab coordinators, librarians, and media specialists. The listings are recent, no entry being more than two years old. The information contained ranges from instructional satellite systems and computer-assisted instruction guides to catalog systems for non-print materials and model programs for elementary schools.

Innovations Evaluation Guide: An Evaluation Tool for Innovation Consumers in Vocational-Technical Education. ED 068 639.

Ohio State University, Columbus, Center for Vocational and Technical Education, 1972, 15 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29. Available free in original form from Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43212.

This guide was developed to help improve the decision-making ability of educators who evaluate innovations. It suggests evaluative criteria for assessing an educational innovation. The format allows the evaluator to analyze the benefits and costs of an innovation step-by-step by providing information for the applicable innovation characteristics. Developers and promoters of exemplary innovations could use the categories in the guide to furnish consumer information on their products. A worksheet for major cost items is included. A related document is available as ED 067 444.

The Effect of Contingency Managed Self-Instruction in the Detroit Public Schools. ED 069 818.

Sheldon Sofer and others, Detroit Public Schools, Michigan, 1971, 18 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

The contents of this document, concerning the demonstration of a linkage between monetary incentives and academic achievement motivation and the utilization of this knowledge in educational programs, are organized in three sections. The first section is a report of an experimental demonstration of "the effect of monetary incentives on test performance of a sample of pupils in four Detroit public schools." The second section, "The effect of a self instructional-contingency managed mathematics program on student test performance," reports a study the purpose of which was to determine the effect of the SIMPLE (Self-Instructional Mathematics Program, Learn and Earn) program on the performance of students on a standardized achievement test. The third section, "Contingency managed self instruction self instructional reading laboratory," describes another application of the linkage between motivation and monetary incentives. The Self Instructional Reading Laboratory consists of the following key features: individualization, self instruction, self management, high motivation, differentiated staffing, and class size reduction.

Alternatives in Education: A Regional Practicum. ED 074 590.

Southeast Asian Ministers of Education Organization (Singapore), Regional Center for Educational Innovation and Technology, 1972, 237 pages, papers presented at SEAMEO Regional INNOTECH Center Practicum (Singapore), April 24-28, 1972). EDRS price microfiche 65c, Xerox hardcopy $9.87.

This document contains ten working papers on educational alternatives, which were presented at a regional conference attended by 24 educational decisionmakers from eight Southeast Asian countries. The papers touch on such topics as the systems approach to alternatives, alternative objectives, the technology of education, alternative teaching methods, curricular alternatives, evaluation of alternatives, in- and out-of-school alternatives, and a regional approach to the development of alternatives. Also included is a report on a simulation held at the conference in which the participants planned an educational system for a fictitious Southeast Asian country. The appendixes include the program schedule, a list of participants, the opening addresses, and a press release about the conference. Summaries of all papers can be found at the beginning of the report.

The Role of the University of Wisconsin—Eau Claire in the Consotrium Effort to Implement, Maintain and Institutionalize Individually Guided Education and the Multiunit Unit Elementary School. ED 074 044.

Wisconsin University, Eau Claire, 1971, 372 pages. EDRS price microfiche 65c, Xerox hardcopy $13.16.

This case study focuses on the role of the University of Wisconsin-Eau Claire (UW-EC) in a consortium effort to implement, maintain, and institutionalize individually guided education and the multi-unit elementary school (IGE/MUS-E). The framework for the study is based on the chronological academic involvement of UW-EC with the various facets of the program. Reference materials for the (IGE/MUS-E) program which are included are: "Individually Guided Education and the Multiunit Elementary School" by H. J. Klausmeier, M. Quilling, J. Sorenson, R. Way, and G. Glasrud; "The Development and Evaluation of the Multiunit Elementary School, 1966-1970 by Klausmeier, Quilling, and Sorenson; and extensive appendices on the consortium program, "A Wisconsin State-wide Model Program for Developing Leaders in Role Differentiated Elementary Schools."

Unconventional Methods and Materials for Preparing Educational Administrators. ERIC/CEM-UCEA Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Fifteen. UCEA Monograph Series, Number Two. ED 069 013.

Richard Wynn, Oregon University, Eugene, ERIC Clearinghouse on Educational Management and University Council for Educational Administration, Columbus, Ohio, 1972, 77 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29. Available in original form from University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 for $2.00 (quantity discounts).

In this monograph, the author describes the variety of new and innovative instructional methods and materials being used to prepare educational administrators. Because the subject is new and the nomenclature surrounding it imprecise, the author defines his terms. An outline of the history

of unconventional instructional methods and the rationale for their development are presented. The author focuses on those methods in current use, such as laboratory training, case methods, simulation, games, and independent study. An extensive bibliography is included.

In-service Training Using Educational Technology.

Each year, individuals responsible for outstanding educational technology programs which include the best in-service training are awarded cash prizes by the Association for Educational Communications and Technology (AECT), in conjunction with Encyclopaedia Britannica Educational Corporation. Contact with the national winners and/or the ten regional winners would yield valuable information about ongoing programs involving innovative use of media. Winners in 1973 included the Bossier Parish Educational Resource Center, Shreveport, Louisiana; State University College at Oswego, New York; Fairfield (Connecticut) Instructional Materials Center; Board of Cooperative Educational Services, Hudson Falls, New York; Volusia County Schools, Daytona Beach, Florida; Lakewood, Ohio, In-Service Media Program; Omaha Schools' West Maple Instructional Materials Center, Nebraska; Lane County Instructional Media Center, Oregon; and Southern California Media Workshop Program. Next year's winners will be announced at the March 1974 AECT convention in Atlantic City. Further information on past winners and contest rules is available from the AECT, 1201 Sixteenth Street N.W., Washington, D.C. 20036. (The October 1973 issue of *Audiovisual Instruction* outlines the 1973 winners.)

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